

SCHOOL OF FINE ART AND MUSIC
Winter Semester 2016
MUSC*1130-DE
INTRODUCTION TO MUSICIANSHIP



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OFFICE HOURS: By Appointment

CALENDAR DESCRIPTION:

Fundamentals of ear training, sight-singing, keyboard, and written skills (rudiments such as scales, intervals and basic chord identification) are introduced. Proficiency on an instrument is not required, but previous experience with note-reading is expected. MUSC*1130 cannot be counted toward a specialization in music.

Equate(s): MUSC*1120

Restriction(s): MUSC*1180

LEARNING OUTCOMES:

- Learn to perform some basic musicianship skills
- Enriches one's listening experience and increase critical awareness
- Bring about an understanding of the features that make a music composition comprehensible

METHOD OF EVALUATION:

Introduction Online Posting	3%	Online Quizzes* (3 x 4%)
12% Mail-in/Drop off Dictation (2 x 4%).....	8%	Sight Singing submission (2 x 5%)
10% Ear-training exercises** (2 x 8%)	16%	Mid-term exams:
Take-home theory paper	8%	
Online individual skills	15%	
(Rhythm 5%; Sight-singing 10%)		
Group Analysis Discussion	5%	Final exams:
Take-home theory paper	8%	
Online individual skills assessment	15%	
(Rhythm 5%; Sight-singing 10%)		

*You have two tries for each of these multiple-choice quizzes, and your higher mark will stand.

**If you score 75% or better on either exercise, your score will be upgraded to 100% instead. Less than 75%, and your score will stand as is.

COURSE TOPICS:

You will learn musical language and skills through:

- Practicing rhythm, singing, ear and keyboard exercises
- Studying musical grammar, called theory
- A musical analysis online discussion

The course is divided into twelve units, with the expectation that one unit each week is mastered. Each unit contains new concepts for ear training and written exercises (theory). Homework is provided through the workbook manual and activities, and also through the "virtual practice room", accessed from the course web-site.

In addition, a one-week online discussion with your class mates broadens the musical experience. The mid-term and final examinations are both comprised of a short take-home theory paper, plus individual skills-based assessment.

Week 1: Familiarizing with course material and website navigation

Week 2: Online introduction posting

Week 3: Online Quiz

Week 4: Dictation and Sight-Singing submission

Week 5: Online Quiz

Week 6: Online Ear-training exercises due

Week 7: Mid-terms: take home paper, plus online skills assessment

Week 8: Online Group Analysis Discussion

Week 9: Online Quiz

Week 10: Dictation and Sight-Singing submission

Week 11: Online Ear-training exercises due

Week 12: Review

Exam Week: Take home paper, plus online skills assessment.

Beginning: During the first week, you have a chance to explore the requirements and pose any questions regarding whether this course is right for you.

The Virtual Practice Room: Through a link on the course web-site, there are opportunities for you to build your skills. Each week, you can practice repeatedly, until you feel comfortable. Examples include exercises for rhythms, intervals, chords, melodies etc. for you to study, then try your own rendition. You receive feed-back through self-testing, sound bytes, pop-up help procedures, and by examining the given answers. Practicing in this way prepares you for the quizzes, dictation, sight-singing, ear-training exercises, and of course, the exams as well.

Online Quizzes: There are three multiple choice quizzes, each available for an entire week (weeks three, five and nine). Each quiz has a 30-minute time limit once accessed. However, you are allowed two separate tries of each quiz, so if you wish, you may attempt the same quiz twice in that week, giving you a chance to upgrade your first mark. (The second attempt has different questions, but is based on the same material.) In any case, the higher mark of your two attempts is the one you'll be awarded for that week's quiz. These quizzes test your understanding of the theory assigned so far, and also include the components studied in the skills based areas (rhythm, ear, and keyboard). They provide incentive for you to keep up with coursework! In addition, after each quiz period expires, that past quiz is available as extra drill and preparation for future assessments.

DICTION AND SIGHT-SINGING: In weeks four and ten, there is a short phrase of music available for you to listen to for a limited time. Your goal is to write this down on paper, and upload it on the course website PDF format only. You must include your rough copy as well. Also, you are required to submit a sample of your sight-singing from exercises you've prepared, and some new ones "at sight". Of course, there will be ample opportunity for you to acquire

skills for of these requirements, in the virtual practice room, available through the course website.

EAR-TRAINING EXERCISES: After weeks of practicing, a series of multiple choice questions is due. There are two of these components, in weeks six, and eleven. Should you score 75% or better on a component, your score will be upgraded to 100% instead. Less than 75%, and your score will stand as is. This will provide you with incentive to be the best musician you can!

ONLINE DISCUSSIONS: There is an online musical conference for participation during week eight. You and your class mates analyze a piece of music by posting ideas in a group of approximately ten people. This is a chance to examine your understanding of music and your feeling and response to it. Your quality and frequency of participation contributes to your grade—for example, posting thought-provoking questions, or responding to other's postings, with judicious comments.

MID-TERM AND FINAL EXAMINATIONS: For each there is a short take-home theory paper based on the homework questions as given in the workbook. Plus, there is an online skills-based assessment. For this part you demonstrate skills for rhythm and for sight-singing. Part of the exam includes examples from prepared material, given earlier in the course. The other part is based on new material, but which is similar to the examples you've seen all semester.

GENERAL INFORMATION FOR THE STUDENT

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Drop Date

The last date to drop one-semester courses, without academic penalty, is **Friday, 6 November 2015**. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar.

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For

more information, contact CSD at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <http://www.csd.uoguelph.ca/csd/>.

Student Rights and Responsibilities

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. The Rights and Responsibilities are detailed in the Undergraduate Calendar.

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.