

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

Course Syllabus

MUS-235 Ear Training and Musicianship III

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:
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Course Description

MUS-235 Ear Training and Musicianship III This course is a continuation of Ear Training and Musicianship II. Students will focus on the advancement of aural comprehension skills through sight-singing and music dictation exercises. Special emphasis will be placed on skills necessary to perform twentieth century music.

1 lecture, 1 lab, 1 credit

Prerequisite: Ear Training and Musicianship II MUS 234

Student Learning Objectives and Assessment:

The Student Learning Objectives (SLOs) in this course are intended to be aligned with the overall Learning Goals of the Music Program. In addition, student progress in reaching the course's SLOs is to be assessed through various means of assessment, such as the "Suggested Means of Assessment" listed below.

Learning Objective	Suggested Means of Assessment
1. Integrate traditional and non-traditional notation skills (pitch, chords and rhythmic) through writing and transposing music	Written Assignments Tests
2. Recognize musical sounds including intervals (melodic and harmonic), triads and seventh chords, chord progressions, song forms and timbres of various instruments.	Written Assignments Tests
3. Analyze aural examples through melodic, harmonic and rhythmic dictations	Assignments Tests
4. Apply rehearsal techniques that will aid in designing effective personal and group practice strategies	Assignments

5. Employ performance skills through sight-reading and sight-sing music (melodic, harmonic and rhythmic examples)	Assignments Tests
6. Utilize communication skills and the ability to perform and rehearse with others	Assignments and Projects
7. Create through composing, transcribing and arranging music	Assignments Tests
8. Demonstrate musicality through interpretation and connection to the music they make	Assignments Tests

Course Texts and/or Other Study Materials

Ottman, R & Rogers, N. (2019). *Music for Sight-Singing*, 10th edition. Pearson.

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

Alternative textbooks or resources can be used by individual faculty with permission of the music discipline textbook committee. The Faculty Senate "Policy on the Selection of Texts and Other Instructional Materials," states that "individual faculty members and/or departments should strive to select texts, whenever possible, that are most affordable for students."

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.

Tests (Quizzes)=60%

Projects/Assignments = 30%

This course meets two times per week. The first class meeting will focus on activities, assignments/projects and skill development. On the second class meeting of most weeks, students will complete individual tests (quizzes) to monitor their progress. There will be a total of 5 "quizzes", the lowest grade will be dropped.

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.

Attendance Policy in this Course

[To be designated by the instructor]

Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]

<p><u>Examples:</u> Statement on plagiarism and/or academic dishonesty. ADA statement. Sexual Harassment statement. Statement on acceptable use of BCC technology. Statement on the purpose and value of faculty office hours.</p>

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
- Smarthinking Tutorial Service On Line at: www.bergen.edu/library/learning/tutor/smart/index.asp
The Tutoring Center Room L-125 201-447-7908
- The Writing Center Room L-125 201-447-7908
- The Online Writing Lab (OWL) On Line at: www.bergen.edu/owl
- The Office of Specialized Services (for Students with Disabilities) Room S-131 201-612-5270
www.bergen.edu/oss
- The Sidney Silverman Library – Reference Desk Room L-226 201-447-7436

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.

SAMPLE COURSE OUTLINE AND CALENDAR

[with designation of Student Learning Objectives – by number – for each topic]

Note to Students: 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	TOPICS	ASSIGNMENTS/TESTS
1	Introduction to the Course Expectations and overview Reviewing Intervals, melodic and rhythmic dictation	Diagnostic Test (not for credit)
2	Sight-singing: Diatonic Intervals (except seventh and tritone), Performing and dictation of rhythms in simple and compound meters.	Assignment on Moodle
3	Review and Quiz 1	Quiz
4	Singing examples and dictation with V7 chord, Structured improvisation	Assignment on Moodle
5	Review and Quiz 2	Quiz
6	Singing and dictation with chromaticism: non-harmonic tones. Rhythmic duets in compound meters.	Assignment on Moodle
7	Singing and dictation with chromaticism: V/V and V7/V.	Assignment on Moodle
8	Review and Quiz 3	Quiz
9	Composing and singing duets featuring chromaticism, Rhythmic duets- syncopation.	Assignment on Moodle
10	Review and Quiz 4	Quiz
11	Singing and dictation with chromaticism: modulating to V.	Assignment on Moodle
12	Reading Syncopated Rhythms- divided beats in simple and compound, 2 part duets- dictation and performance	Assignment on Moodle
13	Singing and Dictation of melodies (1 part and duets) using syncopations	Assignment on Moodle
14	Structured improvisation of syncopated melodies	Assignment on Moodle
15	Review and Quiz 5	Quiz

Revised June 25, 2019