

Imperial Valley College Course Syllabus – **Intro to Music Foundations - MUS 100-2**

**Basic Course Information**

Semester:	<b>Spring 2016</b>	Instructor Name:	<b>Mr. Daren Burns</b>
Course Title & #:	<b>Introduction to Music Foundations - MUS 100</b>	Email:	<b>daren.burns@imperial.edu</b>
CRN #:	<b>20476</b>	Webpage (optional):	<b>NONE</b>
Classroom:	305	Office #:	<b>305D</b>
Class Dates:	<b>2/16/2016 to 6/10/2016</b>	Office Hours:	<b>MW - 9am - 9:30am T - 11:30am - 12:30pm R - 11:30am - 1:30pm</b>
Class Days:	<b>MW</b>	Office Phone #:	<b>760-355-6205</b>
Class Times:	2:00PM-3:25PM	Emergency Contact:	<b>Humanities Department Secretary, IVC</b>
Units:	3.0		

**Course Description**

An introduction to basic concepts of music. The development of the skills and knowledge needed to read music, to hear music, and to use an instrument (including the voice) with skill. (C-ID MUS 110) (CSU)(UC credit limited. See a Counselor.)

**Student Learning Outcomes**

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Demonstrate the locations of pitches on the piano keyboard and on the bass and treble clefs. (ILO2, ILO4)
2. Perform selected songs on flutophone with correct pitches and rhythm. (ILO2, ILO4)
3. Write and identify all 15 major scales. (ILO2, ILO4)
4. Write in counting for rhythms consisting of half, quarter and eighth note/rests. (ILO2, ILO4)

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:

1. identify the staff, and treble, and bass clefs
2. identify duration of sound and silence (notes and rests)

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3. identify scales (major; and natural, harmonic and melodic minor)
4. Sing solfeggio (using numbers 1-7, or do-re-mi etc.)
5. identify measures, meter, and time signatures
6. Understand dynamics
7. Understand tempo
8. Understand expression
9. identify intervals (diminished, minor, major, perfect, and augmented) from the prime to the octave
10. Identify/build chords, (diminished, minor, major, augmented, and dominant seventh) including all inversions
11. Identify/build smooth voice leading of triadic accompaniment
12. Transpose melody and accompaniment.

### Textbooks & Other Resources or Links

- Feldstein, Sandy (2000). *Practical Theory Complete: A Self-Instruction Music Theory Course* (3rd/e). Boston Alfred Music Publishing Co., Inc. ISBN: -0-88284-225-0
- Music-time Flutophone Method Book, Trophy Music Company (Music) ISBN: 0-82562-07290-9: Flutophone (Instrument).

### Course Requirements and Instructional Methods

#### Quizzes

There will be 8 quizzes, one every 8 lessons which is 2 units. Please note that **no makeup quizzes are allowed**, unless a legitimate reason has been provided and approved by the instructor before the quiz day. The lowest grade of all the quizzes will be dropped when the teacher computes the final grade (Note: The grade that will be dropped will not be from a quiz which was never taken).

#### Performance Tests

The student will also learn to play simple diatonic melodies on the flutophone and to play scales, intervals and chords on the piano. There will be 4 performance tests on the flutophone during the semester as well as 2 music skills tests (Rhythm. Piano) *These performance tests must be done on the day they are assigned and can't be retaken.*

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

Quizzes 35% (Total of 8)

Flutophone Performance Tests 30% (Total of 4)

Rhythm/Piano Tests 15% (Total of 2)

Final Exam 20%

### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class.

Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

### Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and

preparing written materials. If you do not understand how to “cite a source” correctly, you must ask for help.

- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

#### Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **Blackboard Support Site.** The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

#### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

#### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.

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- **[Mental Health Counseling Services](#)**. Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

### Anticipated Class Schedule/Calendar

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 1	Syllabus & Introduction  Lessons 1- 8	Pages 3-10
Week 2	Lessons 9-16 & Play Flutophone Quiz 1 (Approx. 20-30 questions)	Pages 11-18  1-16 workbook completed
Week 3	Lessons 17-20 & Play Flutophone  Lesson 21-24 & Play Flutophone	Pages 19-22  Pages 23-26
Week 4	Quiz 2 (Approx. 20-30 questions)  Lessons 25-28 & Play Flutophone	17-24 workbook completed  Pages 27-30
Week 5	Lessons 29-32 & Play Flutophone  Quiz 3 (Approx. 20-30 questions) & Flute Quiz 1	Pages 31-34  25-32 workbook completed
Week 6	Lessons 33-36 & Play Flutophone  Lessons 37-40 & Play Flutophone	Pages 35-38  Pages 39-42
Week 7	Written Quiz 4 (Write All Key Signatures)  Lessons 41-44 & Play Flutophone	33-40 workbook completed  Pages 43-46

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<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 8	Lessons 45-48 & Play Flutophone  Quiz 5 (Approx. 20-30 questions) & Flute Quiz 2	Pages 47-50  41-48 workbook completed
Week 9	Lessons 49-52 & Play Flutophone  Lessons 53-65 & Play Flutophone	Pages 51-54  Pages 55-67
Week 10	Interval Pre-quiz & Play Flutophone  Piano/Rhythm Quiz 1  Quiz 6 (Approx. 20-30 questions)	   49-65 workbook completed
Week 11	Lessons 66-70 & Play Flutophone  Lessons 71-72 & Play Flutophone	Pages 68- 72  Pages 73-74
Week 12	Quiz 7 (Approx. 20-30 questions) & Flute Quiz 3  Lessons 73-76 & Play Flutophone	66-72 workbook completed  Pages 75-78
Week 13	Lessons 77-78 & Play Flutophone  Lessons 79-80 & Play Flutophone	Pages 79-80  Pages 81-82
Week 14	Quiz 8 (Approx. 30-50 questions) Lessons 81-84 & Play Flutophone	73- 80 workbook completed Pages 83-86
Week 15	Piano/Rhythm Quiz 2  Prep for Final Exam	81-84 workbook completed
Week 16	Final Exam (80-100 Question) & Flute Quiz 4	

**\*\*\*Tentative, subject to change without prior notice\*\*\***