INSTRUCTORS:
Josh Coe – robertj.coe11@gmail.com

COURSE DESCRIPTION:
Intermediate ear training. Includes sight-singing and dictation of chromatic melodies and harmonic progressions as well as rhythms featuring triplets and small subdivisions.

REQUISITE CLASSES:
“Courses required to be taken concurrently (MTC 151 & 161; MTC 152 & 162; MTC 251 & 261; and MTC 252 and 262) 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.

LEARNING OUTCOMES:
• I can sing and dictate melodies that contain large diatonic leaps.
• I can perform and dictate rhythms in simple and compound time that include triplets and syncopation.
• I can dictate chord progressions that include applied chords (secondary dominants and secondary leading-tone chords).
• I can sing and dictate melodies that include chromaticism.

REQUIRED MATERIALS:
• Music for Sight Singing, 10th edition by Nancy Rogers and Robert W. Ottman
• Auralia Student Cloud license https://www.risingsoftware.com/shop/
  o NOTE: Please make sure you are purchasing the CLOUD version, not the more expensive Student and Home version.
  o School code: SFASU
  o PIN: G6WF
• Access to a computer and reliable high-speed internet.
• Content and handouts posted on Brightspace: https://d2l.sfasu.edu/
• Pencils and staff paper: https://www.blanksheetmusic.net/
CENTRAL QUESTION:
How does a deeper aural connection with music shape my experience of the music around me? How does a deeper aural connection with music help me to develop as a musician and educator?

OTHER OBJECTIVES:
Students will learn to communicate clearly and accurately about music theory, in addition to developing important values such as punctuality, responsibility, and professionalism. This includes viewing peers and professors as future colleagues and references. Students are encouraged to schedule their time according to their priorities and use their time efficiently. Here is an example of a professional email:

Dear ________, or Hi ________, or Hello! or Good morning,

I hope your semester is going well (or some other nice thing). This is the reason for my email, which consists of full sentences and a reasonable number of exclamation points.

Thank you, or Best, or Warmly, but probably not Sincerely,

Your Name

GRADING:
Surveys: 20
Singing: 110
Auralia: 110
Piano: 20
Singing Tests: 100
Dictation Tests: 100
TOTAL: 460

With the exception of officially excused absences, late work is not accepted. If you know you will be absent, please do the work ahead of time.

SURVEYS:
There are two required surveys that will be conducted through D2L. The first asks students to identify their goals and make plans to achieve them. The second gives students a chance to provide feedback in the middle of the semester.
SINGING:
Students will prepare and record melodies and rhythms each week. When completed, the videos should be uploaded to YouTube as unlisted videos and submitted to the Dropbox on D2L. All melodies and rhythms are found on the singing preparation pages on D2L.

AURALIA:
Students will complete dictation assignments in Auralia each week.

ATTENDANCE:
I expect you to attend class as often as you are able, and communicate with me about any absences.

ACADEMIC INTEGRITY (4.1):
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/4.1-student-academic-dishonesty.pdf.

WITHHELD GRADES SEMESTER GRADES POLICY (5.5):
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. For additional information, go to http://www.sfasu.edu/policies/course-grades-5.5.pdf.

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/.

CALENDAR:

Unit 1 – melodies with difficult diatonic leaps; chord progressions with leading tone and predominant 7th chords; rhythms with syncopation

Aug 23 - Week 1
Initial Survey

Aug 30 – Week 2
Singing #1
Auralia #1

Sept 6 – Week 3
Singing #2
Auralia #2

Sept 13 – Week 4
Singing #3
Auralia #3

Sept 20 – Week 5
Singing #4
Auralia #4
Sept 27 – Week 6

Singing #5
Auralia #5

Oct 4 – Week 7

Singing #6
Auralia #6

Oct 11 – Week 8

Monday – Dictation Midterm
Wednesday – Singing Midterm (First Half)
Friday – Singing Midterm (Second Half)

Unit 2 – melodies with surface chromaticism that tonicize V and III; chord progressions with applied chords; rhythms with triplets and duplets

Oct 18 – Week 9

Singing #7
Auralia #7
Midterm Survey

Oct 25 – Week 10

Singing #8
Auralia #8

Nov 1 – Week 11

Singing #9
Auralia #9

Nov 8 – Week 12

Singing #10
Auralia #10

Nov 15 – Week 13

Singing #11
Auralia #11
THANKSGIVING

Nov 29 – Week 14

Dictation Final

Dec 6 – Finals