



ROBERTS WESLEYAN COLLEGE

MUS 101A

Aural Skills I
Syllabus

Fall 2019

Faculty Name: Dr. Adam Potter
Course Number: MUS 101A
Course Title: Aural Skills I
Credits: 1.0
Prerequisite: N/A

Faculty Contact Information:

- Office Location: Cox Hall 118
- Telephone: 585.594.6086 (o); 978.768.8375 (c)
- E-mail: Potter.Adam@roberts.edu
 Please note that I practice a "sabbath" from email on Sundays. If you email me on a Sunday, please understand that you will not receive a reply until Monday.
- Office Hours*: M 1:30–3:00; W 1:30–3:00; R 11:00–12:00; or by appointment
 * "Virtual" office hours also available, by appointment: If I am not in the office, please contact me via text (978.768.8375) and we can meet via Messenger, Hangouts, or Skype.

Meeting times: MW 3:00–3:50

Location: Cox Hall 209

COURSE OVERVIEW/DESCRIPTION

All courses in the aural skills sequence include rhythmic studies, singing with syllables (la-based minor), and melodic and rhythmic dictation.

PROGRAM LEARNING OUTCOMES

1. The ability to hear and identify the elements of music.
2. The ability to read and realize musical notation.
3. Knowledge of a broad selection of musical literature and styles.
4. The ability to perform a cross-section of repertoire at a level commensurate with the concentration.

COURSE LEARNING OUTCOMES

The purpose of this course is to develop musicianship, (*i.e.*, tonal and rhythmic perception and performance, and improvisation). Upon completion of the course learners will be able to:

- Identify (aurally) diatonic patterns and melodies in major and minor
- Sing diatonic patterns and melodies in major and minor
- Notate diatonic patterns and melodies in major and minor
- Identify (aurally) primary-chord functions (tonic, subdominant, dominant)
- Sing primary-chord functions (tonic, subdominant, dominant)
- Notate primary-chord functions (tonic, subdominant, dominant)
- Identify (aurally) macro, micro, division, and elongated patterns in duple and triple meters
- Move to macro, micro, division, and elongated patterns in duple and triple meters
- Chant macro, micro, division, and elongated patterns in duple and triple meters
- Notate macro, micro, division, and elongated patterns in duple and triple meters
- Identify bass lines
- Sing bass lines
- Notate bass lines
- Identify harmonic progressions
- Sing harmonic progressions

- Notate harmonic progressions
- Identify improvisations
- Sing improvisations
- Notate improvisations
- Perform chords and accompaniments on the piano

TEXT AND COURSE MATERIALS/RESOURCES

Required:

- *Jump Right In* The Instrumental Series Bk 1 with CD – Percussion ISBN# 1579994156
- Headphones that have a built-in microphone, or headphones and a microphone with an aux input, or a personal laptop/computer with a built in microphone -OR- a smartphone on which you are comfortable recording .mp3 files that can be attached to Moodle assignments

EVALUATION AND GRADING

Students' grades will be a combination of scheduled quizzes/tests, in-class performance assessments, assignments, class participation, a midterm and final. You cannot cram for musicianship; thus assessment of students' tonal and rhythmic achievements will be continually assessed in each class. Students are expected to practice assigned patterns/material and be prepared for every class.

Written assignments are due at the very beginning of class otherwise will be considered late. Any assignment submitted late will receive a 50% deduction. Students will receive an incomplete for the class for more than 5 missed assignments. There will be NO performance quiz/assignment make-ups. Students will receive a zero for their performance quiz/assignment if absent.

Levels of the grading schedule are assigned as A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F.

GRADE CALCULATION

20	Repertoire Assignments
5	Vocal Assignments
10	Quizzes (Dictation/Sight-Singing/Listening)
10	Accompaniment Assignments
25	Midterm Exam
25	Final Exam
<u>5</u>	<u>Class Participation</u>
100%	TOTAL

GRADING SYSTEM

The following numeric grading scale will be used:

A =	94-100	4.0
A- =	90-93	3.7
B+ =	87-89	3.3
B =	83-86	3.0
B- =	80-82	2.7
C+ =	77-79	2.3
C =	73-76	2.0
C- =	70-72	1.7
D+ =	67-69	1.3
D =	63-66	1.0
D- =	60-62	0.7

F = <60 0

DESCRIPTION OF ASSIGNMENTS

Repertoire worksheets – To be completed at the beginning of class, you will be asked to sing certain parts of the worksheet in class. Complete the song in any key except for the original key from your book.

Keyboard assignments – To be performed in front of class, you may arrive early to class to get your performance out of the way. You may not use music but may have your chord/fingering sheet.

Dictation assignments – Online assignments. Must be finished by the beginning of next class.

COURSE OUTLINE/CALENDAR

This schedule is subject to change. Moodle is the most reliable source of assignments and due dates.

Class #	Date	Class Content/ Assignments
1	8/26	Review Syllabus Tunes: Major Duple & Triple, tracks 1, 2, 5, 6 Minor Duple & Triple, tracks 9, 10, 14, 15 Rhythm: macro & micro pg 11 and 13, tracks 18, 19, 28, 29 Harmony: tonic & dominant, resting tone in Major & Minor
2	8/28	AMMA (1/2) Review class 1 tunes pg 12, 13, 23, 24 I and V7 patterns and improvisation, pg 10, tracks 11, 12 Instruction for keyboard accompaniment Dictation – duple and triple rhythms
3	9/2	Tunes: Pierrot pg 21, tracks 20, 21; Go Tell Aunt Rhody pg 28, tracks 26, 27 Due: Keyboard: Accompany and sing Major Duple or Major Triple Instruction for Repertoire Worksheet Dictation- Identify I V7 chords and patterns
4	9/4	Finish AMMA Due: Rep Worksheet Improvisation – Major Duple and Major Triple Dictation – I V7 patterns/melodic patterns
5	9/9	Tunes: minor Rhody pg 35, tracks 74, 75, Minor Pierrot Minor i V7 patterns, pg 22, tracks 22, 23 Due: Keyboard: Accompany and sing Pierrot/Rhody Dictation- Major Melody (with rhythm)
6	9/11	Due: Rep Worksheet Improvisation – minor duple and minor triple Dictation – minor i V7 patterns
7	9/16	Tunes: Twinkle (Duple and Tpl) pg 29, 30, tracks 37, 38 Due: Keyboard: Accompany and sing minor duple/minor triple/minor Pierrot/minor Rhody Sing I V7 IV patterns, pg 20, 27 tracks 72 and 73 Identify/Discriminate I, IV, V7
8	9/18	Due: Rep Worksheet Improvisation – minor duple and minor triple Dictation – Minor melody (with rhythm)
9	9/23	Tunes: This Old Man, Little Brown Jug (on moodle) Due: Keyboard: Twinkle (Duple or Tpl) Duple Division patterns pg 25, tracks 62 and 63 Dictation – IV patterns/melodic
10	9/25	Due: Discuss Midterm Rep Worksheet Improvisation - Twinkle Dictation – Duple Division patterns
11	9/30	Review for Midterm Due: Keyboard – This Old Man, Little Brown Jug
12	10/2	Midterm Exam – Amazing Grace keyboard and improv, Dictation – Minor and Major I V7, Sight reading – Duple/Triple Simple, Duple Division rhythms, I IV V7 tonal patterns

13	10/7	Due: Rep sheet for This Old Man or Little Brown Jug Submit to Dr. Potter by 1:00 online or in an email
14	10/9	Tunes: Camptown Races, Swing Low Sweet Chariot (moodle) Duple Elongations pg 36, tracks 86, 87 Identification/Dictation – I IV V7 patterns and chords with Bass Clef Roots
15	10/14	Fall Break – No Class
16	10/16	Due: Rep Worksheet Improvisation – Camptown Races Dictation: Duple Elongations Sight Sing – Motherless Child
17	10/21	Tunes: A La Nanita Nana (Moodle) Due: Keyboard: Accompany and sing Camptown Races, Swing Low Sweet Chariot Patterns: Triple Divisions pg 32, tracks 76, 77 , i iv V7 tracks 81, 82 Identification: i iv V7
18	10/23	Due: Rep Worksheet Improvisation – A La Nanita Nana Dictation – i iv V7 patterns and melodic patterns, triple divisions
19	10/28	Tunes: Home on the Range (Moodle) Triple Elongations pg 40, tracks 92, 93 Due: Keyboard Accompany and sing A La Nanita Nana Discriminate/Dictation – Melody using elongations and I IV V7
20	10/30	Due: Rep Worksheet Improvisation: Home on the Range Dictation: Triple Elongations
21	11/4	Tunes: Erie Canal, Coventry Carol (moodle) Cut Time Due: Keyboard: Accompany and sing Home on the Range Dictation: minor melody using i iv V7
22	11/6	Due: Rep Worksheet Improvisation: Coventry Carol Dictation: Cut Time Rhythms
23	11/11	Tunes: Wayfaring Stranger, My Youngest One (moodle) Due: Keyboard: Coventry Carol/Erie Canal Sight Singing
24	11/13	Due: Rep Worksheet Improvisation: My Youngest One Dictation: i iv V7 chord roots in Bass clef with Treble Clef melodic line
25	11/18	Tunes: Silent Night, Up On the Housetop (moodle) Due: Keyboard: My Youngest One Dictation: 2 part dictation i iv V7 I IV V7
26	11/20	Tunes: Pat a Pan (moodle) Due: Rep Worksheet Discuss Final Exam Keyboard: Silent Night/Up On the Housetop Sight Singing/Dictation review
27	11/25	Due: Final Exam Review

28	11/27	Thanksgiving Break
29	12/2	FINAL EXAM PART 1- Dictation: 2 part dictation? Minor tune i iv V7, major tune I IV V7, Discrimination: Major/Minor, Duple/Triple, Chordal analysis
	Tues 12/4	BY APPOINTMENT (Optional) FINAL EXAM PART 2- Keyboard/Improv: Tumbalalyka/Shalom Chaverim, Sight Sing: minor/duple tune using i iv V7, Major/triple tune using I IV V7, using elongations, and divisions
30	12/4	FINAL EXAM PART 2- Keyboard/Improv: Tumbalalyka/Shalom Chaverim, Sight Sing: minor/duple tune using i iv V7, Major/triple tune using I IV V7, using elongations, and divisions

COURSE POLICIES

RESPECTING DIVERSITY IN THE CLASSROOM

As a Christian college, Roberts Wesleyan College seeks to create an inclusive learning community that recognizes and values human diversity as a reflection of the Kingdom of God, esteems all people, and prepares students to serve in a global environment. Faculty and students alike are expected to contribute to a classroom environment in which all individuals feel safe, welcomed, valued, and respected, and diverse perspectives can be shared, heard, and examined critically.

OFFICIAL COMMUNICATION

The Roberts Wesleyan College assigned email account shall be an official means of electronic communication within the College community. Students are responsible for all information sent to them via their College-assigned email account from faculty, administrative offices, and academic departments.

Dr. Potter makes a sincere effort to reply to time-sensitive emails within 24 hours of receiving them. If you have an urgent matter that cannot wait, please feel free to text him (978.768.8375). Otherwise, please wait for an email reply. He often takes a "sabbatical" from screens on Sundays, so keep that in mind as you wait for your reply. Of course, if you need to reach Dr. Potter during normal office hours, simply stop by his office (Cox 118) and see him in person!

STUDENTS WITH DISABILITIES

Reasonable accommodations are available for students who have a documented disability. If you are in need of academic accommodations for any course, please notify the instructor and the Learning Center during the first week of classes. Later notification may delay requested accommodations. All accommodations must be approved by the Coordinator of Services for Students with Disabilities (x6270).

ATTENDANCE POLICY

Class attendance is considered a high priority for students who desire to become competent musicians/music educators. This is a participation/performance-oriented class; if a class is missed, content is not easily made-up. Plan to attend, prepare for, and be on time for all classes.

In the unlikely event that you must miss class, please inform your instructor in advance. Students are allowed a total of two absences (one week) for any and all reasons. Each absence beyond the allotted number will result in the lowering of the course grade one increment: A to A-, A- to B+, B+ to B, B to B-, etc. Being tardy three times equals one absence.

Exceptions will be made for extended illnesses. An extended illness is an illness documented by the Health Center when all classes and ensembles are missed for *more* than one week. Instructors are not responsible for making up classes that students' miss.

NOTE: Students who are experiencing difficulty with the work are encouraged to discuss the matter with the instructor and arrange for help. The instructor may suggest meeting with the theory tutor through The Learning Center.

EXPECTED CLASSROOM BEHAVIORS

Educating students in professional values and behaviors occurs inside and outside the classroom at Roberts Wesleyan College. Examples of expected classroom behaviors that exhibit professional behaviors and values include:

- Respect for others, including other students, faculty, and staff,
- Personal integrity and ethical behaviors such as honesty, trustworthiness and academic integrity*,
- Personal responsibility exhibited by:
 - attendance, punctuality, and dependability
 - acting and speaking appropriately
 - coming prepared for class and course related activities
 - participating in classroom activities
- Commitment and ability to work collaboratively with others
- Professional demeanor
- Commitment to personal and professional growth
- Listening with an open mind and learning from constructive feedback.

*See Academic Integrity Policy below for additional guidance on academic integrity

ACADEMIC INTEGRITY STATEMENT

Roberts Wesleyan College and Northeastern Seminary seek to promote personal and intellectual integrity within the academic community. Honesty and trustworthiness are not only fundamental principles of the Judeo-Christian tradition, but essential practices within academe. The following behaviors are, therefore, unacceptable:

- **Cheating** in its various forms: e.g.,
 - Copying another student's work
 - Allowing work to be copied
 - Using unauthorized aids on an examination
 - Obtaining any part of an examination prior to its administration
 - Fabricating research data
 - Submitting another person's work as one's own
 - Receiving credit falsely for attendance at a required class or activity
- **Plagiarizing** (i.e. presenting someone else's words or specific ideas as one's own, including inadequate documentation of sources and excessive dependence on the language of sources even when documented). All quoted material and ideas taken from published material, electronic media, and format interviews must be cited: direct quotations must be enclosed in quotation marks. Therefore, whether quoting or paraphrasing, include an appropriate reference to the source (in-text citation) and a Reference page. Refer to the APA Manual for proper citation formats; consult the instructor regarding preferred citation style (American Psychological Association—APA).

- **Violating copyright** laws and license agreements, including but not limited to:
 - Making illegal single copies of music or other print materials
 - Making and/or distributing multiple copies of printed, copyrighted materials without written permission
 - Making and/or distributing unauthorized copies of computer software and/or digital information

- **Denying others appropriate access** to information in the classroom, library or laboratory including but not limited to:
 - Removing pages from books or journals
 - Hiding or intentionally damaging materials or electronic information

- **Destroying, altering, or tampering** with someone else's work.
- **Submitting the same or similar work** for more than one course or assignment without prior approval from the professors.
- **Destroying, altering or tampering with academic or institutional records.**

Students who violate the Academic Integrity Policy shall be subject to disciplinary action as outlined in the Student Handbook and Faculty Handbook.