

## **GISW MUS THEO 1100, Introduction to Music Theory, Syllabus**

### **Instructor Contact Information**

<b>Instructor</b>	Heather Peyton
<b>Instructor Office Phone</b>	319-273-2491
<b>Office hours</b>	by appointment
<b>Email Address</b>	heather.peyton@uni.edu
<b>Class Delivery</b>	Online / Blackboard Learn
<b>Preferred Communication</b>	I will primarily communicate with students via email. I will respond to all messages within 2 business days unless an alternate time frame is communicated.

### **Course Information**

#### **Course Description**

The purpose of this course is to teach the basic, fundamental skills and vocabulary of music theory. The course is designed for non-music majors with a limited background in music fundamentals, or as preparation for music major theory courses. Content areas include notation, pitch, rhythm and meter, scales and keys, intervals, triads, and score notation.

The course is organized into Units to cover each of those areas. Each Unit includes readings, Panopto video lectures with guided examples, and supplemental practice material designed to present information, and to allow students to build skills through the completion of exercises in both written theory and in aural training. Each Unit includes assignments designed to allow students to demonstrate their understanding of the skills learned, and to get instructor feedback and correction. Students can complete each Unit at their own pace as they prepare for the tests that correspond with the Units. New Units become available upon the completion of each test to ensure that students demonstrate understanding of one content area before moving on to the next.

Upon completion of the course, students will be able to read and write music; will understand the basic principles that govern how music functions in terms of pitch, rhythm, scales, keys intervals, triads, and score notation; and will be prepared to take a Level 1 Music Theory Class at the college level.

## Learning Objectives

### University Level Objectives

- **Critical Thinking**

Graduates will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems.

- **Communication**

Graduates will display competence in oral, written, and visual communication, as appropriate for their discipline.

- **Program Content Knowledge**

Graduates will demonstrate discipline-specific knowledge and skills in their major fields of study

### Program Level Objectives

- Demonstrate performance and/or composition proficiency in at least one major area (instrument, voice or composition)
- Demonstrate a functional knowledge of the harmonic language and grammar of music from the common practice period
- Demonstrate proficiency in singing a melody at sight
- Demonstrate a thorough knowledge of music history and literature, including recognition of music from important historical periods and styles
- Demonstrate critical thinking through written communication showing integration and synthesis of their understanding of music

### Course Level Objectives

As a result of the learning activities in this course, students will be able to demonstrate the following list of things through assignments and tests in the areas of written theory and aural training.

- **Written Theory**

- Pitch:
  - Recognize and label notes in treble and bass clefs and on the grand staff, including octave designations, and locate and label corresponding notes on a keyboard.
  - Label and draw accidentals including sharps, flats, natural, double sharps, and double flats on a staff in treble and bass clefs.
  - Identify, label, and draw whole and half steps on a staff.
  - Demonstrate enharmonic equivalence between pitches.
- Rhythm and Meter:

- Demonstrate proportional rhythmic values and notation for whole, half, quarter, eighth, and sixteenth notes and rests as well as dots, ties, and slurs.
- Assign bar lines and meter signatures in examples in simple and compound meters at different beat levels.
- Detect and correct rhythmic errors in simple and compound meter examples with different beat levels.
- Correctly beam rhythms to reflect simple and compound meter examples with different beat levels.
- Demonstrate the use of counting syllables in simple and compound meter with different beat levels.
- Scales and Key Signatures
  - Notate and identify scales on the staff, including Major, natural minor, harmonic minor, melodic minor, and chromatic.
  - Label all Major and minor keys on the Circle of 5ths.
  - Recognize the relationship between parallel and relative Major and minor keys.
  - Label scale degrees as well as the name associated with scale degrees in a Major and minor scale.
- Triads
  - Recognize, differentiate between, construct, and label the 4 types of triads (Major, minor, Augmented, and diminished) in root position and in inversions.
- Score Notation
  - Recognize the basic history of score notation.
  - Identify and define terms related to the basic notations provided on a score, including dynamic signs, tempo marks, articulations, and repeat signs.
  - Write musical examples with and without standard repeat signs.
- **Aural Training**
  - Differentiate between high and low sounds and their corresponding clefs.
  - Differentiate between ascending and descending motion.
  - Differentiate between and dictate Major, natural minor, harmonic minor, and melodic minor scales.
  - Identify and draw intervals heard on the staff, both melodically and harmonically.
  - Distinguish between hearing Major, minor, Augmented, and diminished triads.
  - Dictate step-wise melodies.

- Dictate 2 bar rhythms in simple and compound meters and label rhythms with counting syllables.
- Detect errors in melodies and rhythms.

## **Course Requirements**

### **Required Texts/Readings/Other Content**

Alfred's Complete Essentials of Music Theory. Andrew Surmani, Karen Farnum Surmani, Morton Manus. Published by Alfred Publishing Co., Inc., 1998. ISBN 0-88284-951-4 (Book and 2 CDs).

Other required course materials, including Panopto videos, worksheets, assignments, score, and recordings are available through links on Blackboard through eLearning and can be found in their corresponding Unit folders. See the course schedule for the order in which materials will be used in the course.

### **Supplemental Materials**

Supplementary readings and materials (those recommended but not required) are labeled as 'supplemental' and can be found in their corresponding Unit folders. See the course schedule for the order in which supplemental materials will be used in the course.

## **Instructional Methods**

This course consists of the following activities and assessments to assist you in achieving the course and Unit objectives. In each Unit, you will work on various combinations of readings, lecture videos, guided and examples and worksheets, assignments, and supplemental activities.

### **Readings**

Readings are an independent means of providing concrete experience to prepare students for each class topic. Students are expected to carefully read and take the time to reflect upon the assigned readings prior to watching lecture videos.

### **Lecture Videos**

Students are expected to watch Panopto lecture videos, take notes, and reflect upon the lecture materials in preparation for completing worksheets and assignments.

## **Guided Examples and Worksheets**

Students will complete worksheets as they watch guided examples presented through Pantopto videos. These examples will allow students to learn and practice the skills needed in order to complete course assignments.

## **Assignments**

Students will complete and submit assignments to demonstrate their understanding of the course material as well as the practical application of skills learned. Students will benefit from instructor feedback and correction of assignments before taking each test. Assignments can be found in each Unit folder, unless otherwise indicated on eLearning. I will create a Google Drive folder for each student for their assignment submissions and will share that with each student. All assignments throughout the course, unless specifically indicated otherwise on eLearning, will be scanned when needed and submitted in this shared folder in order to be graded. I will also return graded assignments in this folder. Students will email me to let me know when assignments have been submitted in the folder so I know to when to grade them. Assignments will be graded within one week of their submission.

Point values for assignments:

Introduction Assignment: 40 points

### Unit 1

- Assignment 1.1: 36 points
- Assignment 1.2: 36 points
- Assignment 1.3: 55 points
- Assignment 1.4: 60 points
- Assignment 1.5: 30 points
- Assignment 1.6: 46 points

### Unit 2

- Assignment 2.1: 90 points
- Assignment 2.2: 179 points

- Assignment 2.3: 169 points
- Assignment 2.4: 84 points

### Unit 3

- Assignment 3.1/3.2: 192 points
- Assignment 3.3: 84 points

### Unit 4

- Assignment 4.1: 62 points
- Assignment 4.2: 38 points

### Unit 5

- Assignment 5.1: 36 points
- Assignment 5.2: 58 points
- Assignment 5.3: 81 points

### Evaluation Methods

Final course grades are comprised of the following weighted percentage: 40% Assignments; 60% Test #1, #2, and #3 average.

Each assignment is given a specific number of points. Point values are included with the assignments in each Unit folder. Total points earned for each assignment will be posted in My Grades link from the tools menu on the eLearning website. Students are expected to monitor their own grades on eLearning and save all graded work on their own computer. Students should ignore the 'total' and 'weighted total' columns Blackboard automatically creates in the grade center, since they do not accurately correspond to weighted percentage of the final course grade. Students with questions about their grades should contact me through email.

### Determination of Grades

Final grades will be reported using the following scale:

Grading scale					
93-100%	A	80-82%	B-	63-69%	D+
90-92%	A-	77-79%	C+	56-62%	D
87-89%	B+	73-76%	C	50-55%	D-
83-86%	B	70-72%	C-	< 50%	F

### Academic Integrity

To ensure academic integrity and to follow UNI policies on Student Academic Ethics (see: IV. Academic Ethics Violations), students will not plagiarize, misrepresent, fabricate, or cheat. Unless otherwise instructed and approved by the instructor, students will take quizzes and exams **individually**, without collaboration with other parties and/or using notes or other texts. Similarly, students will submit work (papers, presentations, and other assessments) that is their own work (in regard to violations of these ethics policies, see: V. Academic Ethics Sanctions).

## **Course Communication and Technology**

### **Online Component:**

This course is completely an online utilizing eLearning for instruction, materials, and communication. This online component can be accessed through the [UNI Blackboard Learn website](http://elearning.uni.edu/): <http://elearning.uni.edu/>

All of the handouts and information for this course will be available in eLearning. Students are advised to check the website and their e-mail for communication. Any changes to the course syllabus or schedule will be announced through eLearning. Assignments are due as specified in the course schedule and on the course Blackboard page in eLearning. Students are responsible for learning how to use Blackboard for on-time submission of assignments. Blackboard tutorials are also available on the [Blackboard Learn Help website](#).

### **Communication with Instructor**

I will primarily communicate with students via email, but I will be available by appointment as well for discussion by phone, Skype, or Facetime. Send personal concerns to me via my personal email address and request appointments with me if you prefer to discuss concerns and questions live by phone, Skype, or Facetime rather than in an email. Generally, it will take me 2 days to respond to emails. I will provide feedback on assignment submissions only as needed, and I will do this, as well as grade assignments, within one week of the submission.

### **Online Netiquette**

Because this is a fully online class, you will mostly be communicating with me through email. It is important to think of this communication as a formal dialogue. Be sure that in all communication you create an appropriate subject line, identify yourself, and craft professionally worded content. For example, shorthand messages from your cell phone are generally inappropriate. Always submit assignments through Google Drive and never via email.

Finally, read [Albion's Core Netiquette Rules](#) and always remember to address your professor in a respectful manner.

### **Technology Requirements**

The following information has been provided to assist you in preparing to use technology successfully in this course. You are required to have access to and ability to use:

- UNI Gmail account (which gives you free access to Google Drive)
- High speed internet connection
- Blackboard Learn is supported on Firefox and Chrome (Internet Explorer and Safari do not support eLearning and users can experience difficulty opening files)
- Computer or other device with the ability to play a CD (the CDs are included in your textbook)

- The ability to scan assignments and submit them electronically in Google Drive.
- Panopto (links provided through Blackboard Learn)
- YouTube (links provided through Blackboard Learn)

### **Technical Support**

If you experience any technical problems, do **not** contact the instructor.

Please contact the **Office of Continuing and Distance Education** at 319-273-7740 (local), 800-772-1746 (toll-free) or [cesp-consult@uni.edu](mailto:cesp-consult@uni.edu).

For Adobe Connect coverage, M-Th, from 8 a.m. - 9 p.m., and Friday, 8 a.m. - 4:30 p.m.

For course support, M-F, from 8 a.m. - 4:30 p.m.