

	<p>School of Arts & Science MUSIC DEPARTMENT MUSC 216 Contemporary Music Theory Fall 2017</p>
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Course Outline

1. Instructor information

(a)	Instructor:	Joey Smith
(b)	Office Hours:	
(c)	Location:	
(d)	Phone Number:	(250) 386-3294
(e)	Email:	joeysmith@telus.net
(f)	Website:	

2. Intended Learning Outcomes:

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

1. Spontaneously compose music involving standard modes and progressions across the cycle of fifths, and complete a written score capturing these phrases in detail;
2. Spontaneously compose and re-harmonize using standard practice a short fragment of music using harmonies derived from major, melodic minor, diminished and whole-tone scales; and complete a written score capturing these phrases in detail;
3. Demonstrate ability to identify and employ traditional counterpoint and harmony in the composition and analysis of works from the contemporary repertoire including folk, pop, and jazz.
4. Spontaneously compose in variation form over Blues Changes, Rhythm Changes, Coltrane Changes, and within standard song forms, and complete a written score capturing these phrases in detail.
5. Analyze and extrapolate compositional methodologies from jazz, pop, and folk standards and reinterpretations thereof.

3. Required Materials:

- (a) Texts: Jazz Composition-Theory And Practice (Ted Pease)
available at the Camosun bookstore (Landsdown campus)
- (b) Sibelius music notation program (preferred) or Finale
- (c) Other: Manuscript paper, pencils, eraser and a binder for handouts

4. Course Content and Schedule:

Classroom, 3 hours per week with estimated 5 hours outside study

1. Learning techniques for creating contemporary melodies using melodic rhythm, motivic development and guide tones
2. Analysis of songs based on major, minor and modal harmony
3. Using reharmonization techniques on standard chord progressions
4. Composition of songs over various song forms including blues & AABA forms
5. Writing an arrangement with consideration of intros, interludes and endings
6. Introduction of writing for other instruments considering transposition and range

5. Basis of Student Assessment:

(This section should be directly linked to the Intended Learning Outcomes.)

(a) Assignments:

1. Compose a 32 bar (AABA) song based on a standard set of chord changes using melodic rhythm and motivic techniques.
2. Write a modal based tune
3. Arrange an original or standard song for a small ensemble

(b) Quizzes:

1. Identifying and using melodic rhythm, motifs and guide tones
2. Tonal, modal and reharmonization techniques
3. Basic arranging techniques for a small ensemble (transposition & range)

Each assignment and quiz is worth 12% of the grade

(c) Final Exam: 18%

(d) Attendance 10%

6. Grading System:

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite	1
0-49	F	Minimum level has not been achieved.	0

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy which includes plagiarism. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.