

Basic Course Information

Semester:	Fall 2017	Instructor Name:	Brandilyn Davidson
Course Title & #:	Intro to Music Foundations MUS 100	Email:	brandilyn.davidson@imperial.edu
CRN #:	10480	Webpage (optional):	www.brandilyndavidson.wix.com/ cv2016
Classroom:	314	Office #:	305D
Class Dates:	Aug. 14 - Dec. 8	Office Hours:	Mon & Wed— 3:30-4:30 pm Tues— 5:00-6:30 Thurs—5:00-5:30 pm ...or by appointment
Class Days:	MW	Office Phone #:	(760) 355-6205
Class Times:	2:00-3:25 pm	Emergency Contact:	brandilyn.davidson@imperial.edu
Units:	3		

Course Description

This course provides an introduction to the basic concepts of music and the development of the skills and knowledge needed to read music, to hear music, and to use some 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:

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

Course Objectives

Students will gain a fundamental understanding of the following topics in music theory:

1. Demonstrate a functional knowledge of the reading of music, including: the staff, and treble, and bass clefs, duration of sound and silence (notes and rests), scales (major; and natural, harmonic and melodic minor), solfeggio (using numbers 1-7, or do-re-mi etc.), measures, meter, and time signatures, dynamics, tempo, expression, intervals (diminished, minor, major, perfect, and augmented) from the prime to the octave, chords, (diminished, minor, major, augmented, and dominant seventh) including all inversions
2. Singing using solfeggio (using numbers 1-7, or do-re-mi etc.)
3. Performance of rhythms as notated in 2/4, 3/4, 4/4 meters utilizing the use of clapping and singing and/or reciting; and correctly write the analysis of same.
4. Analyze harmonic progressions with roman numerals; I, ii, vi IV, V, I

Textbooks & Other Resources or Links

Textbook: *Practical Theory Complete: A Self-Instruction Music Theory Course*
ISBN: 978-0882842257
Author: Sandy Feldstein
Publisher: Alfred Music

Textbook for flutophone students:

Music-time Flutophone Method Book
ISBN: 82562070035
Publisher: Trophy Music

Flutophone or other band instrument (see course requirements for more detail)

3 Ring Binder

Pencils

Course Requirements and Instructional Methods

Daily workbook assignments: For each lecture there will be a corresponding workbook assignment to reinforce the lesson topic. Time will be allotted during class for completion of workbook and feedback from the instructor. However, if assignments are not finished during class it will become homework and is due the following class period. Absence, under any circumstance does not exempt a student from completing assigned worksheets.

Music Performance: Students will participate in a music rehearsal consisting of singing, clapping rhythms, playing percussion instruments and playing a **wind instrument of choice*** Periodically students will perform music assignments for a grade.

(***choose a wind instrument to learn:** flutophone, flute, clarinet, alto saxophone, trumpet, trombone, or baritone. Wind instruments are **NOT** provided in class; students must acquire an instrument prior to the first class meeting. Flutophones are an inexpensive choice and available for sale at IVC bookstore for around \$5. Other band instruments may be rented at Clark Baker Music in El Centro (760) 352-3363. Rental prices for band instruments start at \$27 per month. *Renting a band instrument is optional* but recommended for a more enriching musical experience. Students who demonstrate outstanding ability on a band instrument will be invited to play with other IVC music groups. (Beginning Mariachi, Community Concert Band, Pep Band)

Quizzes and Exams: Students will demonstrate comprehension of music fundamentals through periodic written quizzes and examinations. Absence, under any circumstance, does not exempt students responsibility to complete quizzes and exams. If absent for any reason, student is solely responsible for scheduling make-up quizzes or exams. Please note: make-up quizzes and exams are provided at the discretion of the instructor and intended for emergency situations only.

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

Workbook Assignments	30%
Music Performance	20%
Quizzes	50%

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: **are encouraged if used for educational purposes only** such as the following: Note-taking during lecture, researching relevant topics during lecture, recording lectures, class discussions and performances. **Do not use electronic devices for:** chatting between class members, personal email, personal

social media, and personal research, or work assignments related to another class. Simply put, if it is related to class this class and not a distraction to you or others, its OK.

NOTE: If at any time your usage is deemed a distraction or found to be used for personal reasons you will lose the privilege of accessing your device during class.

- Food and Drink are prohibited in all classrooms. THIS IS EXTREMELY IMPORTANT. Musical equipment, whether acoustic or digital must be protected from moisture and debris. Exception: Water bottles with lids/caps are allowed at the desks during class or on stage during rehearsals and performances. NEVER set a water bottle (or any other food or beverage) near a Digital Audio Workstation (DAW) or on the acoustic piano. On occasion a reception with snacks will be allowed in designated areas only (lecture desks or stage, NEVER at a DAW)
- 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

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.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **[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.
- **[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.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly

incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

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: MUS 100

Date or Week	Topic	Grades
Week 1	Syllabus, Intro	
	<u>RHYTHM</u> : Lessons 5-8 <i>Whole, Half, & Quarter Notes Measures & Bar lines, Time Signatures</i>	
	Lessons 11-16 <i>Whole, Half, & Quarter Rests More Time Signatures, Dotted Half Notes</i>	
Week 2	<u>PITCH</u> : Lessons 1-4 <i>Treble Clef and Bass Clef</i>	
Week 3	Lessons 9-10 <i>Grand Staff & Ledger Lines, the Piano Keyboard</i> <u>EXPRESSION</u> : Lesson 17 <i>Articulation</i>	Workbook Check #1
Week 4	<u>RHYTHM</u> : Lessons 21, 22, 55 <i>Eighth Notes & Rests, Triplets</i>	Theory Quiz #1
	<u>EXPRESSION</u> : Lesson 41, 43 <i>Dynamics, Tempo</i>	
Week 5	<u>RHYTHM</u> : Lessons 23 <i>Dotted Quarter Notes</i>	
	<u>FORM</u> : Lessons 18, 19, 42, 44: <i>Repeats</i>	
Week 6	<u>PITCH</u> : Lesson 49, 50 <i>Intervals</i>	Workbook Check #2
Week 7	<u>PITCH</u> : Lessons 25-30 <i>Chromaticism</i>	Performance Quiz #1 <i>Skipping</i>
Week 8	<u>PITCH</u> : Lesson 51 <i>Chromatic Intervals</i>	Theory Quiz #2
Week 9-10	<u>PITCH</u> : Lessons 31-34 <i>Major Scales</i>	Workbook Check #3
Week 11-12	<u>PITCH</u> : Lesson 35-36 <i>Key Signatures</i>	Theory Quiz #3
Week 13	<u>PITCH</u> : Lessons 73-76 <i>Minor Scales</i>	
Week 14-15	<u>HARMONY</u> : Lesson 57-58 <i>Chords & Triads, Progressions</i> <u>RHYTHM</u> : Lesson 45-47 <i>16th notes, dotted 8th</i>	Performance Quiz # 2 <i>Long Long Ago</i> Workbook Check #4
Week 16	Review, EXAM	Theory Quiz #4

Tentative, subject to change without prior notice