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 AND EAR TRAINING IV
Course Prefix and Number – MUSI 2217
Department – VISUAL AND 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: Yes or No)

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

Equated 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 2212

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

Prepared by Debra Lemson

Department Head Pam Speights

Division Chair Pam Speights

Vice President Ty Pate

Signature

Date 10-8-10

Date 10-12-10

Date 10-13-10

Date 11-4-10
I. Topical Outline – Each offering of this course must include the following topics:

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, Neapolitan 6 chords, borrowed chords, German 6th chords, Italian 6th chords, French 6th chords, extended chords, whole-tone scales and 12-note rows.

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, Neapolitan 6 chords, borrowed chords, German 6th chords, Italian 6th chords, French 6th chords, extended chords, whole-tone scales and 12-note rows.

3. Harmonic dictation in the bass clef and melodic dictation in the treble clef including the diatonic scale, the tonic triad, the dominant triad, dominant 7 chord, secondary dominants, diminished 7th chords, Neapolitan 6 chords, borrowed chords, German 6th chords, Italian 6th chords, French 6th chords, and extended chords.

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

II. Course Learning Outcomes

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| At the conclusion of the course the student should be able to: | 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, Neapolitan 6 chords, borrowed chords, German 6th chords, Italian 6th chords, French 6th chords, extended chords, whole-tone scales and 12-note rows. Assessment is by written tests graded by the instructor.  
2. Students will sight-sing appropriate 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. Assessment is by aural observation.  
3. Students will write harmonic dictation including the diatonic scale, the tonic triad, the dominant |
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.

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>
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<tr>
<td>Final Examination</td>
<td>100</td>
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</tbody>
</table>

Weighting of Examinations

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average of 3 Written Examinations</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>Percentage Range</th>
<th>Grade</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**
  Attach the following:
  - Program SCANS Matrix
  - Course SCANS Competencies Checklist