

Bergen Community College
Division of Business, Arts, and Social Sciences
Department of Visual and Performing Arts

Course Syllabus

MUS-132 Music Theory I

Basic Information about Course and Instructor

Semester and year:
Course and Section Number:
Meeting Times and Locations:
Instructor:
Office Location:
Phone:
Departmental Secretary: [optional]
Office Hours:
Email Address:

Course Description:

This course is a study of elementary diatonic harmony. It includes the study of major scales, natural, harmonic, and melodic forms of minor scales. Also included is the study of interval and triad construction, the figured bass, cadences, plus bass and soprano harmonization.
Lecture [2.00], Laboratory [2.00], 3 credits

Student Learning Objectives and Assessment:

As a result of meeting the requirements in this course, students will be able to:

1. Consider and review the rudimentary elements of music to acquire a deeper and more competent fluency of the elements of pitch, intervals, scales, keys, and chords.
2. Analyze scores from varying stylistic periods examining melody, rhythm, harmony, form, and instrumentation.
3. Compose original melodies using at least two different musical forms by challenging ourselves creatively by composing music that is both exciting and meaningful.
4. Learn and apply in a musical context the chords: major, minor, major major 7th, major minor 7th (dominant 7th), augmented, diminished, fully diminished 7th and half diminished 7th chords.
5. Strengthen skills and analytical speed in and understanding of chords by analysis of music in the styles of the Common-Practice, Post-Common-Practice periods to the present.
6. Strive for enlightened understanding of the aesthetic and formal beauty of the Western European musical language and begin to acquire a deeper appreciation of the great works of art that exemplify and embody its expressive power.
7. Connect the study of theory and harmony to our own personal musical goals and aspirations by examining and analyzing music that is relevant to our other studies/lessons/performances.
8. Bring performance skills to life in the classroom by actively performing the music we are studying.

STUDENT LEARNING OUTCOMES:

Students will:

1. Execute the proper pitch, scales, and chords in all keys.
2. Acquire and demonstrate an understanding of the structural, formal, and procedural workings of Western European tonal music.

3. Complete course assessment instruments demonstrating an understanding of how melody, rhythm, harmony, form, and instrumentation are used to effectively analyze music from the various stylistic periods.
4. Complete analysis assignments from differing style periods that demonstrate their ability to interpret the score.
5. Produce a minimum of two music assignments (of 30 measures) that demonstrate an understanding of music theoretical concepts and selected musical forms.
6. Complete theory assignments such as realizing figured bass and creating an original composition demonstrating notational skills
7. Execute correct analysis of excerpts from the standard classical repertoire to repertoire of the present day, correctly identifying musical structures.
8. Execute the principles of conventional voice leading that contextualize these elements into coherent musical statements, especially as they apply to the primary triads in root position and first inversion, as well as the dominant seventh chord in root position.

Textbook Requirements:

Clendinning, J. P., & Marvin, E. W. (2016). *The musician's guide to theory and analysis*. WW Norton & Company.

Clendinning, J. P., & Marvin, E. W. (2016). *The musician's guide to theory and analysis Workbook*. WW Norton & Company.

Students should come to each class prepared with books, handouts, pencils and blank staff paper. They are required to access the course Moodle site.

Evaluation:

Class Involvement = 10% (based on class attendance and participation (including lateness to class), thoughts and reactions concerning the day's assignments, projects and class discussions and lectures.

(4) Tests= 60% (15% each)

Homework Assignments= 10%

(1) Composition/Analysis Project= 20%

Assignment details and grading rubrics will be posted on the Moodle site.

90-100 = A 86-89 = B+ 80-85 = B 76-79 = C+ 70 - 75 = C 65-69 = D

E =Unofficial Withdrawal W =Official Withdrawal INC=Incomplete 0-64 = F

Any work turned in late from the original due date shall be deducted by one letter grade. Two letter grades shall be deducted after the second week from the due date, and three letter grades after the third week from the original due date. There are no make-up examinations unless approved in advance by the instructor.

BCC Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes. Students will be evaluated on attendance and participation in class using the following criteria: consistent attendance; evidence of studying text and assignments; completed daily assignments; quality classroom responses. Each class can potentially count as .837 points towards the possible 20% score for attendance and participation. A letter grade totaling 20% of the final grade will be determined by the instructor based upon the aforementioned criteria.

Bergen Community College Academic Policies:

Bergen Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. Please review the college catalogue or

student handbook for further information on this topic. Bergen Community College has adopted an internal grievance procedure to provide for prompt and equitable resolution of complaints alleging any action prohibited by federal regulation implementing Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. (ADA). Please review the college catalogue for further information on this topic.

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination. Please review the policy prohibiting sexual harassment in the college catalog. Please review the statement on acceptable use of BCC technology in the college catalog. Faculty hold 3 office hours per week, and as requested by students, by appointment. Students are encouraged to seek out their faculty member for academic needs.

Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc. Include information on the BCC Library.

Example:

Student and Faculty Support Services

The Distance Learning Office – for any problems you may have accessing your online courses	Room C-334	201-612-5581 psimms@bergen.edu
English Language Resource Center	Room C-212	http://www.bergen.edu/elrc
The Tutoring Center	Room L-125	201-447-7908 http://www.bergen.edu/tutoring
The Writing Center	Room L-125	201-447-7908 http://www.bergen.edu/owl
The Office of Specialized Services (for Students with Disabilities)	Room S-131	201-612-5270 http://www.bergen.edu/oss
BCC Library – Reference Desk	Room L-226	201-447-7436

Special Note on the Tutoring Center

The Henry and Edith Cerullo Learning Assistance Center encompasses the Tutoring Center, the English Language Resource Center, and the Writing Center. The website of the Learning Assistance Center is located at <https://bergen.edu/current-students/student-support-services/tutoring/>. Tutoring services are available for this course in the Tutoring Center. As listed above, the Tutoring Center is located in Room L-125, and its phone number is 201-447-7908.

Special Note on the Food Pantry

The Bergen Community College Center for Food Action is available to meet the urgent needs of members of our campus community. The Food Pantry provides non-perishable food items, toiletries, and additional support services in an environment that emphasizes discretion and confidentiality. Anyone needing assistance is encouraged to visit C-111A) Tuesday from 9am-1pm and Thursday from 2pm-6pm. Please call 201-447-7191 for more information.

Include a Course Outline and Calendar [can be combined in a single syllabus section]

The Course Outline and Calendar must include all of the following elements:

- A *daily or (at least) weekly schedule of topics* to be covered.
- Dates for *exams, quizzes, or other means of assessment*. (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")
- *Due dates for major assignments* – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.
- Any *required special events* must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.
- Designation of Student Learning Objectives – by number – for each topic (see sample below).
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

Sample Format for Course Outline and Calendar

Note to Students: The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Week(s)	Date(s)	Topics & Assignments	Learning Objectives
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

See the Sample Course Outline and Calendar below.

Course Outline:

Departmental Policy Syllabus
 Revised 7/10/18

The following outline may be revised at the discretion of the instructor. Specific readings and written assignments will be shared during class meetings and posted on the course Moodle site.

Week	Topic	Student Learning Outcomes Addressed
1	Course Introduction & Diagnostic Test Review of Pitch and Notation	1-3
2	Pitch, Rhythm & Notation	1-3
3	Scales, Keys & Intervals	1-3
4	Review and Test 1	
5	Triads & Seventh Chords (root position construction & analysis)	1-4
6	Triad and Seventh Chord Inversions (Roman Numeral Analysis and Lead Sheet Symbols)	1-5
7	Review and Test #2	
8	Diatonic Triads and Seventh Chords in M and m Keys	1-6
9	Principles of Voice Leading, Root Position Part Writing	1-7
10	Review and Test #3	
11	Form and Dramatic Shape in Melody	1-8
12	Form and Dramatic Shape in Melody continued	1-8
13	Dominant 7 th Triads and Inversions/ 11/30 Analysis Project Due in Class	1-8
14	Melodic Forms and Relationships	1-8
15	Review and Test #4	