

Imperial Valley College Course Syllabus – MUS 100, Music Foundations

Basic Course Information: Semester – Spring 2019 Instructor's Name – Dr. Hope Davis

Room – Rooms #314/305 Instructor's Email – hope.davis@imperial.edu

Class Dates – 02/11/2019 – 06/08/2019 Office Hours – MW 2:30-4:00pm AND TR 5:45-6:15pm

Class Days – MW 9:40 – 11:05am (CRN#20475) OR T R 8:00-9:25am (CRN#20476)

Office Phone – (760)355-6287 Units – 3.0 Emergency – Contact Instructor Email or Phone

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 (***the flutophone; or "real band instruments" such as flute, clarinet, saxophone, trumpet and trombone***), including the voice with skill. Please note that this class will learn to sing easy to moderately challenging class ensemble songs. (C-ID MUS 110) (CSU) (UC credit limited. See a Counselor).

Course Prerequisite:- No prior knowledge is necessary for taking this course.

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 knowledge of musical notation via naming notes on the bass and treble clef staves and leger lines (ILO2, ILO4); 2. ***Perform selected songs on flutophone (or, selected band instruments) with correct pitches and rhythm*** (ILO2, ILO4); 3. Write or recognize at least 10 of the 15 major scales (ILO2, ILO4); 4. Earn a cumulative grade of C+ or better on all tests given in the course (ILO2, ILO4); and 5. Be able to sing simple to moderately challenging class ensemble songs in tune, and with appropriate expressivity (ILO2, ILO4).

Course Objectives: Upon satisfactory completion of the course, students will be able to: 1. Recognize the staff, and treble and bass clefs; 2. Know the duration of sound and silence (notes and rests); 3. Know scales (major, and natural, harmonic and melodic minor); 4. Utilize solfeggio (using numbers 1 – 7, or do-re-mi etc.); 5. Know measures, meter, and time signatures; 6. Know dynamics; 7. Know tempo; 8. Know musical expression; 9. Recognize intervals (diminished, major, minor, perfect and augmented) from the prime to the octave; 10. Know chords (diminished, minor, major, augmented, and dominant seventh) including all inversions; 11. Write smooth voice leading of triadic accompaniment; and 12. Be able to do transpositions of melody and accompaniment, and 13. Be able to recognize various types of non-chord tones.

Textbooks: 1. *Practical Theory Complete*, by Sandy Feldstein 2. *Music Time Flutophone Method Book* 3. *Flutophone*, or selected Band Instrument (Musical Instrument) 4. *Scranton Sheets and #2 Pencils* for Exams.

Class Requirements and Instructional Methods: Students are expected to be at each class session with the required texts, flutophone (or, band instrument), flutophone music book, vocal song sheets; and a notebook to record notes, assignments and tests. Tests/Quizzes will be given after every 24 units of lessons. Students are expected to do the lesson Review Exercises, which

appear after every 3 lessons in the Text. One quiz may be retaken if a poor grade is earned. In addition to written tests and quizzes, Flutophone/Band Instrument Performance tests will be given alongside the written tests. These will consist of pieces we play in class. Make-ups must be done within 2 class meetings of the original test date, and will only be given for extenuating circumstances. Our class will do 1 public Concert – Group Singing and Playing Flutophone/Band Instrument for Grading. *****Your Spring Concert will be on Saturday June 1st, 2019 at First United Methodist Church Hall in El Centro, CA (312 S. Eighth Street), at 4:00pm**.***

Course Grading:

Written Exams (including Final).....	40%
Flutophone/Band Instrument Performance Exams.....	30%
Class Concert Final Exam.....	20%
Class Participation/Preparedness.....	10%
TOTAL.....	100%

Class 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 the 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.

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. 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 must comply with these 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 emotions (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: Plagiarism – is to take and present 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 properly cite a source, 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, which are prohibited or inappropriate in the context of the academic assignment in question. Anyone caught cheating 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 School 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 part of an assignment; and (e) use of commercial term paper service.

Additional Help: Learning Labs –

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.

There are several ‘labs’ on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Music Lab (Room #305), Reading and Writing lab, and learning Services (library). Please speak with the instructor about labs unique to your specific program/course. Library Services – There is more to our library than just books. You have access to tutors in the learning 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. If you feel that you need to be evaluated for educational accommodations, the DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them.

Student Counseling and Health Services: Students have counseling and health services available, provided by the pre-paid Student Health Fee. A Student health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional center provide basic health services for students, such as first aid and care for minor illnesses. We now also have a fulltime mental health counselor. For information, see

<http://www.imperial.edu/students/student-health-center/> The IVC Student Health Center is located in Room 1536. Call 760-355-6128.

Student Rights and Responsibilities: Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities, please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy: Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

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 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. 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.

Anticipated Class Schedule/Calendar, Highly Subject to be Changed depending on Class Progress

Week 1.....Syllabus, Introduction, The Staff, Treble and Bass Clefs, Rests
Week 2.....Review of Week 1 plus more Rests, more note values, Flutophone/Band Instrument
Week 3.....Review of week 2 plus Grand Staff, Accidentals, Flutophone/Band Instrument
Week 4....Review of Week 3, Flutophone/Band Instrument, Chromatic Scale, Intro major Scales
Week 5Review week 4, Flutophone/Band Instrument, 1st Exams, continue with major scales
Week 6...Flutophone/Band Instrument, major scales, Key signatures, intro sight singing, songs
Week 7.....Flutophone/Band Instrument, singing, dynamics, tempo, expressions, intro Intervals
Week 8....More intervals, Flutophone/Band Instrument, Singing, some review of week 7
Week 9.....Review of Intervals, intro to chords, Flutophone/Band Instrument, Singing
Week 10.....More chords, Flutophone/Band Instrument, Singing, chord inversions
Week 11.....Review of week 10, 2nd Exams, singing, Flutophone/Band Instrument
Week 12...Intro to dominant 7th chords, Review Chords, Singing, Flutophone/Band Instrument
Week 13...Chord Review, Intro Transposition, Minor scales, Flutophone/Band Instr., Singing
Week 14Minor scales, Non-Chord tones; review chords, intervals, dominant 7th chords
Week 15.....Prepare for Public Concert, review all necessary lecture material, Perform Concert
Week 16.....Finals Week, Do written Final Exam

