MUS 170A: Basic Musicianship 1A  
Sept.-Dec. 2014  
Instructor: Dr. Laurel Parsons  
TA: Monika Zaborowski

Course Description:
MUS 170A is the first in a series of four courses with the broad title, “Basic Musicianship.” As noted in the calendar course description, essentially it covers “Beginning sightsinging, dictation and corresponding keyboard skills.” In terms of sightsinging and dictation, by the end of the term, you should be able to:

1. Sightsing diatonic melodies (major and minor) in a single key and with good tuning, using solfège syllables.
2. Sightclap or tap 1- or 2-part rhythmic patterns accurately, including ties, dots, rests, and syncopation.
3. Listen to a diatonic melody and transcribe it into staff notation with correct pitch and rhythm.
4. Listen and correctly transcribe a 1-part rhythmic pattern in simple time and 6/8.
5. Listen to a simple chord progression using tonic, dominant, and subdominant chords, notate the outer voices, and identify each chord using standard Roman numeral-figured bass symbols (e.g. V7, IV6).

In order to achieve these goals, you will also need to be able to:

6. Identify all melodic and harmonic pitch intervals up to an octave with a success rate of 90%.
7. Sing any interval to an octave up or down from any given pitch.
8. Identify the quality of major, minor, diminished, augmented, and V7 chords.
9. Sing the chords listed above in arpeggio fashion (ascending and descending, root position plus inversions of triads only).

All of these skills are an essential part of the professional musician or music educator’s toolkit.

So think of the four-course musicianship curriculum as a four-level video game whose ultimate mastery will give you the keys to a new realm of musical ease and proficiency. But first, you have to master the skills in Level 1 before you can go anywhere. And since mastery requires doing something over and over again –

Set aside at least 20 minutes a day for the brain-training you’ll need to conquer Level 1!
Weekly Schedule:

Lectures (Dr. Parsons):

Section A01: Mondays and Thursdays, 8:30-9:20 a.m., A0169
Section A02: Mondays and Thursdays, 11:30 a.m.-12:20 p.m., A0169
Section A03: Tuesdays and Fridays, 9:30-10:20 a.m., A0168

Keyboard Tutorials (Ms. Zaborowski):

Section B01: Wednesdays, 11:30 a.m.-12:20 p.m., A0183
Section B02: Fridays, 11:30 a.m.-12:20 p.m., A0183
Section B03: Mondays, 10:00-10:50 a.m., A0183

How to Find Me:

Office: MacLaurin A0174

Office Hours:
- Monday to Friday, 1:00-2:00 p.m. (except for meeting days)
- By appt., or
- Anytime my door is open

How to Find Monika:

E-mail: monikaz@uvic.ca
Office: [***]

Course Materials

Required Texts and Other Materials:

Lectures:
Kodaly, Zoltan. *Three Hundred and Thirty-three Reading Exercises.*

Staff paper, pencil, AND eraser (bring all 3 to every class!).

Tutorials:
*Music 170 Keyboard Harmony* (available in Music Office for $2.00).

Optional Sightsinging Software Package (optional but highly recommended):

Finale SmartMusic (a student subscription is $40 US/year) AND
SmartMusic USB vocal microphone ($29.95). Available from:

Grading:

Grading will be calculated almost entirely on the basis of your performance in the four major sections—Rhythm, Melody, Harmony, and Keyboard Skills. In addition, I have set aside 5% for Overall Improvement: if your skills are weak at the beginning but you work hard enough that they are significantly better by the end of term, that 5% will help offset the negative effects of less successful tests. (Additional challenge exercises and tests will be available for students whose skills are already strong so that they can also earn extra points for improvement.)

Summary

<table>
<thead>
<tr>
<th>Module</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Rhythm</td>
<td>25%</td>
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<tr>
<td>Melody</td>
<td>25%</td>
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<tr>
<td>Harmony</td>
<td>20%</td>
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<tr>
<td>Keyboard</td>
<td>25%</td>
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<tr>
<td>Overall Improvement</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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Final %    | Letter Grade |
-----------|--------------|
90-100     | A+           |
85-89      | A            |
80-84      | A-           |
77-79      | B+           |
73-76      | B            |
70-72      | B-           |
65-69      | C+           |
60-64      | C            |
50-59      | D            |
under 50   | F            |

Modules

In order to pass MUS 170A, students must successfully complete all of the modules in sections I-III (Rhythm, Melody, Harmony) shown by asterisks* on the following page. These modules correspond to the 9 course goals listed on p. 1, in some cases broken down into smaller components.

If you are ready to be tested on a module before the scheduled in-class or individual test, you may request private testing from Dr. Parsons so that you can focus on one module and then move on to the next. If you are strong in some areas but weak in others, the module system will allow you to zero in on areas where you need to practice more and/or get individual coaching from Dr. Parsons.
MODULES

Modules may be completed in any order.

I. Rhythm (25%):
   A. Performance of Sight Rhythms (individual)
      * Simple (e.g., 2/4, 3/8), 1-part
      * Simple, 2-part
      * 6/8, 1-part
   B. Rhythmic Dictation (in class)
      * Simple Time
      * 6/8

II. Melody (25%):
   A. Performance (individual)
      * Interval Singing (pass = 80%)
      * Prepared melodies with solfège (M)
      * Prepared melodies with solfège (m)
      * Sightsinging with solfège (M)
      * Sightsinging with solfège (m)
   B. Writing (in class)
      * Interval Identification (pass = 80%)
      * Melodic Dictation (M)
      * Melodic Dictation (m)

III. Harmony (20%):
   A. Performance (individual)
      * Chord Singing (arpeggiations of M, m, d, A, V7)
   B. Writing (in class)
      * Chord Identification (Root position M, m, d, A, V7)
      * Harmonic Dictation (M)
      * Harmonic Dictation (m)

IV. Keyboard (25%): details available from Ms. Zaborowski

V. Overall Improvement (5%)
Course Policies:

A. Attendance:

Students whose attendance in musicianship class is irregular or rare show a high rate of failure. Regular attendance at classes—both lectures and tutorials—is essential. Although there is no grade for attendance in this course, I will be recording it and may use it to help determine borderline cases. There will be a sign-in sheet at the front of the class when you come in every day, so remember to sign in legibly when you arrive. If you arrive after I have put the sign-in sheet away, it is your responsibility to see me at the end of class to add your signature to the list.

Sign in only for yourself. Signing in for someone else who is not in class is unethical, and will be considered a departure from academic honesty that I will address in accordance with University of Victoria policy (see “Academic Honesty” below).

If you are unable to attend a class due to religious observance, documented illness, or other truly unavoidable reason, you may be eligible to request academic concession (see below).

B. Academic Concession re Tests

As required, I will abide by the UVic policy on Academic Concessions. Please read this so that you fully understand your responsibilities as well as your rights, and be aware that all requests for concession must be accompanied by approved forms of documentation.

http://web.uvic.ca/calendar2014-09/FACS/UnIn/UARE/AcCo.html

Here are my own classroom policies on academic concession:

1) Religious Holidays: If you anticipate an absence due to a religious holiday, please notify me in writing at least two weeks in advance, particularly if it falls on a test or presentation date.

2) Illness: If you are genuinely too ill to write a test:
   a. seek medical attention;
   b. get a note from the doctor or registered nurse on or before the test;
   c. contact me immediately to inform me of your illness, and
   d. submit the original note to me as soon as you are able to return to classes.

3) Other Reasons: I am a reasonable human being who understands that emergencies do occur, and will consider exceptional circumstances. However, in accordance with university policy, please note that I am not obligated to grant all requests for concession.
C. **Academic Integrity (and Avoiding Its Opposite)**

As your instructor, I will do my best to uphold the principles of academic honesty as outlined in the University of Victoria Policy on Academic Integrity. I expect the same from my students, and do not tolerate departures from those principles.

Here is a link to this policy. It is your responsibility to read it and learn it:

[http://web.uvic.ca/calendar2011/FACS/UnIn/UARe/PoAcI.html](http://web.uvic.ca/calendar2011/FACS/UnIn/UARe/PoAcI.html)

*Warning:* Don’t look at something other classmates have done differently than you, assume their answers are better than yours, and “fix” your solution so that it matches theirs. Your classmates' solutions might be good, but *they may also be worse!*

C. **Students with Disabilities and/or Learning Differences**

If you have a disability or learning difference that might affect your success in completing the course requirements of MUSC 301A, please come and see me at the beginning of term rather than waiting until just before a test or due date. I have **experience tutoring students with dyslexia and/or other learning differences**, and have conducted research in this area. I am personally committed to making post-secondary music theory and musicianship education more accessible to students with these challenges, so you will always find a welcoming atmosphere in my office.

Confidentiality is of course guaranteed, as per University of Victoria and Province of British Columbia policy. For more information on UVic policies and resources with regard to students with disabilities, see the following links.


Resource Centre for Students with a Disability: [http://www.uvic.ca/services/rcsd/](http://www.uvic.ca/services/rcsd/)

If you require a large-print version of this or any other handout, please let me know and I will be happy to provide one.

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*****If You Need Help*****

Please do not hesitate to contact me *right away* if you have any questions or difficulties. “Difficulties” include not only problems with course material, but illness, emergencies or other issues that may interfere with your work. Outside of my scheduled office hours, you are welcome to knock on my door any time. You may also e-mail me at any time and I will get back to you as soon as possible.

*Asking for help is not a sign of weakness – it is a sign of commitment that respect and appreciate.*