

**Winston-Salem State University**

“Critical and creative thinkers: evolving professionals who facilitate learning for all students in a diverse, technologically dynamic world”

"I hear and I forget. I see and I remember. I do and I understand." -Confucius

**MUS 1220-02 – Basic Musicianship (Spring 2009)**  
Course Syllabus

**Instructor:** Dr. Tohm Judson  
**Time:** TR 3:00 p.m. - 3:50 p.m.  
**Room:** FA 113  
**Credit Hours:** 2

**Office:** East Module #138  
**Phone:**(336) 750-8826  
**Office Hours:** TBD  
**Email:** judsonte@wssu.edu

**Course Description:**

Basic Musicianship is a detailed study of music fundamental, scales, intervals and other elements that will aid in the study of musical structure and harmony.

**Course Objectives:**

- The Student will be able to identify the letter names of the notes on any given staff
- The student will explain how major and minor scales are constructed
- The student will be able to identify and construct intervals and chords
- The student will be able to identify and use cadence types and non-harmonic tones
- The student will be able to identify various harmonies with Roman Numerals by listening and analyzing musical examples

**North Carolina Department of Public Instruction Competencies for syllabi:**

**Standard 2: Music teachers possess comprehensive knowledge of music history and music literature**

Indicator 1: Music teachers have knowledge of music literature, performance styles and genres of Western and non-Western music, along with an understanding of music history and cultures

**Standard 3: Music teachers possess comprehensive knowledge of music theory and demonstrate essential aural skills.**

Indicator 1: Music teachers analyze musical scores and compositions  
Indicator 3: Music teachers compose, harmonize, and arrange music.

### **Required materials:**

The Textbook we will be using is part of the MusOpen open source theory text that myself and others are currently writing. You **will not** be required to purchase a book. **However, you will be required to keep track of all chapters, homework and handouts given to you during class in a 3 ring binder.**

- 3 Ring Binder and Notebook paper
- Access to a computer

### **Grading**

Letter grades will be given according to the following scale:

A = 90— 100

B = 80 — 89

C = 70 — 79

D = 60—69

F = 0—59

Final grade will be based on the average calculated from:

Quizzes (10) 20%

Homework/Listening assignments (10) 30%

Midterm (1) 25%

Final Exam (1) 25%

\*Late work is not accepted\*

### **Minimum Grade Requirement**

Art and music majors in the Department of Fine Arts are required to make at least a **C** grade in all required courses.

### **Attendance**

Our class will meet 25 times throughout the semester not including exam days. Attendance is essential to maintain an acceptable level of scholastic achievement in any course. Students are allowed **two** unexcused absences per individual for the sake of student illness or family emergency. The individual's final grade will be penalized **4 points** of the final grade for each successive absence (25 classes x 4 Points= 100). Therefore, if you miss 5 total classes, your final grade will reflect a 12-point deduction (ex. Final grade 92- 12 Points= 80 final grade).

Absences will only be excused for university approved extra-curricular activities (sports related or marching band/choir), or with a letter from a medical practitioner or WSSU Counseling Center as outlined in the WSSU course catalog.

Unexcused tardiness is not allowed, if you are more than 5 minutes late, I will lock the door and you will not be allowed into class. This will be reflected as an absence in your final grade. Be on time.

**Class Meetings**

Twice during the semester, we will schedule time for one-on-one meetings so I may evaluate what you have learned

**Class Disruption**

Class disruptions of any kind will not be tolerated. This includes talking, cell phone use including texting, leaving early or late.

**Cell phones**

Cell phones are to be turned off or silenced in the classroom. Calls and texts are not to be made or accepted without prior approval.

**Cheating**

Cheating in any and all forms will not be tolerated. Plagiarism of any sort will result in failure of the course and a report will be sent to the Dean of the College of Arts & Sciences for further academic review. Possible consequences include suspension or expulsion from the university.

**Disability Statement**

All students with documented disabilities should refer to the Disability Services Office website (<http://www.wssu.edu/WSSU/UndergraduateStudies/School+of+Education/Disability+Services/>) There can be no accommodations made without notification from this office. The Disability Services Office is located in Anderson Center in room 217. Students with a documented disability must register with the WSSU Disability Services Office within the first five weeks of each semester in order to receive any consideration for accommodations in this course. You may reach the Disability Services Office by emailing [waddellm@wssu.edu](mailto:waddellm@wssu.edu).

Used By Permission Mrs. M. B. Waddell  
Program Developer/P-12 Liaison/ SEHP Scholarship Chair  
School of Education and Human Performance  
& Disability Services Coordinator  
Anderson Center, Room 217  
336-750-8658

## SCHOOL OF EDUCATION

### ***Shared Vision: CRITICAL AND CREATIVE THINKERS: EVOLVING TEACHERS WHO FACILITATE LEARNING FOR ALL STUDENTS IN A DIVERSE, TECHNOLOGICALLY DYNAMIC WORLD***

#### **Conceptual Framework**

*As candidates evolve into teachers who facilitate learning for all students, they must be*

1. Knowledgeable
  - understand theories associated with child development and the environments best suited for learning
  - understand the content that is taught and the appropriate selection of content according to the child's abilities, cognitive growth, and environmental relevance
  - understand the importance of total student development so as to attend to academic, psychological and social needs of children
  - understand the relationship between theory and practice
2. Effective in Instructional Practices and Assessments
  - demonstrate appropriate use of instructional strategies
  - demonstrate skills in establishing a class environment for maximum learning
  - use data to assess student needs, outcomes and areas for improvement
  - use teaching methods to address the learning process of children and adolescents with various needs
3. Responsible and Reflective
  - use self-evaluation to improve teaching and learning
  - observe the daily class activities to help assess student engagement
  - be receptive to internal and external evaluations that will lead to the improvement of teaching skills
  - demonstrate willingness to seek assistance and professional growth
4. (*Committed to*) Diversity
  - provide multiple instructional methods and assessments to help students develop understanding and proficiency of content
  - demonstrate and value the uniqueness of all children
  - establish a class environment that honors and values the perspectives of family, culture and religious differences
  - support fair and equitable policies and justice for all children
5. (*Proficient in*) Technology Integration
  - demonstrate the appropriate use of technology integration in teaching and learning
  - uses technology to facilitate data collection and analysis to improve student progress
6. Collaborative
  - engage with families, colleagues and others to develop opportunities that support student learning and achievement
  - actively seek the counsel of appropriate personnel for effective student growth
  - demonstrate effective communication and decision making skills

Winston-Salem State University's candidates are *knowledgeable, effective* practitioners skilled in the use of best *instructional and assessment strategies, responsible and reflective*, committed to *diversity*, fluent in the use of *technology* and *collaborative* for the purpose of impacting student learning and achievement. Additionally, they are confident, poised, critical and *creative thinkers* who are committed to their own continuous professional growth. It is these characteristics that support the *evolution from candidates to teachers who facilitate learning for all children*.