

2HUB XC 433 B1 —THE BU CROSS-COLLEGE CHALLENGE

Project: Title: 'Cross Cultural Exploration of Music'

Course Information

Instructors:

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M/W/Th by appt.

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Class Meeting Times: T/TH 9:30am-10:45am

Location: WED 210

Introduction to the Cross-College Challenge

The Cross-College Challenge offers a unique project-based learning experience in which interdisciplinary student teams from across BU's undergraduate colleges tackle real-world problems and develop leadership, team work and communication skills. Students from any major will collaborate with both on- and-off campus sponsors exposing students to current challenges impacting BU and the City of Boston in areas such as arts management, technology, entrepreneurship, sustainability, and beyond. Some teams may also investigate enduring human questions such as inequality, social justice, and human creativity.

Faculty will develop a separate syllabus for each team tailored to the specific project. Each pair of faculty will decide which class sessions (or parts of sessions) to devote to content delivery, research and project design, presentations, and project oversight. While every team will complete a project proposal, preliminary bibliography and final report, make a concluding oral presentation, reflect on their experiences at the end of the semester, and submit relevant project-specific final products, the faculty will also determine the number and timing of intermittent assignments that students must complete.

Project Description

Music is an accessible form of self-expression, a conscious voice exploring themes of race, identity, social justice, and politics. Music has transformed and evolved into many different pockets around the world. But, what are the connections between music and cultural diversity? How have the generations influenced each other and how can music help enrich cultural awareness? Our project is to create a comprehensive proposal that will help the client use music to connect the students of BU from all diverse backgrounds. Students will research ways to aid the client's ongoing quest for inclusion and cultural awareness throughout the University. Students will also experience music of various cultural and diverse groups to better position themselves on making their proposal. Ideally, the proposal would be a report, series of podcast or event that highlights new approaches on how music can make connections across the global communities of BU.

Learning Objectives

XC 433 will meet [BU Hub Learning Outcomes](#) for Oral Communication, Creativity/Innovation, Teamwork/Collaboration and Research and Information Literacy through the following assignments:

1. Project Outline
2. Team Contract
3. Annotated Bibliography
4. Project Proposal
5. Music Cultural Comparison Assignment
6. Lyrics Assignment
7. Project Report Outline
8. Open and Closed Peer Reviews (Due at different times throughout the semester)
9. Final Report and/or Other Final Deliverables (Due Dec. 13)
10. Concluding Oral Presentation (Week of Dec. 3)
11. Reflection (Due Dec. 17)

See “Assignments” below for more details.

Course Tools and Requirements

1. Use of the Team Learning Assistant (TLA)

We will use the Team Learning Assistant (TLA) software for collaborating on teamwork. Students will receive instructions on how to use the TLA, when Questrom faculty visit the class during the early part of the semester. The link to the TLA is on Blackboard.

2. Use of Blackboard

We will use Blackboard as our course website. It will include links to the different resources and tools that we will be using in this course and any other relevant instructional materials. Important course related announcements and information will also be communicated via Blackboard. It is important that you check the course website regularly.

3. Use of Research Guides

Our Mugar library consultants have developed a research guide for the course. Students will receive instructions on how to access that guide during class and will also have the opportunity to meet with the library staff, if they need. The link to the research guides is on Blackboard.

4. Use of Digication for ePortfolios

Digication is a user-friendly educational software that allows creative and unique opportunities to express learning and knowledge using contemporary multimedia tools. In this course, students will receive training and complete support from IT experts at BU on how to use this software. Throughout the semester, students will work on their individual e-portfolio and use it as a per-

sonal website to create their profile, demonstrate their learning, and submit their individual assignments for assessment. As a team, students can also decide to use Digication as a potential tool of designing the promotional campaign for MESA languages. To create an e-portfolio, [click here for instructions](#).

5. Assigned Readings

ETHNOMUSICOLOGY, A Very Short Introduction by Timothy Rice Oxford University Press 2014

6. Attendance

This course has a mandatory attendance policy. Moreover, promptness and preparation are expected. Each of you, however, is granted one absence without penalty. It is your responsibility to use your absence wisely, i.e., if you know that you will need to miss a day for family or religious reasons, save a day for that miss.

7. Plagiarism

Plagiarism -- the presentation of another's work as your own, even by mistake -- is a violation of BU regulations. Plagiarism may result in failing this course and possible further penalties.

Be sure to read and comply with BU's universal academic conduct code for undergraduate students. It is available at: <http://www.bu.edu/academics/resources/academic-conduct-code/>

If you are in doubt, consult the professors.

8. Recording

Please note that classroom proceedings for this course may be recorded for purposes including, but not limited to, student illness, religious holidays, disability accommodations, or student course review. Note also that you may not use a recording device in the classroom except with the instructor's permission.

9. Expectations

This is a student-centered course, primarily organized around project-based learning. Students aren't expected to be experts in their project area; instead all team members are expected to use the project as a learning opportunity to address a substantial problem and produce a tangible product (physical object, film, exhibition, website, work of art, essay, etc.) over the course of one semester. As a result, to be successful, students must come each week prepared to initiate and engage in their own learning.

10. Deadlines

Students are expected to meet all course and client deadlines. However, if there is ever an issue in meeting the deadlines, please don't hesitate to communicate with the professors and seek their help. Communication is key.

11. Course Members' Responsibility for Ensuring a Positive Learning Environment

All students are responsible for creating a positive learning environment. In this course, much of that responsibility will be met through participation in class as well as in your teams. Engaged and informed participation in class discussion represents 10% of your final grade. The quality of your commentary matters more than the quantity; however, make an effort to contribute regularly during the entire semester. While we are aware that there are different learning styles and levels of comfort speaking in public and we want to honor those differences, it is still important to practice entering the conversations and voicing your thoughts in our class discussions. If you are having difficulty speaking in class, make an appointment to see us to talk about strategies to increase your participation. By contrast, if speaking in class comes easily to you, be aware of permitting other voices to be heard. In responding (or reacting) to classmates' comments and work, please also be aware of your own unconscious bias or blind spots. In general, then, we expect students to maintain the highest standards of civility and respect for one another in the classroom and for all guest speakers.

Assignments

1. Project Proposal (15%)

The project description is a one-paragraph description of the project. Students will create a description of the project based on their understanding of the proposed challenge/problem.

A project proposal is a concise and coherent summary of a proposed project that represents the basic plan of how students expect to accomplish the goals of the project. This project proposal should propose a strategic plan on what steps can be taken to

The project proposal should follow a logical sequence right through the conclusion and include the following sections: *Introduction* (with a clearly stated research question), *Background*, *Methods & Creative Techniques* (including, if applicable, Interdisciplinarity, Assessment, Dissemination), *Deliverables*, *Timeline*, *Collaboration with Faculty*, and *References Cited* (include in an additional page within the project proposal). The completed, polished proposal will be shared with the client. This assignment will help students develop their understanding of the overall research process and its component parts, and be able to formulate good research questions or hypotheses, gather and analyze information, and critique, interpret, and communicate findings.

2. Team Contract (10%)

Through this course, students will receive explicit training in Team Learning Assistant (TLA) software. This software will cultivate students' ability in teamwork and sustained experiences of collaborating with others; students will be able to identify the characteristics of a well-functioning team. Students will demonstrate an ability to use the tools and strategies of working successfully with a diverse group, such as assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.

3. Annotated Bibliography (5%)

In order for researchers to understand and organize their sources better and discover patterns and shared themes, they create annotated bibliographies. This tool is a bibliographic list of sources with a summary and evaluation of their usefulness for research on a topic, generally done by a researcher to show someone else how the sources will be used in their writing. You will be writing an annotated bibliography, the annotations in your bibliography, however, should show its usefulness for your own research and your project. The five required components are:

1. **FORMATTING:** Keep a bibliography or “Works Cited” for everything you read
 - a. Follow proper formatting; MLA.
2. **GENRE:** When composing your annotation, first determine what kind of source you are describing.
 - a. You will not always need a full sentence for this step, especially because the citation itself will often indicate the nature of the source (e.g. the citation itself will clearly indicate paintings, musical works, books, etc.)
 - b. In some cases, such as when you cite a novel or short story, the bibliographic entry may not distinguish your source from other similarly formatted items (such as scholarly books, articles or essays). In this case, be sure that your annotation mentions the source’s genre (e.g. “A short story about. . .”).
3. **SUMMARY:** For each annotation in your bibliography, the first sentence or two should summarize the source’s content. Some things you might address are:
 - a. What are the main arguments (if any)?
 - b. What is the source’s main point?
 - c. Which topics does the source cover?
 - d. How would you answer the question: “What is this source about?”
4. **ASSESSMENT:** The second part of your annotation should evaluate the source.
 - a. What is the source’s significance?
 - b. What are the goals of or motives behind the source?
 - c. How well does the source accomplish those goals?
5. **REFLECTION:** At this point, you should conclude your annotation with a reflection on the source.
 - a. Is it useful to you?
 - b. Might it be useful for later research projects?
 - c. How was it or might it be useful?
 - d. What role does the source play in your current research?

Note that an annotation is other-descriptive; in it, an author describes another’s source, its content and purpose, its quality, but also adds some evaluation of its usefulness for a course. Use the present tense, and reference the author for example, “Lamott offers,” “Lamott includes...” etc. If there are two authors, use both their names, e.g., “Lamott and Rossi argue,” which you can interchange with “the authors.” If there are more than two authors, you can either write the name of the first with “et. al.” (“Lamott, et. al. argue”) or write “the authors argue.”

4. Open and Closed Peer Reviews (Due at different times throughout the semester)

Peer review involves sharing one's writing and ideas with a group of peer readers who offer feedback and suggestions for improvement. Throughout the semester, students will review one another's work in both open and closed peer reviews. An open peer review occurs when the writer knows which student is reviewing his/her writing, while a closed peer review is a review done anonymously. The peer review assignments will help students develop their ability to give and receive feedback, and engage in meaningful group reflection that inspires collective ownership of results.

5. Individual Deliverables (20%)

This assignment will help students demonstrate their understanding of creativity as a learnable iterative process of imagining new possibilities that involves risk-taking, use of multiple strategies, and reconceiving in response to feedback, and will be able to identify individual and institutional factors that promote and inhibit creativity. Producing original work will allow students to exercise their own potential for engaging in creative activity by conceiving and executing original work as part of a team.

This will include 2 individual writing assignments each worth 10%

1. Music Cultural Comparison Assignment due Oct 8th
2. Lyrics Analysis due Oct 31st

6. Concluding Oral Presentation and Project Delivery (25%)

For the concluding oral presentation, students are required to use either PowerPoint, Adobe Spark, or Prezi for the presentation. The presentation will be a group presentation that is 15 minutes long. Then, a question-and-answer period will follow, and the group will respond to questions about the project.

While the group should present the entire project, including process issues:

- 1) Overview of final product
- 2) A breakdown of decisions made and milestones achieved. Did you meet your goals, were you late, or early? How did this impact your final product?
- 3) How did your client receive the product/recommendation? How did it meet your client's original needs? How did the team address "feature creep" or the client's evolving goals?), the primary focus of the presentation should be on your final deliverable.

We will talk in class about how to turn the project into an oral presentation. This assignment will help students: develop their ability to craft and deliver responsible, considered and well-structured oral arguments using media and modes of expression appropriate to the situation; demonstrate an understanding that oral communication is generally interactive, while also attending and

responding thoughtfully to others, and develop their ability to speak effectively in situations ranging from the formal to the extemporaneous and interact comfortably with diverse audiences.

7. Reflection Project/Paper (15%)

This assignment offers students the opportunity to reflect on their learning experiences and progress during this course. For this assignment students will create a 'Reflection' page on their individual e-portfolios and document their thoughts about the new skills and knowledge that they are acquiring/have acquired through this project in each of the following XCC learning capacities: market research, online and oral communication, and creativity and innovation. Like other assignments in this class, students are expected to think creatively about how they could utilize the various multimedia features of the Digication tool to document their learning reflections. Following are a couple of formats possible for this assignment: i. a picture-essay, where students use at least five different images (selfies welcome!) and/or short video clips to describe and illustrate specific skills that they have learnt in this course; ii. a vlog, where instead of writing, students can make a video that articulates and illustrates their learning from this course. Students are encouraged to discuss their preferred format for this assignment with the instructors early on in the semester. Whatever the format, the assignment should aim to answer the following reflective questions:

- a. Where can the reader/viewer see evidence of your writing and research skills?
- b. Where have you demonstrated your creativity and innovation?
- c. What has have been your experience of working in a team?
- d. What has this interdisciplinary cross-college challenges experience meant to you?
- e. How do you think the skills and knowledge from this course will translate to your future workplace?

Evaluation

The course is designed around a 100-point scale. As a result, for each graded assignment, you will receive a number grade and a letter grade. At the end of the semester, we will total your points out of 100, and this will be your course grade. The percentages of those 100 points are:

Team Contract	10%
Project Proposal	15%
Annotated Bibliography	05%
Ind. Deliverables (2)	20%
Concluding Oral Presentations	25%
Reflection Questionnaire/paper	15%
Class Participation	10%
Open and Closed Peer Review (Due at different times throughout the semester)	
Total:	100

SCHEDULE OF MEETINGS

Week 1 Welcome to the class

Sept. 3— Introductions; Discussion of XCC Expectations and Objectives;

Description of Project/Syllabus review

Sept. 5—Discussion 1

Due Music Collage Assignment

Week 2 Introduction to Creativity/Innovation

Sept. 10—Discussion 1

Initial Meetings with Project Client BU Arts Initiative

Sept. 12—Discussion 2

Project Goals Discussed

Week 3 Teaming and Developing Project Contracts

Sept. 17— Discussion 1

Teaming activity /What is team work and building a successful team contract

Due —Wikipedia assignment Wednesday 9/18 9pm

Sept. 19—Discussion 2

What is Ethnomusicology? (Meet at Mugar Music Library with Holly M)

Due —Description of project and preliminary outline. Friday 9/20 11:59 pm

Week 4 Introduction to Research and Information Literacy

Sept. 24 — Discussion 1

Information Literacy Workshop: How to create Surveys and Podcasts

Due— Team Contracts Wednesday 9/25 9 pm

Sept. 26— Discussion 2

Work on Projects Outlines/Check Ins with Faculty/conduct survey

Due —Annotated Bibliographies Friday 9/27 11:59 pm

Week 5 Campus Research

Oct. 1—Discussion 1

Team work on project proposals

Due— Project Proposals Wednesday 10/2 9pm

Oct. 3—Discussion 2

Delivery and discussion of project proposal to BU Arts Initiative

BU Global Music Festival October 4th and 5th <http://www.bu.edu/gmf/>

Week 6

- Oct. 8.-discussion 1 debrief of experience at Global Music Festival
- Oct. 10-NO Discussion to exchange at music festival

Due—Presentations of individual Research: comparison of Music Genres Friday 10/11 at 11:59 pm

Week 7 Guest speakers from campus and Boston Musical groups

Oct. 15 — **MONDAY SCHEDULE ON TUESDAY--NO CLASS MEETING**

- Oct. 17— Discussion 2
- Guest Speaker: Dean Ken Elmore
- Social Bias and Stereotyping of Musical Preferences

Week 8

- Oct. 22—Discussion 1
- Survey results and analysis
- Oct. 24 —Discussion 2
- Work on Projects/Check Ins with Faculty

Week 9

- Oct. 29—Discussion 1
- Guest Speaker: Dr. Leland Clarke
- Oct 31—Discussion 2
- Analysis of musical lyrics

Due: Lyric analysis assignment Friday 11/1 at 11:59 pm

Week 10

- Nov 5—Discussion 1
- Guest Speaker: Bill Marx Boston Arts Initiative
- Nov 7. — Discussion 2
- Work on Projects/Check Ins with Faculty
- Students present to their initial outline of their deliverable product (i.e. website, report, proposal, poster) and report on what they will share at their next check-in with the project client*

Due - Project report outline Friday 11/8 at 11:59 pm

Week 11

- Nov. 12. — Discussion 1
- Team work and collaboration day
- Nov. 14. — Discussion 2
- Peer feedback

Week 12

Nov. 19—Discussion 1
Work on Projects/Check Ins with Faculty
Nov. 21. – Discussion 2
Work on Projects/Check Ins with Faculty

Week 13

Nov 26 —Discussion 1
No discussion exchange for attendance at Boston area Music event
Nov 29 — **THANKSGIVING--NO CLASS** Discussion 2

Week 14

Dec 3 — Discussion 1
Oral Communication: Dress Rehearsals of and Feedback on Final
Presentations/Workshop
Dec 5 —Discussion 2
Presentations of final projects/product
Teamwork/Collaboration: Evaluation

Week 15 —Wrap up and final thoughts on Project

Dec 10 Discussion 1
Conclusions and Reflections/Course Evaluations

December 13th Noon All Deliverables for the showcase presentation.

DECEMBER 14 XCC SHOWCASE AT TRUSTEES BALLROOM

FINAL REFLECTIONS PAPER/PROJECT DUE ON Tuesday December 17th at 10 am.