SYLLABUS
TX A&M University - Corpus Christi
MUSI 1301 001: Fundamentals of Music FALL 2019
CRN: 10967
Instructor: Dr. Michael Mazzatentta
Room: CA 228
Time: M/W/F 9:00am-9:50am
Required Text: Alfred’s Essentials of Music Theory, Books 1 & 2
(Andrew Surmani/Karen Farnum Surmani/Morton Manus, Alfred Music 1998,
Cell: (480) 518-4809
E-mail address: Michael.Mazzatentta@tamucc.edu
Office Hours: as arranged by appointment - CA Adjunct Office

Course Description
Fundamentals of Music is an introduction to the basic tenets of music theory: notes and note reading, rhythms and rhythm reading, scales, key signatures, and basic intervals. There are no prerequisites and this course is open to music majors and non-music majors. Passing this class with a C or higher fulfills the prerequisite for Musicianship 1 and Aural Training 1.

At the very least, students who pass Fundamentals should be able to do the following:

- Identify and write notes in the treble clef and bass clef quickly
- Identify and write major key signatures quickly
- Match pitch by singing
- Sing a major scale (8 notes) using solfege syllables (ascending and descending)
- Sing various melodies based on the notes of a major scale
- Understand 2/4, 3/4, and 4/4 time signatures
- Use counting syllables to count rhythms in those time signatures (whole, dotted half, half, quarter, eighth, and sixteenth notes only)
- Be able to identify and sing ascending and descending m2, M2, m3, M3, (P4, P5) intervals
- Do melodic dictation on staff paper (repeated notes, stepwise, and skips only) with do, re, mi, fa, and sol only (major only)
- Do rhythmic dictation on staff paper (with whole, dotted half, half, quarter, eighth, and sixteenth notes only)

Grading: The student's final grade will be drawn from grades received for each component of the course:

- Alfred Books 1 & 2 20%
- Exam #1 20%
- Exam #2 20%
- Exam #3 20%
- Final Exam 20%
**Attendance:** Since every class is essential, attendance is necessary for success. **However, you are allowed 3 absences without affecting your grade.** Thereafter, each additional absence will lower your final grade by 1/2 letter grade and each tardy (more than 5 minutes late to class) will lower your final grade by a 1/4 letter grade. If you must miss class due to an illness, emergency, or other extenuating circumstances please contact your instructor as soon as possible. There may be other types of absences that are excusable according to university policies.

**Disclaimer:** Course content may vary to meet the needs of the class and to accommodate the varying school calendar semester to semester.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Academic Advising**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. **Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.** The last day to drop a class with an automatic grade of “W” this term is November 8, 2019.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.03, **Student Grade Appeals**, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, **Student Grade Appeals**. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the
Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

**Classroom/professional behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in being dropped from the class, and/or a grade of F.

**Academic Honesty/Plagiarism**
**Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
**Fundamentals - Weekly Schedule - Dr. Mazzatenta**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Lessons 1-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26</td>
<td>Placement Exam/Syllabus</td>
</tr>
<tr>
<td>8/28</td>
<td>The Staff, Notes, Pitches - singing matching pitch Treble Clef and Staff - homework</td>
</tr>
<tr>
<td>8/30</td>
<td>Treble Clef Notes, Ear Training p. 8 Tracks 1-3 Singing do, re, mi (no notes yet)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Lessons 3-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/2 (NO Class)</td>
<td></td>
</tr>
<tr>
<td>9/4</td>
<td>Quiz - timed Treble Clef</td>
</tr>
<tr>
<td></td>
<td>Bass Clef and Staff - homework</td>
</tr>
<tr>
<td>9/6</td>
<td>The Grand Staff</td>
</tr>
<tr>
<td></td>
<td>Ear Training p. 8 Tracks 4-6 - Singing do, re, mi (C, F, G)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Lessons 5-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/9</td>
<td>Quiz - timed Bass Clef</td>
</tr>
<tr>
<td></td>
<td>Leger Lines - p. 9 in class - Dictation do, re, mi (C, F, G)</td>
</tr>
<tr>
<td>9/11</td>
<td>Note Values/Rhythms - Measure, Bar Line &amp; Double Bar Rhythm clapping and “ta”</td>
</tr>
<tr>
<td>9/13</td>
<td>Quiz - timed Treble and Bass Clef</td>
</tr>
<tr>
<td></td>
<td>Time Sigs - counting in 4/4 - Ear Training p. 14 Tracks 7-9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Lesson 9 and Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/16</td>
<td>Whole, Half, Quarter Rests - do p. 15 in class</td>
</tr>
<tr>
<td></td>
<td>Ear Training p. 14 Tracks 10-11</td>
</tr>
<tr>
<td>9/18</td>
<td>Exam #1 - meet with students</td>
</tr>
<tr>
<td>9/20</td>
<td>Exam #1 (Lessons 1-9)</td>
</tr>
<tr>
<td></td>
<td>Dictation Exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Lessons 10-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/23</td>
<td>Time Sigs - counting in 2/4 - conduct</td>
</tr>
<tr>
<td></td>
<td>Intervals: singing M2 asc. and desc.</td>
</tr>
<tr>
<td>9/25</td>
<td>Time Sigs - counting in 3/4 - Dotted Half Note</td>
</tr>
<tr>
<td></td>
<td>Identifying M2 asc. and desc.</td>
</tr>
<tr>
<td>9/27</td>
<td>Ties and Slurs - Ear Training p. 20 Tracks 12-17 Do p. 21 in class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Lessons 14-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/30</td>
<td>Repeats Signs - Eighth Notes - counting</td>
</tr>
<tr>
<td></td>
<td>Rhythmic dictation with eighth notes</td>
</tr>
<tr>
<td>10/2</td>
<td>Eighth Rests - counting and conduct</td>
</tr>
<tr>
<td></td>
<td>Rhythmic dictation with eighth notes and rests</td>
</tr>
<tr>
<td>10/4</td>
<td>Dotted Quarter Note - do p. 27 in class</td>
</tr>
<tr>
<td></td>
<td>Ear Training p. 26 Tracks 18-23 - Intro: do, re, mi, fa, sol</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Lessons 18-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/7</td>
<td>Dynamic Signs and Tempo Marks</td>
</tr>
<tr>
<td></td>
<td>Melodic Dictation: do, re, mi, fa, sol</td>
</tr>
<tr>
<td>10/9</td>
<td>Articulation - DC, Ds, Coda and Fine - do p. 33 in class</td>
</tr>
<tr>
<td></td>
<td>Ear Training p. 32 Tracks 24-29</td>
</tr>
<tr>
<td>10/11</td>
<td>Introduce Keyboard - Flats, Sharps</td>
</tr>
<tr>
<td></td>
<td>Intervals: m2</td>
</tr>
<tr>
<td>Week 8</td>
<td>Lessons 24-25 and Exam</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------</td>
</tr>
<tr>
<td>10/14</td>
<td>Naturals, Whole Steps, Half Steps</td>
</tr>
<tr>
<td>10/16</td>
<td>Ear Training p. 38 Tracks 30-35 Do p. 39 in class</td>
</tr>
<tr>
<td>10/18</td>
<td>Exam #2 - meet with students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Exam and Lessons 26-28</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/21</td>
<td>Exam #2 (Lessons 10-25) Dictation Exam</td>
</tr>
<tr>
<td>10/23</td>
<td>Tetrachords, Major Scales Singing major scales</td>
</tr>
<tr>
<td>10/25</td>
<td>Sharp Major Scales, Flat Major Scales Sing C, G, D, F, Bb Major Scales w/Pitches</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Lessons 29-32</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/28</td>
<td>Key Signatures: Sharp/Flat Keys Intervals M3 - Ear Training p. 48 Tracks 36-40 - do p. 49 in class</td>
</tr>
<tr>
<td>10/30</td>
<td>The Remaining Major Scales/Key Signatures</td>
</tr>
<tr>
<td>11/1</td>
<td>Quiz - timed Key Signatures Chromatic Scale</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Lessons 33-34 and Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/4</td>
<td>Quiz - timed Key Signatures Circle of Fifths</td>
</tr>
<tr>
<td>11/6</td>
<td>Exam #3 - meet with students</td>
</tr>
<tr>
<td>11/8</td>
<td>Exam #3 (Lessons 26-32) Dictation Exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Lessons 33-38</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/11</td>
<td>Intervals (numbers only) Ear Training p. 54 Tracks 41-49 - do p. 55 in class</td>
</tr>
<tr>
<td>11/13</td>
<td>Perfect, Major, Minor Intervals Intervals: m3 singing and dictation</td>
</tr>
<tr>
<td>11/15</td>
<td>Augmented, Diminished Intervals Solfege, Transposition - dictation with skips (do-sol)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Review Intervals</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/18</td>
<td>Review Intervals Ear Training p. 60 Tracks 50-60 - do p. 61 in class</td>
</tr>
<tr>
<td>11/20</td>
<td>Lesson 39-40 Sixteenth Notes - rhythm performance sixteenth notes</td>
</tr>
<tr>
<td>11/22</td>
<td>Sixteenth Rests Rhythmic dictation sixteenth notes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11/25</td>
<td>Review Day - (incl. solfege examples, melodic dictation)</td>
</tr>
<tr>
<td>11/27</td>
<td>(NO class)</td>
</tr>
<tr>
<td>11/29</td>
<td>(NO class)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12/2</td>
<td>Review Day - (incl. rhythmic dictation)</td>
</tr>
<tr>
<td>12/4</td>
<td>Final Exam (Performance) - meet with students</td>
</tr>
</tbody>
</table>
Final Exam (Written) - Monday 12/9 at 8:00-10:45am