"Always guess at not the universe, except for the mind, fight for the imagination, and fight for everything."

FUNDAMENTALS OF THEORY

MUS 110 - SPRING 2021

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AT A GLANCE

MEETING TIMES
Monday & Wednesday
2:30 pm – 4:45 pm

LOCATION
Online via Zoom + file available via Blackboard.

TECHNICAL REQUIREMENTS
Video camera, mic, reliable internet connection, audio editing and notation software.

ARTIST SUBSCRIPTION
A subscription to Artist's learning service for students.

COURSE OUTLINE

UNIT 1 (FEB/MARCH)
FUNDAMENTALS OF NOTATION
- Pitch
- Duration
- Rhythm
- Clefs
- Intervals

UNIT 2 (MARCH/APRIL)
DIATONIC HARMONY
- Scales
- Major/Minor Chords
- Chord Analysis
- Chord Progressions

UNIT 3 (MID/END APRIL)
LISTENING & AURAL ANALYSIS
- Aural and Sight Singing
- Writing about music
- Analyzing lyrics
- Analyzing melodies

UNIT 3B (MID/END MAY)
PUTTING IT ALL TOGETHER
- Writing melodies
- Writing chord progressions
- Creating our final project

Learning Objectives

1. Identify fundamental concepts of musical notation and composition
2. Grasp and apply musical notation practices
3. Recognize musical theory concepts through application of recorded/notated music
4. Identify and describe how musical elements shape the listening experience
5. Define and employ the basic concepts of diatonic harmony
6. Examine the structure of musical pieces using Roman numeral analysis
7. Recognize and evaluate basic harmonic structures in performed and notated music
8. Compose a 16 bar verse and chorus song using all learned concepts

WHAT DO WE DO IN A CUNY PATHWAYS CREATIVE EXPRESSIONS CLASS?

01. Gather, interpret, and assess information from a variety of sources and points of view.

02. Evaluate evidence and arguments critically or analytically.

03. Produce well-reasoned, ethical, and aesthetic arguments within evidence to support conclusions.

04. Identify and apply the fundamental concepts and practices of a discipline or interdisciplinary field exploring creative expression.

05. Demonstrate knowledge of the skills involved in the creative process.

06. Use appropriate technologies to conduct research and to communicate.

NEED to KNOW Dates

- Classes **BEGIN** on Monday, Feb 1st.
- There is **NO CLASS** on Monday, Feb 15th.
- **SPRING BREAK** runs from March 22 to April 4.
- **LAST DAY OF CLASS** is Monday, May 17.
- **FINAL PROJECT SESSION** will be Monday, May 24, barring any meddling from the Powers That Be above.

DEADLINES, DUE DATES & CUT-OFFS

- Unit 1 (February 7 - March 29)
  - **Project 1** is due February 7.
  - **Project 2** is due February 28.
  - **Project 3** is due March 29.
  - The **cut-off** for late work for Units 1a and 1b is April 4.
- Unit 2 (April 6 - May 17)
  - **Project 4** is due April 26.
  - **Final project** is due May 22.
  - The **cut-off** for late work for Units 2a and 2b is May 23.

In MUS 110, we will explore how musicians in the Western musical traditions have used musical notation to create and interpret music. In particular:

- How do we record music using notation? How do artists and composers from both the past and the present use notation to record their creations?
- How can we analyze music notation and draw conclusions from the notation?
- How can we use music notation to compose original music?

WHAT YOU'LL BE DOING

WORK ON YOUR OWN

Here's what you'll be doing on your own at home, before and after class.

- Reading assignments, watching videos and taking notes on what you've learned.
- Continuing to practice new musical skills, listening to music and analyzing what you're hearing.
- Reflecting on the work you've done that week and journaling about the experience.

WORK WITH OTHERS

Here's what you'll be doing in class and in groups, during class:

- Exploring concepts in more depth and deepening your understanding.
- Working on projects together and completing in-class assignments.
- Leading group work and helping your peers with skill mastery and practice feedback.

Flipped Classroom

Learning, Practice & Reflection

In the flipped classroom model, you'll be doing your reading and learning prior to class. This means that in lieu of weekly study assignments given after class, you'll be taking notes, creating summaries, and reflecting on what you've learned and where your understanding still falls short.

Projects

Projects will be direct applications of your learning and the work we've done in class. These will take the place of assessments.

Musical Assignments

You'll be completing online practice assignments, work assigned in class and other related work.

IN YOUR OWN WORDS

FACILITATING LEARNING

The best way to learn something is to explain it to others, and help others learn it with you. In that vein, every one will have the chance to lead their group's learning. Leaders will be assigned every week to lead the group learning on Monday sessions, and facilitate the group work on Wednesday sessions.

WORKING IN GROUPS

How It Works

FRIDAYS
New learning modules are released every Friday, and will tell who the next week's leaders will be. The learning module will instruct which topic(s) the leaders should prepare.

HOW TO PREPARE
As you do the reading for the week, you'll write out an explanation of the topic in your own words (this can be the same as your journal entry for the week, too).

IN-CLASS
On Monday's sessions, assigned leaders will explain the given topic to their groups, then work with the group to begin the week's Virtual practice assignment.

WEEKLY SCHEDULE

MONDAY
Class - Unit 1 or 2A material. Take notes and complete any in-class work.

WEDNESDAY
Class - Unit 1 or 2B material. Take notes and complete any in-class work.

SUNDAY
Weekly reading, take notes. Complete any projects due. Prep, if you're a facilitator.

TUESDAY
Complete Artist practice assignment we began in class.

FRIDAY
Consolidate notes, submit reflection & upload worksheets.

HERE'S HOW Grading WORKS

Grading Scale
The course is grading on a 1,000 point scale. Everything has a points value that adds up at the end of the semester.

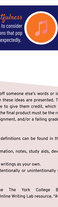
Credit / No Credit
Submissions are usually graded on a credit/no credit scale. If all the elements are there, you get the points. If they aren't, you don't.

Rewrites
At points throughout the semester, in place of graded assessments, you will have the option to rewrite and revise, and finish a self-assessment on your progress and skill mastery.

Deadlines
You may submit work after class until the listed deadline. After that point, late work is not accepted. This is for our mental sanity.

Feedback
Feedback is provided for assignments that are submitted by the due date. Late assignments are accepted until the cut-off, but don't receive feedback.

POINTS BREAK-DOWN



Learning, Practice & Reflection (30%) ■ In Class Work / Assignments (20%) ■ Unit Projects (30%) ■ Final Project (10%) ■ Self Assessments (10%) ■ Professionalism (10%)

WHAT'S PROFESSIONALISM, DOC?

Part of our job as educators is to prepare you for a career, regardless of what field you're in. That means modeling (and expecting) professional in every aspect of the class. So what are the qualities of a professional in any discipline...and particularly, a young professional in a music class at college?

Timeliness
A professional shows up on time, every time! Lateness doesn't just reflect poorly on them as a musician, it communicates a lack of respect for their peers and director. Every minute a group has to spend waiting is time lost that affects the quality of their product.

Preparedness
A professional comes to every session with the materials provided for that class and is ready to begin when the session starts. Lack of preparation eats into in-depth study or learning time and results in anxiety.

Engagement
A professional listens intently, asks questions and contributes to whatever the group happens to be working on (especially in online environments). Tuning out and missing information means that their peers are losing valuable learning time while they catch up.

Communication
A professional reaches out when they know they have conflicts or are running late. If they don't understand material, they ask questions. If they see their peers struggling, they respectfully offer aid. In groups, they clearly communicate responsibilities and deadlines.

Mindfulness
A professional considers how their words and actions affect others – not just their peers, but their directors or teachers, too. In an online environment, they use headphones, mute themselves when not speaking, and do whatever it takes to stay engaged and alert.

Organization
A professional stays on top of things. They know what's required of them, they know (or can find out) the tools they might need to do their work, and they have those tools prepared ahead of time. They provide materials on time that are legible and double-checked for accuracy.

Resilience
A professional is always learning! Before sessions, they read and take notes and write down questions they may have. In sessions, they take notes, ask questions and make connections where necessary. They reach out when they're confused and ask for clarification.

Thoughtfulness
A professional thinks ahead, uses language appropriate to their situation, and tries to consider where problems might arise in advance, so that they are prepared for any situations that pop up unexpectedly.

SCHOOL POLICIES

Academic Dishonesty

A violation of academic integrity is any instance when a student attempts to pass off someone else's words or ideas as their own, no matter where they obtained those words or ideas, and no matter what kind of work where these ideas are presented. There is nothing wrong with representing someone else's ideas as your own, but you just have to give them credit, which we will practice in this course. Additionally, when getting help on an assignment, remember that the final product must be the result of your own work. All academic integrity violations will result in an F (zero) on the assignment, and/or a failing grade in the course, and/or referral to York College's Academic Integrity officer.

York College gives four definitions of types of academic integrity violation (these definitions can be found in the York College policy on academic integrity, which I have linked to below):

- **Cheating**: Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.
- **Plagiarism**: Plagiarism is the use of someone another person's ideas, research or writings as your own.
- **Obtaining Unfair Advantage**: Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.
- **Falsification of Records and Official Documents**

For more information about plagiarism, see the description in the The York College Bulletin, http://york.cuny.edu/produce-and-print/contents/bulletin and Purdue University's Online Writing Lab resource, "Avoiding Plagiarism," http://owl.english.purdue.edu/handouts/research/r_plagiar.html

Students with Disabilities

Students with disabilities may contact the Center for Students with Disabilities to learn about and gain access to resources available to them at the college. See their website at https://www.yorkcuny.edu/student-development/csd for more details.

Thanks for reading the syllabus! The answer to the question is "potato."