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 II
Course Prefix and Number – MUSI 1217
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
EQUATED PAY HOURS FOR COURSE - 3

Course Catalog Description
Sing tonal music in treble, bass, alto, and tenor clefs. Aural study, including dictation, of rhythm, melody, and diatonic harmony. Coordinated with materials in MUSI 1212. Extensive use of the computer in aural skill development.

Prerequisites/Co requisites – Concurrent enrollment in MUSI 1212.

Prepared by Joe Waldrop

Reviewed by department head Dr. Pam Speights

Accuracy verified by Division Chair Dr. Pam Speights

Approved by Dean of Vocational Instruction or Vice President of Instruction Laci

Date 6-30-11

Date 7/22/2011

Date 7/22/2011

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 including the diatonic scale, the tonic triad, the dominant triad, dominant 7 chord, and secondary dominants.

2. Sight-singing exercises in simple and compound time in major and minor keys and the treble and bass clefs including the diatonic scale, tonic and dominant triads, dominant 7th chord and secondary dominants.

3. Harmonic dictation in the bass and treble clefs including the tonic, subdominant, dominant, leading tone, supertonic, sub-median, mediant triads and secondary dominants.

4. Singing vertical structures including the tonic, subdominant, dominant, leading tone, supertonic, sub-median, mediant triads and secondary dominants.

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>1. Students will write melodies in major and minor keys in treble and bass clefs</td>
</tr>
<tr>
<td>1. take melodic dictation in major and minor keys in treble and bass clefs including</td>
<td>including the diatonic scale, the tonic triad, the dominant triad, dominant 7 chord,</td>
</tr>
<tr>
<td>the diatonic scale, the tonic triad, the dominant triad, dominant 7 chord, and</td>
<td>and secondary dominants on manuscript paper. Assessment is by written tests graded</td>
</tr>
<tr>
<td>secondary dominants</td>
<td>by the instructor.</td>
</tr>
<tr>
<td>2. sight-sing appropriate melodies in major and minor keys in treble and bass clefs</td>
<td>2. Students will sight-sing appropriate melodies in major and minor keys in treble</td>
</tr>
<tr>
<td>including the diatonic scale, the tonic triad, and the dominant triad, the dominant</td>
<td>and bass clefs including the diatonic scale, the tonic triad, and the dominant</td>
</tr>
<tr>
<td>7 chord and secondary dominants.</td>
<td>triad, the dominant 7 chord, and secondary dominants. Assessment is by aural</td>
</tr>
<tr>
<td>3. take harmonic dictation including the tonic, subdominant, dominant, leading tone,</td>
<td>observation.</td>
</tr>
<tr>
<td>supertonic, sub-median, mediant triads and secondary dominants.</td>
<td>3. Students will write harmonic dictation including the tonic, subdominant, dominant,</td>
</tr>
<tr>
<td></td>
<td>leading tone, supertonic, sub-median, mediant triads and secondary dominants on</td>
</tr>
<tr>
<td></td>
<td>manuscript paper. Assessment is by written tests graded by the instructor.</td>
</tr>
<tr>
<td>4. sing vertical structures including the tonic, subdominant, dominant, leading tone,</td>
<td>4. Students will sing vertical structures including the tonic, subdominant, dominant,</td>
</tr>
<tr>
<td>supertonic, sub-median, mediant triads, and secondary dominants</td>
<td>leading tone, supertonic, sub-median, mediant triads and secondary dominants.</td>
</tr>
<tr>
<td></td>
<td>Assessment is by aural observation.</td>
</tr>
</tbody>
</table>
### III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.


### 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 exercise each period.

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Written Examinations</td>
<td>100</td>
</tr>
<tr>
<td>90 Sight Singing Exercises</td>
<td>100</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
</tr>
</tbody>
</table>

**Weighting of Examinations**

- Average of 3 Written Examinations: 33.3%
- Average of 15 Sight Singing Exercises: 33.3%
- Final Examination: 33.3%

**Grading System:**

- 90 - 100%  
  - A
- 80 - 89%  
  - B
- 70 - 79%  
  - C
- 60 - 69%  
  - D
- Below 60%  
  - F

### 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.