



## COURSE OUTLINE

**MUS 267**

Course Number

**Musicianship III**

Course title

1

Credits

2 lab

Hours

**Catalog description:**

Further studies in sight singing, ear training, and keyboard harmony building upon skills acquired in *MUS167* and *MUS168*. Introduces chromatic materials including modulation to the dominant and to the relative major and minor. Coordinated with conceptual materials presented in *MUS227 Music Theory III*.

**Prerequisites:** MUS 128 and MUS168

**Corequisites:** MUS 267

**Required texts/other materials:**

Clendinning, Marvin, and Phillips *The Musician's Guide to Aural Skills – Ear Training and Sight Singing* (4th edition), W.W. Norton & Company. 2020. With Total Access code

**Last revised:** Fall 2021

**Course coordinator:** Scott Hornick, Associate Professor of Music – CM 149;  
(609) 570-3716; [hornicks@mccc.edu](mailto:hornicks@mccc.edu)

## **Course Competencies/Goals**

### ***The student will be able to:***

1. Execute by tapping and/or singing more complex rhythmic figures with subdivisions at the 32<sup>nd</sup> note level, displaced quarter notes, 16<sup>th</sup> note triplets, and notated in more advanced compound meters. **(MCCC Core Skills Goal B)**
2. Determine and execute the correct musical notation of rhythmic figures as described in objective 1 of four to eight measures in length upon hearing them. **(MCCC Core Skills Goal B)**
3. Sing at sight notated melodies in major and minor keys that outline the tonic and dominant 7<sup>th</sup> harmonies with wider intervallic leaps and increasingly complex rhythmic figuration. **(MCCC Core Skills Goal B)**
4. Determine and render in musical notation accurate transcriptions of melodic passages of up to eight measures in length as described in objective 3 upon hearing them. **(MCCC Core Skills Goal B)**
5. Execute at the piano keyboard using continuo style harmonic progressions employing the leading tone 7<sup>th</sup> chords, secondary dominant function chords, and modulations to the dominant and relative key centers in a variety of major and minor keys. **(MCCC Core Skills Goal B)**
6. Recognize and identify in the form of harmonic analysis, using the Roman numeral system and inversion symbols, harmonic progressions as described in objective 5 upon hearing them. **(MCCC Core Skills Goal B)**

## **Course-specific General Education Knowledge Goals and Core Skills.**

### **MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

## Units of Study in Detail

### UNIT I

***The student will be able to:***

- Execute by tapping and/or singing rhythmic figures in time signatures employing the 8<sup>th</sup> note as the beat  $\left( \begin{array}{ccc} 9 & 6 & 12 \\ 8 & 8 & 8 \end{array} \right)$  with subdivisions at the 32<sup>nd</sup> note level.
- Determine and execute the correct musical notation of rhythmic figures as described in objective 1 of four to six measures in length upon hearing them.
- Sing at sight notated melodies in minor keys that outline the tonic and dominant 7<sup>th</sup> harmonies with close juxtaposition of raised and lowered scale degree 7 along with emphasis on wide intervallic leaps.
- Determine and render in musical notation accurate transcriptions of melodies as described in objective 3 of four to six measures in length upon hearing them.
- Execute at the piano keyboard harmonic progressions employing the leading tone 7<sup>th</sup> chords, distinguishing between the half diminished 7<sup>th</sup> in major keys and the fully diminished 7<sup>th</sup> in minor, and applying voice leading procedures studied in *MUS227*.
- Recognize and identify in the form of harmonic analysis chord progressions as described in objective 5 upon hearing them.

### UNIT II

***The student will be able to:***

- Execute by tapping and/or singing notated figures in compound meters employing the dotted quarter note as the beat  $\left( \begin{array}{ccc} 9 & 6 & 12 \\ 8 & 8 & 8 \end{array} \right)$  with increased syncopation using ties, dotted

extensions, and displaced 16<sup>th</sup> notes.

- Determine and execute the correct musical notation of rhythmic figures as described in objective 1 of four to six measures in length upon hearing them.
- Sing at sight notated melodies in major keys outlining the tonic and dominant 7<sup>th</sup> harmonies with emphasis on greater rhythmic complexity including 8<sup>th</sup> note triplets, 16<sup>th</sup> notes with various dotted configurations, syncopations and borrowed beat divisions.
- Determine and render in musical notation accurate transcriptions of melodic passages as described in objective 3 of four to six measures in length upon hearing them.

5. Execute at the piano keyboard harmonic progressions employing major and diminished triads as well as major-minor 7<sup>th</sup>, half diminished 7<sup>th</sup>, and fully diminished 7<sup>th</sup> chords in their function as secondary dominant chord.
6. Recognize and identify in the form of harmonic analysis harmonic progressions as described in objective 5 upon hearing them.

### **UNIT III**

#### ***The student will be able to:***

1. Execute by tapping and/or singing rhythmic figures in compound meters employing the dotted half note as the beat  $\left( \begin{array}{cc} 6 & 9 \\ 4 & 8 \end{array} \right)$  and the dotted 8<sup>th</sup> note as the beat  $\left( \begin{array}{ccc} 3 & 6 & 9 \\ 16 & 16 & 16 \end{array} \right)$

with subdivisions up to the 32<sup>nd</sup> note and more complex syncopation.

2. Determine and execute the correct musical notation of rhythmic figures of six to eight measures in length upon hearing them.
3. Sing at sight notated melodies in minor keys outlining the tonic and dominant 7<sup>th</sup> harmonies with emphasis on greater rhythmic complexity including 8<sup>th</sup> note triplets, 16<sup>th</sup> notes with various dotted configurations, syncopations and borrowed beat divisions.
4. Determine and render in musical notation accurate transcriptions of melodic passages as described in objective 3 of six to eight measures in length upon hearing them.
5. Execute at the piano keyboard harmonic progressions employing secondary dominant function chords in all forms including full scale modulations to the dominant and relative key areas, and applying voice leading procedures as studied in *MUS227*.
6. Recognize and identify in the form of harmonic analysis harmonic progressions as described in objective 5 upon hearing them.

### **Evaluation of Student Learning**

Attainment of course objectives will be measured and evaluated in terms of demonstrable proficiency in three separate but integrated skill sets:

*Sight Singing*: the ability to reproduce vocally intervals, melodic passages, and rhythms with accuracy working from printed musical notation.

*Dictation*: the ability render in musical notation melodies, rhythms, and harmonic progressions upon hearing them performed with a minimum number of repetitions.

*Keyboard Harmony*: the ability to play intervals, chords, and harmonic progressions fluently and accurately at the piano keyboard.

Progress in the attainment of proficiency in these skills will be assessed by means of the following measuring parameters:

- Completion and performance of weekly practice assignments;
- Performance of in-class drills;
- Three unit level examinations, the last of which will effectively be a comprehensive final since Unit III represents the culmination of attainment of the course goals.

<b>Final Grade Tabulation</b>	<b>% of Grade</b>
Completion and Performance of Practice Assignments	10%
Performance of In-Class Drills	10%
Unit I Examination	25%
Unit II Examination	25%
Final Examination	30%

**Student Success Coach:** Mercer students have a Student Success Coach available to support their efforts during their first semester through graduation. Students can connect with a Coach by emailing [Successcoach@mccc.edu](mailto:Successcoach@mccc.edu) or calling 570-3451. [www.mccc.edu/coaching](http://www.mccc.edu/coaching) has useful information about coaching and student success. For additional information, please contact:

Latonya Ashford Ligon at 570-3292 or by email [ashfordl@mccc.edu](mailto:ashfordl@mccc.edu).

**Academic Advising after your first semester:** Faculty advisors provide help with completing your major after your first semester. Your faculty advisor should be listed on the MyMercer portal. If you need further assistance please contact your division Executive Assistant.

Liberal Arts: Debbie Stotland LA162 570-3378 [Stotland@mccc.edu](mailto:Stotland@mccc.edu)

Business & Stem: Doris Geck BS134 570-3482 [Geckd@mccc.edu](mailto:Geckd@mccc.edu)

Health Professions: Barbara Pieslak MS126 570-3383 [pieslakb@mccc.edu](mailto:pieslakb@mccc.edu)

**Use your “MyMercer” Portal:** Your “MyMercer” portal contains your MercerMail, financial information, class schedule, grades, your advisor and other information. Check your “MyMercer” portal every day. Visit [www.mccc.edu/mymercer](http://www.mccc.edu/mymercer) to access your portal.

**Center for Inclusion, Transition and Accessibility: Arlene Stinson, Director:**

Mercer County Community College recognizes disability as an aspect of diversity and the Center for Transition, Inclusion and Accessibility works to ensure inclusive learning environments by encouraging the college community to examine accessibility and through the delivery of effective academic accommodations to qualified individuals. Mercer County Community College is in compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA).

For information on Universal Design for Learning, information regarding meeting the needs of students with disabilities, or information regarding the provision of academic accommodations please visit the Center for Transition, Inclusion and Accessibility in LB216 or contact:

Arlene Stinson [stinsona@mccc.edu](mailto:stinsona@mccc.edu), Lisa Ward [wardl@mccc.edu](mailto:wardl@mccc.edu) or Susan Onaitis [onaitiss@mccc.edu](mailto:onaitiss@mccc.edu)

#### **Tutorial Center: Charles Haas, Director**

Tutoring Center services are free and available for all students. Drop in or contact the following to schedule an appointment.

Charles Haas (WWC), LB214, 570-3452, [haasc@mccc.edu](mailto:haasc@mccc.edu)

Angela Frumin, (TC) 311, [frumina@mccc.edu](mailto:frumina@mccc.edu) or John Kashmer, (WWC), LB214, [kashmerj@mccc.edu](mailto:kashmerj@mccc.edu)

**Career and Transfer Center:** Planning to go to work or to transfer to a 4-year college after completing your Mercer degree? Contact the Career and Transfer Center for support and advice.

Letrice Thomas (WWC transfer services), SC201, 570-3397, [thomasl@mccc.edu](mailto:thomasl@mccc.edu)

**Counseling Services:** Are you experiencing personal challenges, feeling overwhelmed? Are you having stress and anxiety? Counseling services are available free of charge. Contact:

Dorothy Gasparro Ed.S, LPC, NCC, SC239, 570-3354, [gasparrd@mccc.edu](mailto:gasparrd@mccc.edu)

**Veteran's Services:** If you are currently serving or have served in the US Armed Forces, or are a family member of someone who has, our Veterans Services Team is here to help you optimize your education benefits. Contact:

John Becker, SC220, 570-3240 or Jennifer Whitfield, SC222, 570-3269, [whitfieje@mccc.edu](mailto:whitfieje@mccc.edu) or [vets@mccc.edu](mailto:vets@mccc.edu)

#### **Important Fall 2018 dates:**

09/11/18 – Last day for 100% refund

09/30/18– Start FASFA for spring

10/02/18 – 10-week semester starts

11/09/18 – Last day to withdraw from 14-week class

### **Academic Integrity Policy**

As stated in the student handbook, “A student will be guilty of violating academic integrity if he/she (a) knowingly represents the work of others as his/her own, (b) uses or obtains unauthorized assistance in the execution of academic work, or (c) gives fraudulent assistance to another student.” Students should read the Academic Integrity policy in the MCCC Rights and Responsibilities Handbook.

***Academic Dishonesty will result in failure of this course.***

### **Accommodations**

Mercer County Community College is committed to ensuring the full participation of all students in its programs. If you have a documented differing ability or think that you may have a differing ability that is protected under the ADA or Section 504 of the Rehabilitation Act, please contact Arlene Stinson in LB 216 [stinsona@mccc.edu](mailto:stinsona@mccc.edu) for information regarding support services.

### **Financial Aid Application Statement**

It is recommended that student complete an application for financial aid to determine eligibility for financial assistance. Visit [www.fafsa.edu.gov](http://www.fafsa.edu.gov) to complete your application. Applications should be completed **before** December 1, 2018. Students who are interested in MCCC Foundation scholarships are expected to complete an application as well.