MUTC 1116.001/004: Aural Skills I
1 Credit Hour • Fall 2021
Section 001: MWF 8:00-8:50 AM Music Building 125
Section 004: MWF 9:00-9:50 AM Music Building 125

Professor: Dr. Margaret P. Fay
E-mail: margaret.fay@sfasu.edu
Office: Music Building 270
Office Hours: TBD

Contact Policy

Immediately before or after class is often a good time to answer quick questions. Please also feel free to e-mail me with any questions or concerns, or to set up an appointment. When you e-mail me, please include your name and the name of this course. I will do my best to respond to emails quickly, but please allow up to 48 hours for questions that require a detailed response. Please note that unless it is an urgent matter, I will not be responding to emails from Saturday at 5:00 p.m. to Sunday at 5:00 p.m.

Course Description

This course develops both the “hearing eye” and the “seeing ear.” Content includes sight-singing and dictation of simple melodies in major and minor, rhythms in simple and compound meter, and basic keyboard exercises. Singing activities will include prepared melodies, sight singing, and ensemble singing. Students are expected to become fluent with movable-do solfège (with both do-based and la-based minor) and the McHose counting syllables. Dictation exercises will focus on melody, rhythm, and harmony. Keyboard assignments focus on playing intervals, triads and seventh chords. This is the first course in the four-semester aural skills sequence.

Program Learning Outcome

- Students will demonstrate the ability to hear, identify, and work conceptually with the melodic, harmonic, and rhythmic elements of music, including sight-singing and analysis.

Student Learning Outcomes

By the end of the course, students will be able to:

- Perform rhythms with subdivision in simple and compound meters using correct counting syllables.
- Sing melodies with steps and leaps from the tonic and dominant triads in major and minor keys with proper syllables.
- Identify (by ear) all melodic and harmonic intervals up to an octave.
- Differentiate between the qualities of root position and first inversion triads.
- Dictate short melodies in simple and compound meter with leaps from the tonic triad.
• Dictate basic rhythmic patterns in simple and compound meter.
• Identify major and minor scales by ear.

**Time Requirements**

MUTC 1116 “Aural Skills I” (1 credit) typically meets three times each week in 50-minute segments for 14 weeks. Students are expected to participate in and contribute to class activities. Students have weekly assignments in singing, rhythmic reading, dictation (through the Auralia ear-training software), and keyboard. Completion of homework and preparation for performance tests average a minimum of 1 hour of work each week outside of classroom hours.

**Required Materials**

- Auralia Student Cloud license [https://www.risingsoftware.com/shop/](https://www.risingsoftware.com/shop/)
  - NOTE: **Please make sure you are purchasing the CLOUD version**, not the more expensive Student and Home version.
  - School code: SFASU
  - PIN: G6WF
- Content, handouts, and dropboxes on Brightspace [https://d2l.sfasu.edu/](https://d2l.sfasu.edu/)
- Pencils and staff paper [https://www.blanksheetmusic.net/](https://www.blanksheetmusic.net/)
- A metronome (or metronome app)
- Access to a piano (or electronic keyboard)

**Co-requisite**

*This course must be taken concurrently with MUTC 1211*. The SFASU School of Music Undergraduate Handbook states: “Courses required to be taken concurrently (MUTC 1116 & 1211; MUTC 1117 & 1212; MUTC 2116 & 2211; and MUTC 2117 and 2212) must BOTH be passed with a minimum grade of “C” before moving on to the next two courses. Thus, students who meet the minimum requirements in only one of the two courses may NOT move on to the next level until the deficiency is rectified.” Also, be aware that you only have two attempts to pass any required music class.

**Grading Breakdown**

- Video Assignments (8 total, due Mondays by 11:59 p.m.) 25%
- Hearings (3 total, during class time) 25%
- Auralia Assignments (8 total, due Fridays by 11:59 p.m.) 20%
- Unit Tests (3 total, worth 10% each) 30%
**Letter Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>

**Assignments**

**Videos**
Most weeks feature several skills you will need to record on video. Your face needs to be visible on the recording, as do your hands for activities that require conducting. You have two options for creating videos.

**Option 1:** Record directly in the Brightspace dropbox using the Video Note tool.
- This has the advantage of simplicity, as the recording tool is built into the Brightspace dropbox.
- A possible disadvantage is this requires you to be connected to the internet and have Brightspace open while recording.

**Option 2:** Upload a [link](#) to a video stored elsewhere (preferably YouTube).
- Please note that this says “link”; do not try to upload videos into Brightspace, as these are likely to exceed the storage capacity of the dropbox.
- The biggest advantage of this approach is that you do not need internet access while recording. It also allows for greater control in cropping and organizing files if that is important to you.
- A possible disadvantage is that moving files from your recording device to a storage location takes time.
- If you go this route, I strongly recommend storing these as unlisted videos on YouTube. (Unlisted means that only people who have the URL will be able to view the video. Please do not set your YouTube video to Private, as that prevents anyone except the owner from viewing it.)

The [video submission process](#) is similar for both options. Start by opening the dropbox connected to the assignment. Scroll to the box shown in the picture on the left below, and click on the “insert stuff” button (the one that looks like a play button) in the upper left-hand corner. This should open a popup menu. Scroll down until you see the options shown on the right below. From here, you can either click “Add Video Note” and start recording or click “Insert Link” and paste the link to your video stored elsewhere. I will always set the dropbox to accept multiple submissions and to save all of them. This means that you can submit different parts of the assignment in different videos on different days or times or substitute a better video later if you were unhappy with your original submission.
Auralia
Most weeks involve an Auralia assignment which involves completing three short exercises (called “tests”) in Auralia. You may complete all three exercises in a single sitting or across more than one session. All Auralia assignments will be set so that you may attempt each exercise two times if desired. Only the highest grade you achieve for each activity will be recorded in the gradebook.

Once you have installed and opened Auralia Cloud (see the information on p. 1), you will need to enroll yourself in the course named “Fay, Aural Skills 1.” Click on the “Settings” gear, select “Change your details,” then select the checkbox next to the course name. While you might be able to access some portions of this syllabus through a browser, you will need to complete homework assignments from a computer in order to have access to all assigned activities. If you think that a particular task has been auto-scored incorrectly, please take a screenshot of the exercise and e-mail it to me for evaluation.

For best results, I recommend wearing headphones when you work on Auralia. Since the program makes it difficult to enter notes and rhythms out of order, you might also consider first completing the dictation with pencil and staff paper and then entering your answers on the computer.

Hearings
There will be a total of three hearings in this course, one at the end of each unit. Hearings will take place in our usual classroom, M125. For each hearing, every student will be assigned a five-minute time slot during which they will perform a combination of prepared and at-sight materials. The prepared materials will include singing, rhythmic exercises, and short keyboard exercises. The unprepared materials feature true sight-singing, meaning you will be asked to perform rhythms and melodies you have not seen before.

Sometimes students feel that it is not possible to prepare for the so-called “unprepared” portion of the hearing, but this is simply not true. (Hooray!) You can prepare for this portion of your hearing by using melodies and rhythms from the textbook that we did not cover in class to strengthen your sight-reading skills and strategies and your overall confidence with the material. While the unprepared materials will not be pulled directly from the textbook, they will be based on the material we covered in class. You can also use your video assignments to help with sight-singing practice.

Every time you prepare a video assignment, you can begin by treating every task as if it were graded sight-singing before moving into focused practice in preparation for your video recording.
Unit Tests

There will be three unit tests in this course, one at the end of each unit. These will include rhythm, melodic, and harmonic dictation as well as ID of intervals, chords, and scales. All tests should be completed in pencil.

Late Work Policy and Dropped Grades

- Video assignments submitted up to one week late will be penalized 10%, and video assignments submitted more than one week late will not be accepted.
- Auralia assignments must be submitted on time; no late work will be accepted. If you are experiencing technical difficulties, it is your responsibility to contact Auralia Cloud Support before the assignment is due. https://www.risingsoftware.com/cloudsupport
- You are expected to be present at all class meetings, hearings, and unit tests. Makeups for missed tests will only be offered in the case of illness or emergencies at the discretion of the instructor.

Attendance

Because gaining fluency in aural skills takes consistent practice, I expect you to prioritize class attendance. If you do miss a class for any reason, you are still responsible to know the material covered that day. You are also responsible for submitting all assignments on time unless you have made prior arrangements with me. I consider attendance record when deciding whether or not to round up a given student’s grade at the end of the semester in borderline cases.

Excused absences include official University or School of Music activities, medical emergencies, religious observances, and illnesses. Excused absences do not count against your attendance or lower your grade. E-mail me as soon as possible (usually before class) with the reason and documentation for your absence. Please notify me by email if you are ill, but please keep your medical condition private. If you have an illness that will require missing two or more classes in a row, please email me a doctor’s note or arrange for documentation through the Office of Student Rights and Responsibilities.

Unexcused absences include missing class without a documented excuse, sleeping in class, arriving more than 10 minutes late without a good reason, and leaving class early without a good reason. Students are allowed up to 4 unexcused absences; each additional absence lowers the semester grade by 5%. (For example, a student with a semester average of 85% and 7 unexcused absences would be penalized 15 points, yielding a 70% C for the semester.)

Academic Integrity (A-9.1)

You are expected to complete all homework, quizzes, and exams independently. DO NOT collaborate with other students on dictation assignments. You may, however, consider practicing the skills assignments with a classmate. If you have a question regarding the directions or the content of an assignment, please email me with your query or to schedule a meeting. Any student caught cheating, plagiarizing, copying another student’s work, or willingly allowing another
student to copy his/her own work will automatically receive a zero for the assignment or exam and may be reported at the discretion of the instructor. A second infraction will result in a grade of F for the course and will automatically be reported.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

### Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

### Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

### Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the
Mental Health

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
3rd Floor Rusk Building • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Course Schedule (subject to change; check Brightspace for updates.)

Assignments are due by 11:59 PM Central Time on the date listed.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>HW Due / Test</th>
</tr>
</thead>
</table>
| 1    | Textbook: Chapters 1-2  
        Melody: stepwise, major, treble and bass clefs  
        Harmony: Interval ID, ascending & descending  
        Rhythm: Division in simple meter  
        Keyboard: Intervals within an octave | 1 | M | 8/23 |  |
|      |        | W | 8/25 |  |
|      |        | F | 8/27 |  |
|      |        | 2 | M | 8/30 | Video 1.1 |
|      |        | W | 9/1 |  |
|      |        | F | 9/3 | Auralia 1.1 (3 parts) |
|      |        | 3 | M | 9/6 | Video 1.2 |
|      |        | W | 9/8 |  |
|      |        | F | 9/10 | Auralia 1.2 (3 parts) |
|      |        | 4 | M | 9/13 | Hearing #1 (in class) |
|      |        | W | 9/15 | Hearing #1 (in class) |
|      |        | F | 9/17 | Unit 1 Test (in class) |
| 2    | Textbook: Chapters 3-4  
        Melody: leaps in I, major  
        Harmony: Interval ID: Harmonic  
        Rhythm: Division in compound meter  
        Keyboard: Root position triads | 5 | M | 9/20 |  |
<p>|      |        | W | 9/22 |  |
|      |        | F | 9/24 |  |
|      |        | 6 | M | 9/27 | Video 2.1 |
|      |        | W | 9/29 |  |
|      |        | F | 10/1 | Auralia 2.1 (3 parts) |
|      |        | 7 | M | 10/4 | Video 2.2 |</p>
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<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>8</td>
<td>M 10/11</td>
<td>W 10/13</td>
<td>F 10/15</td>
</tr>
<tr>
<td></td>
<td>Video 2.3</td>
<td></td>
<td>Auralia 2.3 (3 parts)</td>
</tr>
<tr>
<td>9</td>
<td>M 10/18</td>
<td>W 10/20</td>
<td>F 10/22</td>
</tr>
<tr>
<td></td>
<td>Hearing #2 (in class)</td>
<td>Hearing #2 (in class)</td>
<td>Unit 2 Test (in class)</td>
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<td>10</td>
<td>M 10/25</td>
<td>W 10/27</td>
<td>F 10/29</td>
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<tr>
<td>11</td>
<td>M 11/1</td>
<td>W 11/3</td>
<td>F 11/5</td>
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<tr>
<td></td>
<td>Video 3.1</td>
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<td>Auralia 3.1 (3 parts)</td>
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<tr>
<td>12</td>
<td>M 11/8</td>
<td>W 11/10</td>
<td>F 11/12</td>
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<tr>
<td></td>
<td>Video 3.2</td>
<td></td>
<td>Auralia 3.2 (3 parts)</td>
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<tr>
<td>13</td>
<td>M 11/15</td>
<td>W 11/17</td>
<td>F 11/19</td>
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<td></td>
<td>Video 3.3</td>
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<td>Auralia 3.3 (3 parts)</td>
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<td>W 12/1</td>
<td>F 12/3</td>
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<td></td>
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<td></td>
<td>Unit 3 Test (in class)</td>
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<tr>
<td>Exam</td>
<td>M or W 12/6 or 12/8</td>
<td></td>
<td>Hearing #3 (Individual times from 8-10 a.m. in M125)</td>
</tr>
</tbody>
</table>

**Textbook:** Chapters 5-6.2  
**Melody:** minor, small leaps in V, scale ID  
**Harmony:** Triad and Seventh Chord ID  
**Rhythm:** Division in simple and compound meters  
**Keyboard:** First inversion triads, 7th chords in root position and first inversion