

# COURSE SYLLABUS



COURSE TITLE: MUSC-110: Fundamentals of Music Theory 1

CLASS SECTION: 001

TERM: 2023F

COURSE CREDITS: 3

DELIVERY METHOD(S): In-person

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Daniel Brandes

EMAIL: [smtc@vcm.bc.ca](mailto:smtc@vcm.bc.ca)

OFFICE: 319

HOURS: By appointment

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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Classes will be held on Tuesdays and Thursdays from 4-5:50 pm

PREREQUISITE(S):

Not Applicable

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

## COURSE LEARNING OUTCOMES / OBJECTIVES

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Upon completion of this course a student will be able to:

1. Demonstrate ability to manipulate written musical score.
  - a. Write pitches on the grand staff up to three leger lines
  - b. Write rhythms up to the 1/32-note in simple and compound time
  
2. Demonstrate fluency with all major and minor keys, including common modes and contemporary scales;
  - a. Transpose a short melody up or down within an octave, employing any common clef and key, and all common accidentals;
  - b. Improvise a short melodic or rhythmic answer to a musical statement.
  
3. Identify by eye and ear, write on grand staff, and reproduce with voice where practicable, basic musical elements.
  - a. Work all common intervals within an octave
  - b. Work traditional and contemporary scales and modes; .
  - c. Work basic triads and seventh-chords;
  - d. Work basic cadence patterns
  - e. Sing-at-sight and sing-back using solfeggio and notate from dictation brief melodies in major and minor keys;
  - f. Clap-at-sight or clap-back using solfeggio or rhythm syllables, and notate from dictation simple rhythmic patterns in simple, compound and hybrid time signatures;

#### REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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(a) Soundadvice levels 5 and 6.

(b) Additionally, you will need music staff paper for music notation. I also recommend a two octave piano keyboard diagram if you do not have access to a keyboard or piano.

#### COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
1	<ul style="list-style-type: none"> <li>• Score reading: note names; the bass and treble clefs;</li> <li>• Score Reading: the five-line staff and grand staff and edger lines</li> <li>• Score reading: accidentals (sharps, flats, and natural symbols)</li> <li>• Intervals: half-steps and whole-steps</li> <li>• Scales: The Major Scale</li> <li>• Notation Basics: drawing note-heads, stems, clefs, and ledger lines</li> <li>• Aural Skills concepts: solfeggio, sight singing, and melodic dictation.</li> <li>• Simple Meter: rhythmic values and rests; time signatures; adding bar-lines</li> <li>• Aural skills: intro to rhythmic reading/rhythmic dictation in simple meter</li> </ul>	<p style="text-align: center;"><b>Soundadvice Level 5 Chapters 1-2</b></p>
2	<ul style="list-style-type: none"> <li>• Scales: major key signatures up to four sharps/flats; scale degree numbers and technical names</li> <li>• Rhythm and meter: the anacrusis</li> <li>• Intervals: major and perfect</li> <li>• Aural skills: intro to solfeggio and the major scale; intro to intervals identification (ascending melodic intervals)</li> </ul>	<p style="text-align: center;">Chapters 3-4</p>
3	<ul style="list-style-type: none"> <li>• Intervals: major and perfect continue; intro to minor intervals</li> <li>• Rhythm and meter: simple meter and beat identification; the triplet</li> <li>• Aural skills: solfeggio and singing the major triad/arpeggio</li> </ul>	<p style="text-align: center;">Chapters 5-8</p>
4	<ul style="list-style-type: none"> <li>• Triads: major and minor triads; root quality chord symols</li> <li>• Scales: the natural minor scale; relative major/minor scales; harmonic and melodic minor scales.</li> <li>• Aural skills: intro to sight singing in major keys</li> </ul>	<p style="text-align: center;">Chapters 9-11</p>

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
5	<ul style="list-style-type: none"> <li>• Rhythm and meter: compound meter and dotted beat notes</li> <li>• Triads: Tonic, subdominant, and dominant triads; functional chord symbols; review of root quality chord symbols</li> <li>• Rhythm and Meter: adding rests to incomplete measures in simple time</li> <li>• Aural skills: intro to sight singing in major keys; identifying major and minor triads</li> </ul>	<p>Chapters 12-14 Midterm exam , Thursday October 5</p>
6	<ul style="list-style-type: none"> <li>• Score reading: chromatic notes; diatonic vs. chromatic half-steps</li> <li>• Rhythm and meter: adding rests to complete a measure in simple meter</li> <li>• Form and analysis: analyzing common four bar phrase construction using repetition and inversion.</li> <li>• Scales: key identification</li> <li>• Aural skills: rhythmic reading/dictation in compound meter</li> </ul>	<p>Chapters 15-17</p>
7	<ul style="list-style-type: none"> <li>• Rhythm and Meter: adding rests to complete a beat in simple meter; combining beats in simple meter using rests</li> <li>• Form and analysis: closer look at phrases; intro to cadence points; parallel and contrasting periods</li> <li>• Transposing a melody by octave</li> </ul>	<p>Chapters 19-20</p>
8	<ul style="list-style-type: none"> <li>• Triads and chords: dominant 7<sup>th</sup> chords</li> <li>• Form and analysis: polyphonic and homophonic texture</li> <li>• Score reading: double sharps and double flats</li> <li>• Scales: Major key signatures in all keys; the circle of 5ths)</li> <li>• Scales: major scale and tendency tones; scale degrees and technical terms cont; key signatures and the circle of fifths</li> </ul>	<p>Soundadvice Level 6 Chapters 2-3</p>
9	<ul style="list-style-type: none"> <li>• Rhythm and meter: new beat values in compound meter; identifying beat groupings in compound meter</li> <li>• Scales: minor key signatures in all keys; review of relative major/minor scales and parallel major/minor scales</li> <li>• Rhythm and meter: review of triplets; duplets and other irregular beat divisions</li> </ul>	<p>Soundadvice Level 6 Chapters 4-7</p>

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
10	<ul style="list-style-type: none"> <li>Intervals: augmented and diminished intervals; interval inversions</li> <li>Triads: triad inversions and figured bass symbols; identifying the quality and position of a triad</li> <li>Rhythm and meter: adding rests to incomplete measures and beats review; adding rests to incomplete e measures/rests in compound time; double dots</li> </ul> <p>Aural skills: the sound of triads and their inversions</p>	Chapters 8-10 Midterm exam 2, Thursday Nov 9
11	<ul style="list-style-type: none"> <li>Rhythm and meter: adding rests in compound meter; review of completing beats/bars with rests in simple meter</li> <li>Triads: Close vs open position</li> <li>Score reading: review of homophonic texture and closer look at accompaniment patterns; naming triads in various textures</li> <li>Aural skills: identifying simple I-IV-V chord progressions; identifying major and minor triads in open position.</li> </ul>	Chapters 11-12
12	<ul style="list-style-type: none"> <li>Form and analysis: Review of cadence points; review of parallel and contrasting periods; review of repetition and inversion; sequences</li> <li>Harmonic analysis: analysing simple primary chord progressions using functional chord symbols</li> <li>Voice Leading: intro to writing I-IV-V chord progressions using common-tone voice leading</li> <li>Aural skills: the sound of the V7 chord</li> </ul>	Chapters 13, 15-17
13	<ul style="list-style-type: none"> <li>Form and analysis: identifying authentic, half, and plagal cadences; writing and identifying chords in four-part texture</li> <li>Voice leading: writing perfect and plagal cadences in keyboard form</li> <li>Transportation: transposing a melody by key/intervals up or down within the octave.</li> </ul>	Chapters 18-20
14	<ul style="list-style-type: none"> <li>Scales: contemporary scales: major and minor pentatonic scales, the blues scale; the whole tone scale, the octatonic scale; the chromatic scale</li> <li>Review</li> </ul>	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

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DESCRIPTION	WEIGHTING
Weekly Assignments: There will be weekly assignments. Assignments will be given each Thursday at the end of class and will be due the following Tuesday prior to the start of class. These assignments will need to be submitted via email as PDF files. The assignments will be completed with pencil, and then either photographed or scanned and compiled into a single PDF file. I have posted a PowerPoint presentation on D2L outlining how to create and merge PDF files on D2L	30
Midterm Exams (there are two exams, each weighted at 15%)	30
Final exam	25
Attendance and Participation	15
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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## SCHOOL OR DEPARTMENTAL INFORMATION

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## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

**If you have a mental health concern**, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit



<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.