

# UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

<b>COLLEGE (check one):</b>	<b>Arts and Sciences</b> <input checked="" type="checkbox"/>	<b>X</b>	<b>Business</b> <input type="checkbox"/>	<b>Education</b> <input type="checkbox"/>
Proposal Submitted By: David J. Long		Date Prepared: 2/2/15		
Course Title:	Chromatic Music Theory Skills			
Department/discipline and course number*:	MUTH 292			

*\*This course number must be approved by the Office of the Registrar before the proposal is submitted.*

Number of credits proposed:	1	Prerequisites:	MUTH 192 and 191, co-requisite MUTH 291				
Will this be a <b>new, repeatable</b> "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)					<b>NO</b> <input type="checkbox"/>	<b>X</b> <input checked="" type="checkbox"/>	<b>YES</b> <input type="checkbox"/>

Date of first offering of this <b>new</b> course: <b>Spring SEMESTER, year</b>	Spring, 2016
Proposed frequency of offering of the course:	Every spring semester
List the faculty who will likely teach the course:	David J. Long
<b>Are ANY new resources</b> required?	<b>NO</b> <input type="checkbox"/> <b>X</b> <input checked="" type="checkbox"/> <b>YES</b> <input type="checkbox"/> <i>Document in attached impact statement</i>

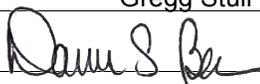
<b>This new course will be (check all that apply):</b>			
Required in the major	<input checked="" type="checkbox"/>	General Elective	
Elective in the major	<input type="checkbox"/>	General Education**	

*\*\*AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.*

<b>Catalog Description:</b>	Continued harmonic and melodic dictation in coordination with MUTH 291. Sight-singing, keyboard applications, basic conducting, beginning improvisation techniques. Co-requisite: MUTH 291
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<b>COURSE HISTORY</b>			
Was this course taught previously as a topics or experimental course?	<b>YES</b> <input type="checkbox"/>	<b>NO</b> <input checked="" type="checkbox"/>	
<b>Course Number and Title of Previous Course</b>	<b>Semester Offered</b>	<b>Enrollment</b>	
<b>CHECK HERE</b> if the proposed course is to be <b>equated</b> with the earlier topics or experimental offerings. This means that students who took the earlier "topics" course will only be able to take the new course if they made a C- grade or lower in the earlier course.			
<b>NOTE:</b> If the proposed course has not been previously offered as a topics or experimental course, <b>explain in the attached rationale statement</b> why the course should be adopted even though it has not been tried out.			

- REQUIRED ATTACHMENTS:**
1. **Rationale Statement** (Why is this course needed? What purposes will it serve?)
  2. **Impact Statement** (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
  3. **Sample Syllabus**

Department Chair Approval: _____ Gregg Stull	Date: 2/2/15
CCC Chair Approval: _____ 	Date: 2/12/15
UCC Chair Approval: _____	Date: _____

## **Rationale**

Chromatic Music Theory Skills is needed as the second skills course in the revision of the music major. It will serve as the second of three foundational music theory skills courses in the major. Because it is replacing a previous course, it has not been offered as a topics or experimental course.

## **Impact**

Chromatic Music Theory Skills will have no additional impact on the Library. Classroom space will be available because this course is replacing an older one. Technology already exists to support this course. Chromatic Music Theory will have no impact on budget.

## **Sample Syllabus**

### **MUTH 292: Chromatic Theory Skills T R 11:00 -12:15 Pollard 108 and 213 GENERAL SYLLABUS, SPRING, xxxx**

Dr. David J. Long

Dupont 308

Office Hours: MWF 10:00 – 11:00 , MW 2:00 – 3:00 and by appointment

E-mail: [dlong@umw.edu](mailto:dlong@umw.edu)

Phone: 654-1957

## **Materials:**

- Handouts
- **Pencil** ← ← **No pens for dictation**
- Manuscript paper [-recommended that you purchase some. However, paper will be provided for any material that you are required to turn in.]
- MacGamut –Note: You may be entitled to a free upgrade—contact the company at <http://www.macgamut.com>
- 3-ring binder (1” is sufficient)  
Rather than a Skills Workbook at the bookstore, I will be utilizing Canvas to post some of the class material. These postings will be in pdf files for you to download and put into your 3-ring binder.

## Goals

The general goals of the semester are to continue improving your proficiencies in the areas of KEYBOARD, PERFORMANCE (sight-singing), and LISTENING/HEARING (dictation). The specific goals are to focus your skills as they relate to the materials in Chromatic Theory. As a companion course to MUTH 291, Skills is essentially a "lab". The usual format in class includes performance drills, listening/hearing drills, and lecture/discussion.

**Scheduling:** In general, we will focus on dictation and some sight-singing on Tuesdays and keyboard on Thursdays. You will have Listening/Hearing drills throughout the semester. These are routine "dailies" to monitor progress.

There will be several short sessions during which you will perform specific keyboard tasks and specific sight-singing tasks. Keyboard assignments are done in-class in front of all. Officially graded sight-singing exercises are done individually, class not present.

## Learning Outcomes

Expected learning outcomes include the ability to perceive the harmonic vocabulary of the 19<sup>th</sup> Century, including altered chords and advanced modulation, reproduce written melodies containing chromatic alterations and modulations, and perform basic lead sheet realizations at the piano.

## Grading

The grading for keyboard is somewhat holistic:

A	=	all of it, no problems
A-	=	all of it, maybe very small problems
B	=	most of it, some small problems
B-	=	most of it, some more serious problems
C	=	more correct than incorrect, without major problems
C-	=	more correct than incorrect, with major problems
D	=	more incorrect than correct, major problems, but some redeeming factor(s) present
F	=	doesn't fly

Translation: A = 100; A- = 93; B = 87; B- = 82; C = 77; C- = 72; D = 67; F = 58; not done = 0

MacGamut:

Melodic Dictation:	3 exercise sets
Harmonic Dictation:	6 exercise sets
Scale:	all 9 = A; 8 = B; 7 = C; 6 = D; 5 = F

Translation: A = 100; B = 86; C = 76; D = 66; F = 59; not done = 0

Grading for all sight-singing is pass/fail. All exercises must be passed in order to pass the course.

Semester Grade:

Participation grade (Attendance)*:	1/10
Keyboard:	1/5
MacGamut	1/10
Mid-Term (dictation):	1/5
Final Exam (dictation):	2/5

\* Participation can't exist if you are not present.  
Beginning the first day of class, the following scale dictates your participation grade.

Scale of missed days:

-0	=	A
-1	=	A-
-2	=	B
-3	=	B-
-4	=	C (= 2 weeks missed)
-5	=	D
-6	=	F (= 3 weeks missed)

Translation: A = 100; A- = 93; B = 86; B- = 80; C = 76; D = 66; F = 58

NOTE: Acquiring hearing skills (dictation) is a desired goal which is not always steadily developed in regular and equal increments. Consequently, **if your grade on the final exam is better than those in the hearing dailies, MacGamut, and/or the mid-term, the final exam grade will replace any lesser grade(s).**

The hearing dailies, mid-term and final are designed in a possible points format which will be converted to a percentage.

Scale for mid-term, final, and semester:

94-100 = A; 90-93 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+;  
73-76 = C; 70-72 = C-; 67-69 = D+; 63-66 = D; 60-62 = D-; below 60 = F

I will endeavor to use Canvas throughout the semester. You can expect e-mail notification of newly posted material.

Your development is heavily dependent upon your own regularly scheduled practice. Thinking always helps, but only continued application will get the job done. You should realize by now that the three skills areas are interrelated and also complement your work in theory. You should be fully aware by now that “cramming” is ineffective in skill development. Your practice should minimally be 30 minutes each day on some skills-related. Some of these activities can easily be incorporated into your daily private lesson practice; 2 1/2 hours on any one day in order to “average” 1/2 hour per day will not help your progress. **Your personal keyboard and singing exercises should indeed include your written work in theory.**

Timed assignments will be incorporated (as in Skills II and III) in the form of a few spelling drills. These not only help literacy, but aid in all of the skill areas. **Failure to pass all spelling drills will result in the semester grade being lowered one notch (e.g. B+ to B, B to B-, B- to C+, etc.).**

The final exam is cumulative.

The MWC Honor Code is in effect on all classwork.