

AURAL SKILLS 1

MUT 1241L

-FALL 2020-

Class Meeting location, times, and sections:

Synchronous Online

Sections MW3P and MW3R—Mondays and Wednesdays— 3rd Period (9:35AM-10:25AM)

Sections MW4P and MW4R—Mondays and Wednesdays— 4th Period (10:40AM-11:30AM)

Sections TR2P and TR2R—Tuesdays and Thursdays—2nd Period (8:30AM-9:20AM)

Instructor

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MUB 344

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Office Hours: TBA and by appointment (online only)

Teaching Assistant

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Office Hours: TBA and by appointment (online only)

Course Description

First of a sequence of four courses that develop skills in sight singing and ear training. Singing techniques are taught at the beginning of the course.

Course Objectives

- To develop and reinforce skills such as dictation, sight singing, rhythmic sight reading, meter, and notational practice.
- An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation. **(NASM VIII B. 2.a)**

Required Textbooks

Ear Training: A Technique for Listening, 7th Edition-Benward/Kolosick

A New Approach to Sight Singing, 6e Edition-Berkowitz, Fontrier, Kraft, Goldstein, and Smaldone

Required Materials

Pencil, manuscript paper (visit this site for free printout: <https://www.blanksheetmusic.net/>)

Course Outline

Weeks	Topic(s)**	Test(s)
1	Quick Intro and Syllabus	Aural Skills ENTRY Assessment (8/26)
2	Sight Singing: Intro to Solfege Systems; Scales Demonstration of Grading Process for Assignments Dictation: UNIT I Rhythm: Simple Meters (2/4, 3/4, 4/4)	
3	Sight Singing: UNIT I Dictation: UNIT I Rhythm: Review for test	
4	Sight Singing: UNIT I Dictation: UNIT I Rhythm: <i>Test</i>	Rhythmic Sight Reading Test I
5	Sight Singing: Review for test Dictation: Review of UNIT I Rhythm: Compound Meters (6/8, 9/8, 12/8)	Unit I Dictation Test
6	Sight Singing: <i>test</i> ; start UNIT II Dictation: UNIT II Rhythm: Compound Meters (6/8, 9/8, 12/8)	Sight Singing Test I
7	Sight Singing: UNIT II Dictation: UNIT II Rhythm: Compound Meters (6/8, 9/8, 12/8)	
8	Sight Singing: UNIT II Dictation: UNIT II Rhythm: Review; <i>test</i>	Rhythmic Sight Reading Test II
9	Sight Singing: UNIT II Dictation: UNIT II Rhythm: Simple Meters: Syncopation, Ties, Dots, etc.	
10	Sight Singing: Review for test Dictation: Review of UNIT II; <i>test</i> Rhythm: Simple Meters: Syncopation, Ties, Dots, etc.	Unit II Dictation Test
11	Sight Singing: <i>test</i> ; start UNIT III Dictation: UNIT III Rhythm: Simple Meters: Syncopation, Ties, Dots, etc.	Sight Singing Test II
12	Sight Singing: UNIT III Dictation: UNIT III Rhythm: Review for test	Unit III Dictation Test
13	Sight Singing: UNIT III; review for test Dictation: UNIT III Rhythm: <i>test</i>	Rhythmic Sight Reading Test III
14	Sight Singing: UNIT III; <i>test</i> Dictation: UNIT III Rhythm: UNIT III	Sight Singing Test III
15	Sight Singing: Duets from Berkowitz Dictation: <i>test</i>	
Final	Aural Skills 1 Exit Examination	

Dictation Unit Tests (all found in *Ear Training: A Technique for Listening* textbook)

- **UNIT I:** Melody 1A, 1B, 2B, 3B, 1C, 1D, 2D (including P1, P8); Harmony 1E; Rhythm 1A (Simple meters only)
- **UNIT II:** Melody 2A, 3A, 2C, 3D, 4D, 5D; Harmony 2E, 3C (Introduction to tonic, subdominant, and dominant chords), 3E; Rhythm 2A
- **UNIT III:** Melody 4A, 4B, 5B, 3C, 6D, 7D; Harmony 1A (root position only), 2A (root position only), 2D, 4E; Rhythm 3A, 3B, 4B

Rhythmic Sight Reading Tests

- **I:** Simple Meters (2/4, 3/4, 4/4)
- **II:** Compound Meters (6/8, 9/8, 12/8)
- **III:** Simple Meters with syncopation, ties, dots, etc.

Sight Singing Unit Tests (examples taken from Berkowitz's *A New Approach to Sight Singing*)

- **UNIT I MAJOR MODE STEPWISE MOTION**
 - Part I *Be able to sing a Major Scale Ascending and Descending (starting pitch will be given)*
 - Part II Prepared: Berkowitz Book pgs 6-7 (#s 8-14); Alto clef pg 14 (#41)
- **UNIT II MINOR MODES STEPWISE MOTION**
 - Part I *Be able to sing **any requested form** of the Minor Scale Ascending and Descending (starting pitch will be given)*
 - Part II Prepared: Berkowitz Book pgs 11-12 (#s30-36); pg 273 (#14*) and pg 275 (#21*)
 - **learn both top and bottom lines*
- **UNIT III MAJOR/MINOR TONIC TRIAD**
 - Part I Prepared: Berkowitz Book pg 8 (#s15-19); pg 9 (#23); Alto clef pg 20 (#74); pg 16 (#51); pg 17 (#s 56, 58, 59)
 - Part II Unprepared: Be prepared to sing a short musical example at sight (any clef/Major and Minor modes/stepwise motion ONLY)

Course Components for Evaluation

- **Assignments (55%)** – Students will have assignments to prepare for class. These assignments will consist of melodies and/or rhythms to prepare to sing. These assignments are a major part of your grade *and* they will help prepare you for the tests. Keeping up with the assignments will make the tests much easier. Assignments for unexcused absences (See **Attendance Policy** and **Missed Assignment/Test Policy** below) will not be made up.
- **Dictation Tests (15%)**—students will take **three (3)** dictation tests over the course of the semester. Dictation tests will feature sections covered in class from the Benward/Kolosick ear training manual. The student should refer to the course outline to see which sections from the manual will be tested. Students are required to complete dictation tests with a pencil. *Outside practice is necessary for success on these dictation tests.*
- **Rhythmic Sight Reading Tests (15%)**—students will take **three (3)** rhythmic sight reading tests over the course of the semester. For each test, students will have to execute one rhythmic example at sight by “tah-ing.” Through in-class drilling of rhythm and outside of class practice, students will have sufficient preparation for these tests.
- **Sight Singing Tests (15%)**—students will perform **three (3)** sight singing tests **in class** over the course of the semester. Students will be tested from prepared examples (see course outline)

and will have an additional component as well (i.e. singing a major scale provided a starting pitch, short musical example, etc.).

- **Moveable do** will be used for all in-class practice and demonstration. Students should use the **moveable do system**. If a student has extensive experience in fixed do sight singing, students may use that system on tests, but **not in class**.
- Every student will be given feedback on the tests.

Evaluation

Attendance and Participation (See Attendance Policy below)

Assignments	55%
Dictation Unit Tests (3)	15%
Rhythmic Sight Reading Tests (3)	15%
Sight Singing Unit Tests (3)	<u>15%</u>
Total	100%

Grading Scale*

Grade	Percent	Points
A	93.4-100	4.00
A-	90.0-93.3	3.67
B+	86.7-89.9	3.33
B	83.4-86.6	3.00
B-	80.0-83.3	2.67
C+	76.7-79.9	2.33
C	73.4-76.6	2.00
C-	70.0-73.3	1.67
D+	66.7-69.9	1.33
D	63.4-66.6	1.00
D-	60.0-63.3	0.67
E	0.0-59.9	0.00

*More information on grades and grading policies can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course Policies

- Students are expected to come to class **on time** and prepared from sufficient work outside of class. Students are permitted **three (3) late arrivals** to class; any late arrivals after three will result in assigned absences (see attendance policy below).
- Students are expected to come to class prepared with the appropriate materials (i.e. pencil/manuscript paper/textbooks) for each class session.
- Students are strongly encouraged to use online resources (as shared with students by the instructor), programs in the Music Computer Lab (MUB 147), and any other ear training resources to aid in their preparation and understanding of materials presented in class.
- Students are expected to participate throughout the entire class and to be both physically and mentally present.
 - Students should leave their cameras on during the entire class.

Communication Policies:

[How can you contact me?](#)

- alexanderc@ufl.edu
- 336-402-6605 (mobile)
- I am unlikely to respond to messages evenings or weekends (depending on the nature of the message), otherwise expect a response within 24 hours.

How can you use my office hours?

- This semester, my office hours will be by appointment and mostly online. I prefer talking in person, but I don't expect that to be an option this fall.

What kind of communication is expected of you?

- In every interaction throughout this course, you should strive to speak with empathy and understanding. We may have students with very different backgrounds and experiences, which you are encouraged to value for the variety of perspectives that brings us. Please consider how your classmates may interpret your words before speaking and strive to be respectful and inclusive of everyone.
- Students are strongly urged to confer with the instructor on their progress or any issues or questions regarding the course. Also, students are encouraged to seek out help from the Teaching Assistant.
 - Do not wait until the end of the semester to consult the professor and/or Teaching Assistant if you are encountering difficulties!
- Students are asked to not email the professor or TAs or use office hours to review material missed due to absence/tardiness (exceptions: illness/religious holidays/extenuating circumstances). TA and instructor office hours should be available for students who need extra assistance outside of class, not for repeating material that was missed in class.

**** Attendance Policy:** Attendance is crucial for building aural skills, especially since this course's material builds upon itself.

- Attendance is mandatory for this course; however, every student will be **permitted four (4) absences to use at their disposal** without penalty. After four absences are reached, **each additional absence will result in a deduction of 5% from the overall grade.**
 - *Absences missed due to religious holiday or religious practice will **not** count against the overall allotted absence amount.*
- Absences assigned due to violating the late arrival policy will count towards the attendance policy.
- Students should keep track of their number of absences, but if you are unsure, please ask.
- Extreme medical, family, and/or personal hardships encountered that result in many absences must be brought to the instructor's attention ASAP and may require supporting documentation (from the UF VP of Students Office) in order for the instructor to consider the student's earned grade without applying the absence penalty. In such an instance, there are resources available. Please see the "Policies and Resources" page on Canvas.

Missed Assignment/Test Make-up Policy:

- In order for the student to make up a test, the instructor must receive notification from the student of an illness/emergency as soon as possible.
- Tests may be made up if the student has one of the excuses below:
 - Verifiable Illness (confirmed by a health care provider/printout from student health care center/notification from registrar) or verifiable emergency (with documentation).
 - School-sponsored trips/activities (bring a note from your instructor **before** the absence and schedule a make-up test **before the trip**).

- An absence on a test date **discussed** with the instructor and **excused in advance** (make-up test must be scheduled before the absence).
- A religious holiday or religious practice.
- If portions of a test are missed due to a late arrival that does not meet one of the conditions above, the student will not be offered the opportunity to make up the missed portions.
- It is the student's responsibility to contact the instructor to make up a test. If a student does not schedule a make-up test **within one week** of the missed test, he/she **will not be extended a make-up opportunity** and will receive a **zero** on that test.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392- 8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Evaluations help me improve my teaching. They are also required for my evaluations by the school director and the university. Please provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Campus Resources

Health and Wellness

- *U Matter, We Care*
If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.
- *Counseling and Wellness Center*
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- *Sexual Assault Recovery Services (SARS)* Student Health Care Center, 392-1161.
- University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources

- E-learning technical support, (352)392-4357 (selectoption2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- Career Resource Center, Reitz Union, 352-392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Agreement

By remaining in this class beyond the add/drop deadline, *you acknowledge and accept* the terms of this syllabus.

****Course evaluation, components, and class policies are subject to change at the instructor's discretion. Students will be given due notice if any changes are made.***