I. Locator Information:

Course # and Name: MUSI 292– Harmony, Sight Singing, and Ear Training
Semester Credit Hours: 3 HRS
Day and Time Class Meets: MWF 10:00-10:50 F 1:00-1:50
Total Contact Hours for Class: 4 HRS per week

The following statement should appear on the first page of each course syllabus:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description: A study in advanced harmonic materials, including seventh, secondary dominants, augmented sixth chords. Continuation of harmonic analysis, sight singing and ear training exercises, keyboard harmony, and computer assignments. Introduction to analysis of standard forms.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.


Any music staff manuscript paper notebook.

V. Student Learning Outcomes – Upon completion of this course, students will be able to:

1. Analyze advanced chromatic harmonies and atonal compositional techniques
2. Demonstrate their understanding of compositional/theoretical
3. Sight sing advanced melodies
4. Take dictation of advanced melodies
5. Hear and analyze advanced chords
6. Hear and analyze form and phrase structure

VI. Course Requirements and Evaluation Criteria

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>150</td>
</tr>
<tr>
<td>Assignments</td>
<td>120</td>
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<tr>
<td>Aural (Ear Training)</td>
<td>200</td>
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<tr>
<td>Aural Skills Exams</td>
<td>100</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>250</td>
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<td>Total</td>
<td>1000</td>
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Grading Scale
1000 – 915 A
914 – 825 B
824 – 725 C
724 – 645 D
644 – 0 F

ATTENDANCE: Attendance is expected and required in order to turn in all assignments; no late assignments will be accepted unless it is an officially documented excused absence; aural assignments cannot be made up since they are done in class. Quizzes and the midterm will only be made up if it is an officially documented excused absence.

FSU Policy on Disruptive Behavior in the Classroom (Optional)

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.
VII. Academic Support Resources – Please feel free to come to the office hours or schedule an appointment with the instructor if you require more assistance than can be given during class time.

VIII. Teaching Strategies

The course will be a combination of lecture, discussion, workshop, and laboratory. New concepts will be introduced by way of lecture, reinforced through discussion and workshops (student presentations). The aural skills portion will be utilizing the piano laboratory system for individual self-evaluation, group discussion, and testing.

IX. Bibliography

The textbook is the primary reference for this course. However, information necessary for a clearer understanding of the concepts presented may be missing from this resource. Therefore, the student is encouraged to research each topic on his/her own with references available in the Chestnut Library of FSU, the Rosenthal Computer Lab, the Cumberland County Library system, or the Instructor's office.