

**Thank you for choosing IVC! We are so happy to join you in your educational journey.**

### Basic Course Information

Semester:	<b>Fall 2020</b>	Instructor Name:	<b>Dr. Hope Davis</b>
Course Title & #:	<b>MUS 100, Music Foundations</b>	Email:	<b>Hope.davis@imperial.edu</b>
CRN #:	<b>10477, 10478, 11582</b>	Webpage (optional):	
Classroom:	<b>ONLINE, Asynchronous</b>	Office #:	<b>ONLINE</b>
Class Dates:	<b>August 2020 to December 12th, 2020</b>	Office Hours:	<b>Will be Announced - Via Zoom</b>
Class Days:	<b>ONLINE, Asynchronous</b>	Office Phone #:	<b>760-675-6468 and 442-283-5714</b>
Class Times:	Online, except for Flutophone Exams via ZOOM 3 Saturday mornings at 9:00am	Emergency Contact:	<b>Via EMAIL is best. You can expect a response withing 3 to 6 hours during normal business hours</b>
Units:	3		

### Course Description

**[Required language: Use <https://imperial.curricunet.com/Search> for the course outline of record.]**

An introduction to basic concepts of music. 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.)

### Course Prerequisite(s) and/or Corequisite(s)

**[Required language: Use <https://imperial.curricunet.com/Search> for the course outline of record.]**

None. No prior knowledge of Music is needed for taking this course.

### Student Learning Outcomes

**[Required language: Use <https://imperial.curricunet.com/Search> for the course outline of record.]**

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

1. Perform selected songs on flutophone (or other instrument) with correct pitches and rhythm. (ILO2, ILO4)
2. Demonstrate knowledge of notation via being able to name notes on the Treble and Bass Clef Staves, as well as notes on leger lines; (ILO2, ILO3, and ILO4)
3. Demonstrate knowledge of at least 10 of 15 major scales and their key signatures, by being able to write them, and/or identify them. (ILO1, ILO3, ILO4)

### Course Objectives

**[Required language: Use <https://imperial.curricunet.com/Search> for the course outline of record.]**

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

1. Identify the staff, and treble, and bass clefs;
2. Distinguish the duration of sound and silence (notes and rests);
3. Construct scales (major; and natural, harmonic and melodic minor);
4. Demonstrate solfeggio (using numbers 1-7, or do-re-mi etc.);
5. Differentiate measures, meter, and time signatures;
6. Illustrate dynamics;
7. Determine tempo;
8. Interpret expression;
9. Formulate intervals (diminished, minor, major, perfect, and augmented) from the prime to the octave;
10. Analyze chords, (diminished, minor, major, augmented, and dominant seventh) including all inversions
11. Compose smooth voice leading of triadic accompaniment; transposition of melody and accompaniment.

Formulate transposition of melody and accompaniment

### Textbooks & Other Resources or Links

**[Required Information: Describe which textbooks and/or other resources are required for the course.]**

Take textbook information from the <https://imperial.curricunet.com/Search> list. Be sure to include ISBN number.]

1. *Practical Theory Complete*, by Sandy Feldstein, ISBN 0-88284-225-0
2. *Music Time Flutophone Method Book*
3. *Flutophone*, or, other instructor-permitted Musical Instrument

number.]

### Course Requirements and Instructional Methods

**[Required Information: Provide detailed information related to types of class activities, assignments, tests, homework, etc. Online and Hybrid courses must demonstrate compliance with the IVC [Regular and Effective Contact Policy for Distance Education](#). ]**

### **CLASS EXPECTATIONS:**

*This class is purely ONLINE. As such it behooves the student to ensure that they have the discipline, maturity-level, and persevering demeanor to complete such a course in this learning platform. Furthermore, it is assumed that students have access to computer devices capable of downloading and uploading materials necessary for course completion. It also assumes that the student is at least moderately computer savvy.*

*IVC has several links on its website that inform students of the wide variety of services and technological trainings available to them. Please partake. Go to [www.imperial.edu](http://www.imperial.edu) scroll down to mid-page, and click on [STUDENT SUPPORT SERVICES] tab. Also, you may contact Mr. Omar Ramos, IVC's Technological Person, at [omar.ramos@imperial.edu](mailto:omar.ramos@imperial.edu) for computer and other technological problems. He responds quickly.*

### **BACK-UP PLANS FOR IF or WHEN THINGS DON'T WORK (System-Failure):**

- *Contact Instructor immediately at [hope.davis@imperial.edu](mailto:hope.davis@imperial.edu) AND/OR Instructor Personal Email at [hopealda@gmail.com](mailto:hopealda@gmail.com)*
- *Send Instructor Your Personal Email Address, so coursework and instructions can continue*
- *Instructor will send you Videoconference invitations via ZOOM or SKYPE or GOTOMEETNG*

### **CLASS REQUIREMENTS:**

*Students are required to acquire the Textbook, flutophone (or other pitched instrument), necessary for this class. Additionally, students are expected to watch the Course Lecture Videos provided by the instructor, and read and study the PowerPoint (or, PDF files) of Course Materials, provided by the instructor in your MODULES in CANVAS. Tests/Quizzes and other types of Assignments will also be in CANVAS, your LMS (Learning Management System), and it is your responsibility to note the deadlines for completing these assignments, and get the work done and submitted in a timely fashion. The LMS will be set-up to send you Announcements of Tests, Assignments, Quizzes, Discussions, and more.*

*In addition to the above, students are required to participate in the Discussion Forums with other students in the course. There will be other opportunities created to enable students to interact with students; students with professor, etc. Please be compliant.*

*Please note that Exams will be given on the written portion of this course, as well as on the performance aspect (you will perform fun, easy tunes, specially selected by the instructor on flutophone, (or priorly approved pitched instrument). **Your Performance Exams will be done synchronously (at set virtual videoconferencing meeting times), via ZOOM. Dates will be set-up, and students assigned. These will most likely be on Saturday mornings, or other mutually agreeable time. .***

*Make-up Exams/Quizzes/Assignments will only be permitted for extenuating circumstances. Please communicate with the instructor, should problems arise.*

### **HOW TO NAVIGATE THIS COURSE:**

- *When you enter the Canvas Learning Management site, click on this Course Shell (MUS 100)*

- *Once in the course shell, click on the HOME PAGE, located in the Left Column . there you shall see information about this course, information about the instructor, the course objectives, and how to contact the instructor.*
- *Next, click on MODULES, located in the Left Column. There you will find ALL the course materials including Reading Assignments, Instrument Performance/Practice Assignments, Lecture Videos, Instrument Performance Training Videos, PowerPoint Lecture Notes, Pages with YouTube Music Videos, Quizzes, Assignments, Discussions, and more. This is your MAIN COURSE HUB.*
- *Please go through your MODULES in the order in which the materials are presented. This is VERY important. Please do NOT skip readings, video lectures, video performance training, assignments, quizzes, performance exams, etc. All are very valuable to a solid learning experience.*
- *All your Assignments, Quizzes, Discussions, and reflections will be completed in Canvas Learning Management System. However, your Flutophone/Instrument Performance Exams, will be conducted live/virtual, via ZOOM. Those dates are listed in Canvas, and will be published in your class ANNOUNCEMENTS (from which the system will send you emails).*

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.

### **What if I need to borrow technology or access to WIFI?**

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

#### **Guidelines for using parking WIFI:**

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind
- No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

### Course Grading Based on Course Objectives

**[Required Information]:** Provide detailed information related to grading practices and grading scale, including values and totals. Consider adding final grade calculation, rubrics, late assignment policy, and other grading practices.]

Written Exams (including Final).....	35%
Flutophone/Other Instrument Performance Exams.....	35%
Other Class Assignments, Discussions, etc.....	30%
TOTAL.....	100%

### LATE ASSIGNMENT POLICY and GRADE CHANGE PROCEDURES:

It is in your best interest NOT to miss deadlines for Assignments, Quizzes, Exams, Discussions, and the like. However, in the event that you find yourself in this situation, ALL LATE ASSIGNMENTS must be completed by latest, December 6<sup>th</sup>, 2020 at 11:59pm. No exceptions. Additionally, late assignments will automatically lose 30% of the total possible points awarded, as a penalty. Furthermore, no late assignments will be accepted after December 8<sup>th</sup>, 2020 (date of Final Exam for this course). If there are PROVEN severe extenuating circumstances, for example, hospitalizations, deaths, dismemberment, etc., then the instructor will weigh each case for leniency.

If, per chance, a grade change is needed, the instructor will follow the College Policies and Procedures on Grade Changes, and the appropriate Forms will be completed to effect the change.

### Anticipated Class Schedule/Calendar

**[Required Information – Discretionary Language and Formatting]:** The instructor will provide a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format may be useful for this purpose.]

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 ; August 17 – 23 <sup>rd</sup> , 2020	* Syllabus, Introductions/Orientation, The Staff, Treble and Bass Clefs, rests. * Read PowerPoint Lecture One & Watch Lecture Video One.	* Pages 3 to 10 - Practical Theory text; * Introductions Assignment Due

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
<b>Objective:-</b> <b>Students will be able to identify the Staff, treble and Bass Clefs</b>	<b>*Read Lessons 1 – 8 of Practical Theory Text, and do Exercises</b> <b>*Do Introductions Assignment in Canvas LMS.</b>	<b>08/23/2020 at 11:59pm – Canvas LMS - 20 points</b>
<b>Week 2;</b> <b>August 24 – 30, 2020</b> <b>Objective:-</b> <b>Students will be able to distinguish the duration of sound and silence (rests and notes)</b>	<b>*Review of Week 1, Rests, Note Values, Flutophone, or other instructor-approved instrument.</b> <b>*Read Lessons 8 to 12 of Practical Theory Text and do Exercises.</b> <b>* Watch Flutophone Video One in Canvas LMS and play along</b> <b>*Play pages 5 to 7 in Flutophone Music Book</b> <b>* Complete Short Multiple Choice Assignment in Canvas LMS, on Treble and Bass Clefs, naming notes and naming rests.</b>	<ul style="list-style-type: none"> <li>• Pages 10 to 14 - Practical Theory text</li> <li>• Pages 5 to 7 of Flutophone Book</li> <li>• <i>Complete Short Multiple Choice Assignment. Due 08/30/2020 by 11:50pm (worth 20 points)</i></li> </ul>
<b>Week 3;</b> <b>August 31<sup>st</sup> to September 6<sup>th</sup>, 2020</b> <b>Objective:</b> <b>Students will be able to decipher dotted notes and rests, and time signatures</b>	<ul style="list-style-type: none"> <li>• Review of Week 2, Grand Staff, Accidentals, Flutophone/Other approved Instrument</li> <li>• Read Lessons 13 to 26 of Practical Theory Text and complete Exercises</li> <li>• Read Lecture PowerPoint Two in Canvas, and Watch Lecture Video Two</li> <li>• Watch Flutophone Videos One and Two and play along</li> <li>• Play pages 7 to 10 in Flutophone Book</li> <li>• Complete Short Multiple Choice Assignment in Canvas LMS on ledger lines, dotted notes and rests, and accidentals</li> </ul>	<ul style="list-style-type: none"> <li>• Pages 15 through 28, Practical Theory text</li> <li>• Pages 7 to 10, Flutophone Book.</li> <li>• <i>Complete Short Multiple-Choice Assignment in Canvas LMS. Due by 09/06/2020 at 11:59pm. (worth 20 points)</i></li> </ul>
<b>Week 4;</b> <b>September 7<sup>th</sup> to 13<sup>th</sup>, 2020</b> <b>Objective:</b> <b>Students will be able to construct scales - chromatic and some major scales</b>	<ul style="list-style-type: none"> <li>• Review of Week 3, Flutophone/Other Instrument, Chromatic Scale, Intro to Major Scales</li> <li>• Read Lessons 25 through 32 of Practical Theory text and do Exercises</li> <li>• Review Lecture PowerPoint and Lecture Video Two</li> <li>• Play pages 8 to 12 in Flutophone Book</li> <li>• Review Flutophone Video Two</li> <li>• Review Lessons 1 to 24 of Practical Theory for Exam ONE</li> <li>• Practice Flutophone Exam One Selections</li> </ul>	<ul style="list-style-type: none"> <li>• Pages 27 through 34, Practical Theory text</li> <li>• Pages 8 to 12, Flutophone Book.</li> <li>• Pages 3 to 26 of Practical Theory text for Exam ONE Review</li> </ul>



<p><b>Week 5; September 14<sup>th</sup> to 20<sup>th</sup>, 2020</b>  <b>Objective: Students will be able to construct more major scales and analyze key signatures</b></p>	<ul style="list-style-type: none"> <li>• <b>More Major Scales; Review of Week 4; Flutophone/other instrument</b></li> <li>• <b>Read Lessons 32 to 34 and do Exercises</b></li> <li>• <b>Read Lecture Three PowerPoint and Watch Video Lecture Three, in Canvas LMS</b></li> <li>• <b>Watch Flutophone Video Three (1<sup>st</sup> part)</b></li> <li>• <b>Play pages 12 to 15 of Flutophone Book</b></li> <li>• <b>Do EXAM ONE in Canvas LMS, Multiple Choice</b></li> <li>• <b>Do Flutophone Exam ONE via ZOOM</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pages 34 to 36 - Practical Theory text</b></li> <li>• <b>Pages 12 to 15 of Flutophone Music Book</b></li> <li>• <b>EXAM ONE (Multiple Choice) due 09/20/2020 at 11:59pm - 50 points</b></li> <li>• <b>Exam One (Flutophone) via Zoom – Saturday 09/19/2020 at 9:00am - 40 points</b></li> </ul>
<p><b>Week 6; September 21<sup>st</sup> to 27<sup>th</sup>, 2020</b>  <b>Objective: Students will be able to formulate major scales' key signatures using the Circle of Fifths, and ordering of sharps and flats</b></p>	<ul style="list-style-type: none"> <li>• <b>Major Scales, Key Signatures, Introduction to Sight Singing, Songs, Flutophone/Other instrument</b></li> <li>• <b>Read Lessons 35 to 40 on Practical Theory Text and do Exercises</b></li> <li>• <b>Review Lecture PowerPoint Three and Video Lecture Three</b></li> <li>• <b>Play pages 14 through 17 of Flutophone Book</b></li> <li>• <b>Watch 2<sup>nd</sup> half of Flutophone Video Three</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pages 37 to 42 of Practical Theory Text</b></li> <li>• <b>Pages 14 to 17 of Flutophone Book</b></li> </ul>
<p><b>Week 7; September 28<sup>th</sup> to October 4<sup>th</sup>, 2020</b>  <b>Objectives: Students will be able to illustrate Dynamics, determine Tempo, and interpret Expression marks</b></p>	<ul style="list-style-type: none"> <li>• <b>Dynamics, Tempos, Expressions, Intro to Intervals, Singing, Flutophone/Other Instrument Playing</b></li> <li>• <b>Read Lessons 41 to 49 of Practical Theory text and do Exercises</b></li> <li>• <b>Read Lecture Powerpoint Four, and Watch Video Lecture Four</b></li> <li>• <b>Play pages 15 through 18 in Flutophone Book</b></li> <li>• <b>Review Flutophone Video Three, and the beginning of Video Four</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pages 43 to 51 of Practical Theory text</b></li> <li>• <b>Pages 15 to 18 of Flutophone Book</b></li> <li>• <b>Do Multiple Choice Assignment on Major Scales in Canvas LMS – Due 10/04/2020 at 11:59pm - 30 points</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Do Assignment on Major Scales in Canvas LMS</i></li> </ul>	
<p><b>Week 8; October 5<sup>th</sup> to 11<sup>th</sup>, 2020</b>  <b>Objective: Students will be able to formulate Intervals of all kinds from the prime to the octave</b></p>	<ul style="list-style-type: none"> <li>• <b>More Intervals, Review of Week 7, Singing, Flutophone./Other Instrument</b></li> <li>• <b>Read Lessons 50 to 56 of Practical Theory and do Exercises</b></li> <li>• <b>Review Lecture Four PowerPoint and Lecture Video Four</b></li> <li>• <b>Play pages 17 to 19 in Flutophone Book</b></li> <li>• <b>Watch Flutophone Video Four</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pages 52 to 58 of Practical Theory text</b></li> <li>• <b>Pages 17 to 19 of Flutophone Book</b></li> </ul>
<p><b>Week 9; October 12<sup>th</sup> to 18<sup>th</sup>, 2020</b>  <b>Objective: Students will be able to calculate all Interval types</b></p>	<ul style="list-style-type: none"> <li>• <b>Review of Intervals, Intro to Triads (3-Note Chords), Singing, Flutophone/Other Instrument</b></li> <li>• <b>Read Lessons 57 to 60, and 66 to 67 in Practical Theory Text and do Exercises</b></li> <li>• <b>Read Lecture PowerPoint 5, and Watch Lecture Video 5</b></li> <li>• <b>Play Flutophone pages 18 to 20 in Flutophone Book</b></li> <li>• <b>Review Flutophone Video Four</b></li> <li>• <b>Do Multiple-Choice Assignment on Sixteenth Notes, Triplets, and Intervals in Canvas LMS</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pages 59 to 62, and 68 to 69 in Practical Theory Text</b></li> <li>• <b>Pages 18 to 20 in Flutophone Book</b></li> <li>• <b><i>Do Multiple-Choice Assignment in Canvas LMS – Due 10/18/2020 at 11:59pm - 30 points</i></b></li> </ul>
<p><b>Week 10; October 19<sup>th</sup> to 25<sup>th</sup>, 2020</b>  <b>Objective: Students will be able to analyze various chords and their inversions</b></p>	<ul style="list-style-type: none"> <li>• <b>More Chords/Triads, Chord Inversions, Begin Review for Exam TWO, Flutophone/Other Instrument</b></li> <li>• <b>Read Lessons 64, 66, 69 and 70 of Practical Theory and do Exercises</b></li> <li>• <b>Review Lecture PowerPoint 5 and Lecture Video 5</b></li> <li>• <b>Play pages 19 through 21 in Flutophone Book</b></li> <li>• <b>Review Flutophone Video Four</b></li> <li>• <b>Begin Review for Exam TWO – Lessons 25 to 52 of Practical Theory text</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pages 66, 68, 71, and 72 of Practical Theory text</b></li> <li>• <b>Pages 19 to 21 of Flutophone Book</b></li> <li>• <b>Review pages 27 to 54 of Practical Theory Text to prepare for Exam TWO</b></li> </ul>

<p><b>Week 11; October 26<sup>th</sup> to November 1<sup>st</sup>, 2020</b>  <b>Objective: Students will be able to demonstrate mastery of major scales, musical dynamics, tempo, expression marks, and key signatures on their Exam Two</b></p>	<ul style="list-style-type: none"> <li>● <b>Continue Reviewing Lessons 25 to 52 of Practical Theory text for Exam TWO</b></li> <li>● <b>Review Flutophone/Other Instrument Exam selections</b></li> <li>● <b>Read Lecture PowerPoint 6, and Watch Video Lecture 6</b></li> <li>● <b>Do Multiple Choice Exam TWO in Canvas LMS</b></li> <li>● <b>Do Flutophone/Other Instrument Exam TWO via Zoom on Saturday October 31<sup>st</sup>, 2020</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Review Pages 27 to 54 in Practical Theory text for Exam TWO</b></li> <li>● <b>Review Flutophone Exam Selections on pages 14 to 16 of Flutophone Book</b></li> <li>● <b><i>Do Flutophone/Other Instrument Exam TWO on 10/31/2020 via Zoom at 9:00am - 40 points</i></b></li> <li>● <b><i>Do Exam TWO Multiple Choice - Due 11/01/2020 by 11:59pm - 50 points</i></b></li> </ul>
<p><b>Week 12; November 2<sup>nd</sup> to 8<sup>th</sup>, 2020</b>  <b>Objective: Students will be able to analyze and construct Dominant 7<sup>th</sup> Chords and their inversions</b></p>	<ul style="list-style-type: none"> <li>● <b>Intro to Dominant 7<sup>th</sup> Chords, Review Chords (triads), Flutophone/Other Instrument playing, Singing</b></li> <li>● <b>Read Lessons 61, 63 and 64 of Practical Theory text, and do Exercises</b></li> <li>● <b>Review PowerPoint Lecture 6, and begin Lecture 7; Plus, re-watch Lecture Video 6 and begin Video 7</b></li> <li>● <b>Play pages 19 to 22 in Flutophone Book</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Pages 63, 65, and 66 of Practical Theory text</b></li> <li>● <b>Pages 19 to 22 of Flutophone Book</b></li> </ul>
<p><b>Week 13; November 9<sup>th</sup> to 15<sup>th</sup>, 2020</b>  <b>Objective: Students will be able to discern correct transpositions of musical notes from one scale to another</b></p>	<ul style="list-style-type: none"> <li>● <b>Dominant 7<sup>th</sup> Chord Review, Intro to Transposition, Introduction to Minor Scales; Instrument Playing</b></li> <li>● <b>Read lessons 61 to 65, and 68 to 75, and do Exercises</b></li> <li>● <b>Read PowerPoint Lecture 7 and Watch Video Lecture 7</b></li> <li>● <b>Play pages 20 to 23 in Flutophone Book</b></li> <li>● <b><i>Do Multiple Choice Assignments on Chords and Chord Inversions on Canvas LMS</i></b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Pages 63 to 67 and Pages 70 to 77 in Practical Theory Text</b></li> <li>● <b>Pages 20 to 23 in Flutophone Book</b></li> <li>● <b><i>Do Multiple Choice Assignment on Chords and Chord Inversions in Canvas LMS; Also Locating Chord Types on Blank Keyboards Assignments, downloadable from Canvas LMS - Both Due 11-15-2020 at 11:59pm - 50 points</i></b></li> </ul>

<p><b>Week 14; November 16<sup>th</sup> to 22<sup>nd</sup>, 2020</b>  <b>Objective: Students will be able to construct all 3 types of minor scales in various keys; and differentiate different types of Non-Chord tones</b></p>	<ul style="list-style-type: none"> <li>● <b>Minor Scales continued, Non-Chord Tones, Review of all Chord Types and Intervals; Instrument Playing</b></li> <li>● <b>Read Pages 73 to 80 in Practical Theory text, and do Exercises</b></li> <li>● <b>Read PowerPoint Lecture 8 and Watch Lecture Video 8</b></li> <li>● <b>Play pages 21 to 24, and 26 and 27 in Flutophone Book</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Pages 75 to 82 in Practical Theory text</b></li> <li>● <b>Pages 21 to 24 and 26 and 27 in Flutophone Book</b></li> </ul>
<p><b>November 23<sup>rd</sup> to 29<sup>th</sup>, 2020</b></p>	<p><b>THANKSGIVING BREAK - No Classes</b></p>	<p><b>Refresh, Relax, Begin Preparation for Finals if you wish</b></p>
<p><b>Week 15; November 30<sup>th</sup> to December 6<sup>th</sup>, 2020</b>  <b>Objective: Students will be able to demonstrate mastery of minor scale construction, transposition discernment, non-chord tones differentiation, and dominant 7<sup>th</sup> chord construction</b></p>	<ul style="list-style-type: none"> <li>● <b>Review Minor Scales, Non-Chord Tones, Transposition, Dominant 7<sup>th</sup> Chords, and All Chord Types for Final Exams</b></li> <li>● <b>Review pages 53 to 80 in Practical Theory text, in preparation for Final Exams. Do all Exercises</b></li> <li>● <b>Review Chosen Flutophone/Other Instrument selections for Final Performance Exam</b></li> <li>● <b>Review PowerPoint Lectures 5 through 8; and Watch again Lecture Videos 5 through 8</b></li> <li>● <b>TURN-IN ALL LATE ASSIGNMENTS</b></li> <li>● <b><i>Do Class Reflections/Feedback/Evaluations Assignment in Canvas LMS</i></b></li> <li>● <b><i>Do Flutophone/Other Instrument Final Performance Exam via Zoom, Saturday 12/05/2020 at 9:00am</i></b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Pages 55 to 82 of Practical Theory text</b></li> <li>● <b>Pages 19 to 24 of Flutophone Book</b></li> <li>● <b><i>Do Class Reflections/Feedback Assignment in Canvas LMS - Due 12/05/2020 at 11:59pm - 20 points</i></b></li> <li>● <b><i>Do Flutophone/Other Instrument Performance Exam via Zoom at 9:00am - 40 points</i></b></li> <li>● <b><i>TURN-IN ALL LATE ASSIGNMENTS by 12/06/2020 at 11:59pm</i></b></li> </ul>
<p><b>Week 16; December 7<sup>th</sup> to 12<sup>th</sup>, 2020 - FINALS WEEK</b>  <b>Objective: Students will be able to demonstrate mastery of course learning activities by successfully completing the Final Exams</b></p>	<ul style="list-style-type: none"> <li>● <b>Study for Final Exams</b></li> <li>● <b>Do Final Multiple Choice Exam in Canvas LMS</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Do Final Multiple-Choice Exam in Canvas LMS - Due 12/08/2020 at 11:59pm - 50 points</b></li> </ul>

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**RUBRIC: Flutophone/Other Instrument Performance**

<b>CRITERIA</b>	<b>RATINGS</b>	<b>RATINGS</b>	<b>RATINGS</b>	<b>POINTS</b>
<b>Pitch Accuracy</b>	<b>8 to 10 Awesome! Pitches 95 to 100% accurate</b>	<b>5 to 7 Good Pitches 80 to 94% accurate</b>	<b>0 to 4 Unsatisfactory Pitch accuracy poor</b>	<b>10 Points</b>
<b>Rhythmic Accuracy</b>	<b>8 to 10 Awesome! Rhythms 95 to 100% accurate</b>	<b>5 to 7 Good Rhythms 80 to 94% accurate</b>	<b>0 to 4 Unsatisfactory Poor Rhythmic sense</b>	<b>10 Points</b>
<b>Performance Fluency</b>	<b>8 to 10 Awesome! Performance flowed effortlessly</b>	<b>5 to 7 Good Performance flowed well but had minor hesitations</b>	<b>0 to 4 Unsatisfactory Fluency lacking</b>	<b>10 Points</b>
<b>Tone Quality</b>	<b>8 to 10 Awesome! Beautiful and rounded tone quality</b>	<b>5 to 7 Good Tone quality mostly assured, but minor discrepancies</b>	<b>0 to 4 Unsatisfactory Poor Tone Quality</b>	<b>10 Points</b>
				<b>Total Points = 40</b>

**RUBRIC: Class Introductions and Responses to Classmates**

<b>CRITERIA</b>	<b>RATINGS</b>	<b>RATINGS</b>	<b>RATINGS</b>	<b>POINTS</b>
<b>Your Class Introduction</b>	<b>8 to 10 Awesome! All parameters from Instructions, included in your Introduction, in an organized and an engaging fashion</b>	<b>5 to 7 Good Most to all parameters included in Introduction, but organization and engagement could be improved</b>	<b>0 to 4 Not Good Instructional parameters not included, or sparingly included in your Introduction. Poor organization of data.</b>	<b>10 Points</b>
<b>Your Responses to 2 Classmates</b>	<b>8 to 10 Awesome! You responded to 2 Classmates, and made an effort to connect and engage with their post</b>	<b>5 to 7 Good You responded to 1 or 2 Classmates, but did not totally connect or engage with their</b>	<b>0 to 4 Not Good Responses to your Classmates were either lacking or inadequate. Much</b>	<b>10 Points</b>

		<b>post. Could be improved</b>	<b>improvement needed</b>	
				<b>Total Points = 20</b>

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

## Attendance

*[Required Information: The below information is the IVC attendance policy. Use this information in addition to any specific attendance policies you have for your course.]*

- 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.

### What does it mean to “attend” an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

## Classroom Etiquette

*[Required Information: Describe your policies regarding classroom conduct. The below is suggested language and may be modified for your course.]*

- 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, only students enrolled in the class may attend; children are not allowed.

### How do I act differently if I have an on-ground class during COVID?

#### **1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**

- a. Even if your symptoms are mild, stay home.
- b. Email your instructor to explain why you are missing class.
- c. [If you are sick with COVID-19 or think you might have COVID-19](#), provides CDC guidance.
- d. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
- e. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.

#### **2. ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).**

- a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).

#### **3. BRING A MASK TO CLASS (and always wear it).**

- a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.

#### **4. GO DIRECTLY TO YOUR CLASSROOM.**

- a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through [www.imperial.edu](http://www.imperial.edu).

#### **5. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**

- a. Your classroom is equipped with cleaning supplies. Use them as needed.

#### **6. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**

- a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.

#### **7. BRING YOUR OWN FOOD AND DRINKS.**

- a. There is no food service currently offered on campus.

## Online Netiquette

*[Required Information for web-enhanced, hybrid and online courses: Describe your policies regarding netiquette. The below is suggested language and may be modified for your course.]*

- 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 (!!!!)].

### How am I expected to act in an online "classroom" (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call.

Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

#### 1) Be RESPECTFUL

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

#### 2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

- a. People walking around and pets barking can be a distraction.

#### 3) EAT AT A DIFFERENT TIME.

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

#### 4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called "backlit" and not only is it hard on the eyes (glare) but you look like a silhouette.

#### 5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

#### 6) Be READY TO LEARN AND PAY ATTENTION

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone and put it away.
- c. If you are in a room with a TV – turn it off.

#### 7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.

#### **8) REMEMBER TO UNMUTE WHEN SPEAKING**

- a. Follow your instructor's directions about using the "**raise hand**" icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

#### **9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

#### **10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

### **Academic Honesty**

**[Required language.]** 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.

#### **How do I show academic honesty and integrity in an online "classroom"?**

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
  - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.

- **COMPLETE YOUR OWN COURSEWORK.**

- When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

**Examples of Academic Dishonesty that can occur in an online environment:**

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

### **Additional Services for Students**

*[Suggested Language.]* 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.

**How do I access services now that we are mostly online?**

- **CANVAS LMS.** Canvas is Imperial Valley College's 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](#).** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#).** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!

- **Career Services Center.** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- **Child Development Center.** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

### Disabled Student Programs and Services (DSPS)

**[Required language.]** 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. **When campus is open**, the DSP&S office is 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

**[Required language.]** 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, **but you must make an appointment.** In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC **Student Health Center** at 760-355-6128, **or when campus reopens**, visit Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 for appointments, or **when campus reopens** visit Room 1536, for more information.

### Veteran's Center

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

## Extended Opportunity Program and Services (EOPS)

**[Required language.]** The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

## Student Equity Program

**[Required language.]** The Student Equity & Achievement 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. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives 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 enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

### What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

## Student Rights and Responsibilities

**[Required language.]** 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

**[Required language.]** 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.