**Wharton County Junior College**

**Administrative - Master Syllabus**

**COVER SHEET**

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**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.

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**Course Title:** SIGHT SINGING AND EAR TRAINING III  
**Course Prefix and Number:** MUSI 2211  
**Department:** VISUAL & PERFORMING ARTS  
**Division:** CFA

**Course Type:** (check one)  
- [x] 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 more difficult tonal music including modal, ethnic, and 20th-century materials. Aural study, including dictation of more complex rhythm, melody, chromatic harmony, and extended tertian structures.

**Prerequisites/Co requisites:** Concurrent enrollment in MUSI 2211

**Approvals – the contents of this document have been reviewed and are found to be accurate.**

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<thead>
<tr>
<th>Prepared by</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Debra Lemson</td>
<td>[Signature]</td>
<td>10-8-10</td>
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<td>Pam Speights</td>
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<td>Division Chair</td>
<td>Pam Speights</td>
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Administrative-Master Syllabus  
form approved June/2006  
revised Nov. 2009  
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I. Topical Outline – Each offering of this course must include the following:
1. Melodic dictation in simple and compound time and in major and minor keys and the treble and bass clef including the diatonic scale, the tonic triad, the dominant triad, dominant 7 chord, secondary dominants, diminished 7th chords, and Neapolitan 6 chords

2. Sight-singing melodies in simple and compound time and in major and minor keys and the treble and bass clef including the diatonic scale, the tonic triad, the dominant triad, dominant 7 chord, secondary dominants, diminished 7th chords, and Neapolitan 6 chords

3. Harmonic dictation in the bass clef and melodic dictation in the treble clef including tonic, subdominant, dominant, leading tone, supertonic, sub-median, mediant triads and secondary dominants, diminished 7th chords, and Neapolitan 6 chords

4. Singing vertical structures including the tonic triad, the dominant triad, dominant 7 chord, secondary dominants, diminished 7th chords, and Neapolitan 6 chords

II. Course Learning Outcomes

<table>
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<tr>
<th>Course Outcome/Objective</th>
<th>Assessment Method</th>
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<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 including the diatonic scale, the tonic triad, the dominant triad, dominant 7 chord, secondary dominants diminished 7th chords, and Neapolitan 6 chords on manuscript paper. Assessment is by written tests graded by the instructor.</td>
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<tr>
<td>1. take melodic dictation in major and minor keys in treble and bass clefs including the diatonic scale, the tonic triad, the dominant triad, dominant 7 chord, secondary dominants, diminished 7th chords, and Neapolitan 6 chords.</td>
<td>2. Students will sight-sing appropriate melodies in major and minor keys in treble and bass clefs including the diatonic scale, the tonic triad, and the dominant triad, the dominant 7 chord, and secondary dominants. Assessment is by aural observation.</td>
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<tr>
<td>2. sight-sing appropriate melodies in major and minor keys in treble and bass clefs including the diatonic scale, the tonic triad, and the dominant triad, the dominant 7 chord, secondary dominants, diminished 7th chords, and Neapolitan 6 chords.</td>
<td>3. Students will write harmonic dictation including the tonic, subdominant, dominant, leading tone, supertonic, sub-median, mediant triads and secondary dominants, diminished 7th chords, and Neapolitan 6 chords on manuscript paper. Assessment is by written tests graded by the instructor.</td>
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<tr>
<td>3. take harmonic dictation including the tonic, subdominant, dominant, leading tone, supertonic, sub-median, mediant triads and secondary dominants, diminished 7th chords, and Neapolitan 6 chords.</td>
<td>4. Students will sing vertical structures including the tonic, subdominant, dominant, leading tone, supertonic, sub-median, mediant triads, secondary dominants, diminished 7th chords, and Neapolitan 6 chords. Assessment is by aural observation.</td>
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<tr>
<td>4. sing vertical structures including the tonic, subdominant, dominant, leading tone, supertonic, sub-median, mediant triads secondary dominants, diminished 7th chords, and Neapolitan 6 chords.</td>
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III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Blombach, Amy, MacGamut6: [www.macgamut.com](http://www.macgamut.com)

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**

<table>
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<th>Requirement</th>
<th>Points</th>
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<tr>
<td>3 Written Examinations</td>
<td>100 Points Each</td>
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<tr>
<td>90 Sight Singing Exercises</td>
<td>100 Points Each</td>
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<tr>
<td>Final Examination</td>
<td>100 Points Each</td>
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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**
  - Attach the following: Program SCANS Matrix and Course SCANS Competencies Checklist