Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – SIGHT SINGING & EAR TRAINING I
Course Prefix and Number – MUSI 1216
Department – VISUAL & PERFORMING ARTS
Division - CFA
Course Type: (check one)
☒ Academic General Education Course (from ACGM – but not in WCJC Core)
☐ Academic WCJC Core Course
☐ WECM course (This course is a Special Topics or Unique Needs Course: Y ☒ or N ☐)

Semester Credit Hours #: Lecture hours#: Lab/other hours # 2:3:0

Equate Pay hours for course - 3

Course Catalog Description

Singing tonal music in treble, bass, alto, and tenor clefs. Aural study, including dictation, of rhythm, melody, and diatonic harmony. Coordinated with materials in MUSI 1211.

Prerequisites/Co requisites – Concurrent enrollment in MUSI 1211.

Prepared by Joe Waldrop Date 6-30-11
Reviewed by department head Dr. Pam Speights Date 7/22/2011
Accuracy verified by Division Chair Dr. Pam Speights Date 7/22/2011
Approved by Dean of Vocational Instruction or Vice President of Instruction Date 11-9-12
I. Topical Outline – Each offering of this course must include the following topics:

1. Melodic dictation in simple and compound time in major and minor keys and the treble and bass clef which includes the tonic triad and diatonic scale.

2. Sight-singing melodies in major and minor keys and the treble and bass clef which includes the tonic triad and diatonic scale.

3. Harmonic dictation in the bass clef and melodic dictation in the treble clef including the tonic, subdominant, dominant, leading tone and supertonic triads.

4. Singing vertical structures including the tonic, subdominant, dominant, leading tone and supertonic triads.

II. Course Learning Outcomes

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the conclusion of the course the student should be able to:</td>
<td></td>
</tr>
<tr>
<td>1. take melodic dictation in major and minor keys in treble and bass clefs including the diatonic scale and the tonic triad.</td>
<td>1. Students will write melodies in major and minor keys in treble and bass clefs including the diatonic scale, and the tonic triad. Assessment is by written tests graded by the instructor.</td>
</tr>
<tr>
<td>2. sight-sing appropriate melodies in major and minor keys in treble and bass clefs including the diatonic scale and the tonic triad.</td>
<td>2. Students will sight-sing appropriate melodies in major and minor keys in treble and bass clefs including the diatonic scale and the tonic triad for the instructor. Assessment is by aural observation.</td>
</tr>
<tr>
<td>3. take harmonic dictation including the tonic, subdominant, dominant, leading tone and supertonic triads.</td>
<td>3. Students will write harmonic dictation played by the instructor on manuscript paper including the tonic, subdominant, dominant, leading tone and supertonic triads. Assessment is by written tests graded by the instructor.</td>
</tr>
<tr>
<td>4. sing vertical structures including the tonic, subdominant, dominant, leading tone and supertonic triads</td>
<td>4. Students will sing vertical structures including the tonic, subdominant, dominant, leading tone, and supertonic triads. Assessment is by aural observation.</td>
</tr>
</tbody>
</table>
III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Supplies: Manuscript Paper

IV. Suggested Course Maximum - 16

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

16 Keyboards

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Students are assigned 6 sight singing exercises each period.

**Grading**

3 Written Examinations 100 Points Each
90 Sight Singing Exercises 100 Points Each
Final Examination 100 Points Each

Weighting of Examinations

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average of 3 Written Exams</td>
<td>33.3%</td>
</tr>
<tr>
<td>Average of 15 Sight Singing Exercises</td>
<td>33.3%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

Grading System:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89%</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79%</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
  No additional documentation needed

- **Academic WCJC Core Course**
  Attach the Core Curriculum Checklist, including the following:
  - Basic Intellectual Competencies
  - Perspectives
  - Exemplary Educational Objectives

- **WECM Courses**
  If needed, revise the Program SCANS Matrix & Competencies Checklist.