

Instructor: Asst. Prof. Neil Wetzel  
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141.2A Mon. & Wed. 10:20-11:10; Room 203  
 141.2B Tues. & Wed. 10:20-11:10; Room 202  
 Office Hours posted on office door.

### GOALS OF THIS COURSE

To demonstrate through study, practice, and videotaping:

- To write and aurally identify all triads, including inversions
- To read and write in alto and tenor clef, in addition to bass and treble clef.
- To spell all seventh chords and inversions.
- To demonstrate knowledge of scales and all modes.
- To identify simple melodic and harmonic intervals.
- To identify simple harmonic progressions (I-IV-V) and play them in most major keys.
- To sing and identify all simple intervals.
- To sight-sing diatonic melodies using moveable 'do.'
- To perform and hear rhythms, including compound meters, ties and syncopation.
- To aurally notate diatonic melodies and rhythms.
- To take two part dictations.
- To score read at least 2 parts at one time on the piano.
- To conduct standard patterns in 2, 3, 4, 5, and 6 while sight-singing.

### REQUIRED TEXTS

Lynn, Theodore. *Introductory Musicianship*. 4<sup>th</sup> ed. Fort Worth, TX: Harcourt Brace, 1992.

Ottman, Robert. *Music for Sight Singing*. 4<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall, 1996.

Starer, Robert. *Rhythmic Training*. Melville, NY: MCA Music, 1969.

### GRADE DISTRIBUTION and CRITERIA

Attendance/Class Participation	20%
Daily Classroom Assignments	40%
Tests and Quizzes	25%
Written Theory Assignments	15%

#### Attendance/Class Participation (20%)

Please note that attendance accounts for 20% of your grade. Excused absences will not count against your grade. Each unexcused absence will result in points deducted from your grade. If you arrive in class more than ten minutes late, you will be considered absent (exceptions: weather problems or other circumstances beyond your control).

#### Daily Classroom Assignments (40%)

Please note that Daily Classroom Assignments will account for 40% of your grade. Since this class is like a performance class, your attendance will be paramount in establishing a favorable grade (i.e. be there or your grade will suffer!). Unless you have a doctor's note, each late assignment will be dropped 10% in value each day it is late until the grade reaches zero. Please make arrangements promptly with the instructor after any absence.

Demonstrably prepared	Inconsistently prepared	Often unprepared	Consistently unprepared
A: 93-100	B+: 87-89	C+: 77-79	D+: 67-69
A-: 90-92	B: 83-86	C: 73-76	D: 63-66
	B-: 80-82	C-: 70-72	D-: 60-63
			F: 0-59

## SCHEDULE

*NOTE: The following schedule is subject to change. All Musicianship II sections will be coordinated by professors Wetzel and Barnes.*

Week	1 <sup>st</sup> meeting	2 <sup>nd</sup> meeting	Tests/quizzes
Jan 16, 18	Review	Ottman, p. 28, nos. 112-4	
Jan 23, 25	Solfege 'Mary Had a Little Lamb' Starer, no.17	Lynn, p. 213 Ottman, p. 33, nos. 138-40	
Jan 30, Feb 1	Play I-IV-V-I in C, G, D	Starer, nos.18 & 19	<b>Circle of Fifths Quiz (1<sup>st</sup>)</b>
Feb 6, 8	Solfege '...Little Lamb' while acc. on piano	Ottman, p. 36, nos. 152-4	
Feb 13, 15	Sing major scale and diatonic intervals Starer, no. 27	Starer, no. 28 Ottman, p. 54, nos. 213-5	
Feb 20, 22	Solfege 'Twinkle Starer, no. 29	Lynn, p. 216 & 217 Starer, no. 30	
Feb 27, Mar 1	Play I-IV-V-I in F, Bb, Eb	Ottman, p. 66, nos. 265-7	<b>Mid-Term Quiz (1<sup>st</sup>)</b>
Mar 6, 8 Spring Break			
Mar 13, 15	Solfege 'Twinkle' while acc on piano	Ottman, pp. 68-9, nos. 276-268	
Mar 20, 22	Starern nos. 37 & 38	Ottman, pp. 96-7 Solfege <b>and</b> play on piano	
Mar 27, 29	Play I-IV-V-I in A, E, B	Lynn, p. 219 & 220 Starer, no, 39	<b>Interval Quiz (1<sup>st</sup>)</b>
Apr 3, 5	Solfege 'Yankee Doodle'	Ottman, p.99 373-5	
Apr 10, 12	Play I-IV-V-I: Ab, Db, Gb Starer, no. 48	Lynn, p. 221 & 222 Ottman, p. 99, 377-9 Solfege <b>and</b> play on piano	
Apr 19	Starer, no. 52	Take test	<b>End-of-Sem. Test (2<sup>nd</sup>)</b>
Apr 24, 26	Solfege 'Yankee...' while acc. on piano	Name That Tune! Evaluations	

## Academic Honesty

Students must adhere to college-wide policies on academic honesty as described in the Student Handbook.

## Students with Disabilities

Students with disabilities who believe that they may need accommodation in this class are encouraged to contact the Learning Services Office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.