

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

Course Syllabus

MUS-236 Music Theory 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-236 Music Theory III This course focuses on development of musicianship through the study of chromatic harmony, intermediate contrapuntal techniques and analysis of Romantic and 20th Century literature. The class is a continuation of Music Theory II.

2 lectures, 2 labs, 3 credits
Prerequisite: Music Theory II MUS 232

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. 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.	Written Assignments Tests
2. Demonstrate understanding of chord spelling and principles of voice leading.	Written Assignments Tests
3. Apply knowledge of chromaticism through basic SATB style writing.	Written Assignments Tests
4. Analyze scores from varying stylistic periods (including 20 th century) examining melody, rhythm, harmony, form, and instrumentation.	Written Assignments Tests
5. Compose original melody/harmony using at least two different musical forms using figured bass and roman numerals.	Written Assignments

Course Texts and/or Other Study Materials

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

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

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.

(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.

Attendance Policy in this Course

[To be designated by the instructor]

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

Examples:

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.

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	Topic	Student Learning Outcomes Addressed
1	Course Introduction & Diagnostic Test	1
2	Diatonic chord qualities/functions, voice leading, SATB style writing	1-3
3	Figured bass, phrase structure, secondary chords of V	1-3
4	Review and Test 1	
5	Tonicizing scale degrees other than V	1-5
6	Modulation to closely related keys	1-5
7	Review and Test #2	
8	Binary and Ternary Forms	1-4
9	Modal Mixture	1-5
10	Review and Test #3	
11	Augmented 6 th chords	1-5
12	Vocal Forms and Popular Music	1-5
13	Composition/Analysis Project Due and Presented in Class	
14	The Blues	1-5
15	Review and Test #4	

Revised June 25, 2019