



American College of Music

**Introduction to Music Theory
(MU 101)**

Class Syllabus

Spring 2022

4 Units

Instructor: TBA

Email: admin@acmonline.us

Office Hours: By Appointment on Canvas

Prerequisites: Basic Musicianship and working knowledge of the keyboard

Recommended Text:

Bellman, Jonathan D. 2007. *A Short Guide to Writing About Music*. 2nd ed. New York: Pearson Longman.

Burkhart, Charles. 2004. *Anthology of Musical Analysis*. 6th ed. New York: Thomson-Schirmer.
Kostka, Stefan, & Payne, Dorothy. (2018). *Tonal Harmony with an Introduction to Post-Tonal Harmony* (8th ed.). New York: McGraw-Hill.

Course Schedule

Week	Event
1	Introduction and Review The keyboard, Circle of 5ths, Clefs, Major/Minor Scales
2	Basic Concepts of Intervals, Triads and Rhythm
3	Figured Bass
4	Non-Chord Tones and Secondary Functions
5	Voice Leading
6	Secondary Functions II/ Mid-Term
7	Progressions and Phrases
8	Cadences and Phrases II
9	Binary Forms
10	Sonata Allegro Forms
11	Final Project

Grading

The following criteria are used to determine grading in this course.

Weekly Assignments/Projects (Quizzes, Discussions and Reflections)	Weekly (10)	50%
Mid-Term	(1)	25%
Final	(1)	25%
Total	12	100%

Grading Scale

93-100% = A	80-82.9% = B-	67-69.9% = D+
90-92.9% = A-	77-79.9% = C+	63-66.9% = D
87-89.9% = B+	73-76.9% = C	60-62.9% = D-
83-86.9% = B	70-72.9% = C-	below 60 = F

Course Description

Review of fundamental music theory and analysis through the study of chord grammar, voice-leading principles, figured bass, four-part chorale part writing, and form and analysis. Materials are approached through listening, writing, and analytical work.

Educational Methodology

One hundred percent of ACM's instruction is delivered via online instruction at a location determined by the student. Students access ACM's online courses via the Internet, utilize a web-based learning management system (LMS), and consistently collaborate with faculty and students via a virtual e-learning portal. Both asynchronous (Email/Discussions) and synchronous (Live Zoom Instruction/Office Visits) modalities are used to communicate with students.

Students complete the equivalent amount of course work in this virtual environment as traditionally delivered courses. Knowledge acquisition is comparable to levels of understanding, skills, or proficiencies as traditional brick and mortar education. Faculty employ the same learning methods and strategies found in traditional courses, such as lectures, research projects, group activities, examinations/quizzes, chat sessions, and online video conferencing. ACM's online platform is dedicated and designed to deliver a student-centered learning environment incorporating substantial student-to-student and faculty collaboration. The instructor will schedule live chat and Zoom sessions to enhance faculty/student collaboration at least twice a week.

For distance education students, scheduled days of instruction are based on a five-day week, which does not include Saturday or Sunday, or any defined holiday as enumerated in Section 6700 of the California Government Code (specific holidays published in the ACM catalog on pp. 28-29).

Student Assessment of Online Learning

Before admission, each student will take a web-based orientation/skills and competency assessment to determine their ability to succeed in the online environment.

Canvas Website Training and Tech Support

Course materials will be available on the Canvas course website on or before the first day of instruction. You will need to access this site each day to complete all class discussions, assignments, and exams. All interactions/collaborations/communication between students and faculty will be within the Canvas environment exclusively. **For all Canvas student training/orientation and troubleshooting/tech support, please contact your instructor or visit:**

<https://community.canvaslms.com/t5/Troubleshooting/tkb-p/Troubleshooting>

Hardware and Software Requirements

Students must use a computer, laptop, or handheld device connected to the Internet to participate in distance learning instruction. The following are ACM's hardware and software recommendations:

Hardware

- Windows 10 or Mac OS 10.x or above
- Internet access with a minimum 8 MB/s modem speed. ACM highly recommends a high-speed connection such as DSL or a cable modem.
- 3.0 GHz or greater Intel processor
- 2 GB of RAM (memory)
- Speakers or headphones (earbuds will work)
- Desktop/Laptop Computer or handheld device connected to the Internet
- Printer/Scanner

Software

- Latest Internet Browser: Firefox, Internet Explorer, Safari, or Chrome
- Microsoft Office (Word, Excel and PowerPoint) or equivalent
- PDF Reader/Writer or equivalent
- Music Notation Software (not required but recommended)

Class Policies and Guidelines

A thriving learning environment incorporates positive communication between the instructor and student and its inverse. Specific policies and guidelines have been established to promote favorable outcomes for all to make this process effective. As a student in this course, you have agreed to the following policies and guidelines:

Attendance/Participation

Regular attendance and participation, and academic achievement are closely linked. ACM's policies concerning student attendance are necessary to ensure students meet the terms of the enrollment contract and satisfactory academic progress.

It is the policy of the College that once a student is registered in a course, they are required to be regular and consistent in class attendance and participation. Class absence DOES NOT excuse the student from learning course material, submitting required assignments on time, and fulfilling other course requirements. An excused absence is defined as an absence due to legitimate mitigating circumstances (e.g., death in the family, sickness of the student, etc.) that can be documented. When an excused absence is accepted, the student shall still be held to the same standard for making up missed classwork, assignments, and examinations.

ACM students are required to participate every week in their online course(s) by accessing all the required reading material and assignments made available for a course through the school's online course management system and submitting or completing the weekly assignments by their due date dates. Students who do not submit or complete the required assignments (including online discussions) will be marked absent for the entire week those assignments were due. Students with more than five **unexcused** absences in an online class will receive a failing grade ("F").

Assignments

- All assignments will be turned in on time to get full credit. All assignments (including midterm and finals) must be turned in on or before the deadline date at 11:59 pm on the same week they are due.
- Late assignments will only receive 50% partial credit, so plan ahead. **Please contact the instructor ASAP in case of an emergency.**
- Technology issues are no excuse for late assignments.
- It is assumed that each student enrolled in this class will complete their own work and research. The American College of Music and its administration/instructors have zero tolerance towards academic plagiarism. Any information taken from books, periodicals/journals, and the Internet without being cited is considered a plagiaristic act. Please do your own work and cite all sources referenced.
- See the student handbook for Graduate Policies and Procedures and Scholastic Rules, Regulations, and Academic Policies.

Writing Guidelines

- The APA Style (apastyle.org) will be used for all writing assignments in this course. Please be familiar with all bibliography and footnote requirements.
- All writing assignments will use Times 12 font and size, double spaced text with the following margin settings: Top/Bottom and Right/Left all 1.0 inch. The header and footer will equal .5 inches.
- All documents will be turned in on Microsoft Word (.docx) or equivalent. All graded assignments will be returned in PDF format with the instructor's comments and grades.
- All assignments/projects will be turned in using the Canvas Learning Management System (LMS). Assignments/projects not uploaded into the LMS will not be graded.
- **All** synchronous and nonsynchronous communications between the student/instructor regarding assignments, chats, discussions, etc., will be restricted to the LMS only.

Purpose

This course will allow students to analyze music and comprehend how music is constructed through examples from the Common Practice Period (1600-1910), Jazz, and Rock.

Class Objectives

At the end of the class, students are expected to:

- a. Have a comprehensive understanding of Western music's melodic, harmonic, and rhythmic structures of the Common Practice Period (CPP).
- b. Identify and utilize Figured Bass and Roman numerals in part writing and analyzing the music of the CPP.
- c. Analyze and explain formal structures of the CPP (e.g., binary, trinary, and Sonata Allegro forms).

Student Learning Outcomes

At the end of the class, students are expected to:

- 1 Demonstrate proficient knowledge of figured bass in examining four-part harmony musical examples (SATB).
- 2 Successfully examine musical excerpts, identifying salient melodic, harmonic and rhythmic microstructures and value their relationship to the sum of the work.
- 3 Compare and contrast the harmony of the early CCP with the later non-tonal harmony.

Accessibility Statement

The American College of Music is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with your instructor.

If you have a disability or think you may have a disability, please contact the administration to start a dialog about initiating your 504 accommodation plan for successful learning:

admin@acmonline.us

Evaluation and Assessment

The American College of Music student assessment methodology and strategies are based on a conceptual framework of interrelationships rather than things, for seeing patterns of change rather than static snapshots of knowledge.¹ Class outcomes are based on heuristic values that employ situated, authentic, and individually constructed cognition, promoting problem-solving, critical thinking, and inquiry processes—rubrics are commonly used as evaluation and assessment tools to facilitate student learning.

See ACM Assessment Rubrics in Canvas

¹ Koffman, F. & Senge, P.M. (1993)