UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL
Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one): Arts and Sciences X Business Education

Proposal Submitted By: David J. Long Date Prepared: 2/2/15

Course Title: Chromatic Music Theory Skills
Department/discipline and course number*: MUTH 292

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits proposed: 1 Prerequisites: MUTH 192 and 191, co-requisite MUTH 291

Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?) NO x YES

Date of first offering of this new course: Spring SEMESTER, year Spring, 2016

Proposed frequency of offering of the course: Every spring semester

List the faculty who will likely teach the course: David J. Long

Are ANY new resources required? NO x YES Document in attached impact statement

This new course will be (check all that apply):
Required in the major x General Elective
Elective in the major General Education**

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description:
Continued harmonic and melodic dictation in coordination with MUTH 291. Sight-singing, keyboard applications, basic conducting, beginning improvisation techniques. Co-requisite: MUTH 291

COURSE HISTORY
Was this course taught previously as a topics or experimental course? YES NO

<table>
<thead>
<tr>
<th>Course Number and Title of Previous Course</th>
<th>Semester Offered</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:
1. Rationale Statement (Why is this course needed? What purposes will it serve?)
2. Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. Sample Syllabus

Department Chair Approval: Gregg Stull Date: 2/2/15

CCC Chair Approval: Date: 2/12/15

UCC Chair Approval: Date: 2/12/15

New Course Proposal Cover Sheet (July 2013)
Rationale
Chromatic Music Theory Skills is needed as the second skills course in the revision of the music major. It will serve as the second of three foundational music theory skills courses in the major. Because it is replacing a previous course, it has not been offered as a topics or experimental course.

Impact
Chromatic Music Theory Skills will have no additional impact on the Library. Classroom space will be available because this course is replacing an older one. Technology already exists to support this course. Chromatic Music Theory will have no impact on budget.

Sample Syllabus

MUTH 292: Chromatic Theory Skills
T R 11:00 -12:15 Pollard 108 and 213
GENERAL SYLLABUS, SPRING, xxxx

Dr. David J. Long
Dupont 308
Office Hours: MWF 10:00 – 11:00 , MW 2:00 – 3:00 and by appointment
E-mail: dlong@umw.edu
Phone: 654-1957

Materials:
- Handouts
- Pencil \(\Rightarrow\) No pens for dictation
- Manuscript paper [-recommended that you purchase some. However, paper will be provided for any material that you are required to turn in.]
- MacGamut -Note: You may be entitled to a free upgrade—contact the company at http://www.macgamut.com
- 3-ring binder (1” is sufficient)
  Rather than a Skills Workbook at the bookstore, I will be utilizing Canvas to post some of the class material. These postings will be in pdf files for you to download and put into your 3-ring binder.

Goals
The general goals of the semester are to continue improving your proficiencies in the areas of KEYBOARD, PERFORMANCE (sight-singing), and LISTENING/HEARING (dictation). The specific goals are to focus your skills as they relate to the materials in Chromatic Theory. As a companion course to MUTH 291, Skills is essentially a "lab". The usual format in class includes performance drills, listening/hearing drills, and lecture/discussion.

Scheduling: In general, we will focus on dictation and some sight-singing on Tuesdays and keyboard on Thursdays. You will have Listening/Hearing drills throughout the semester. These are routine "dailies" to monitor progress.

There will be several short sessions during which you will perform specific keyboard tasks and specific sight-singing tasks. Keyboard assignments are done in-class in front of all. Officially graded sight-singing exercises are done individually, class not present.

Learning Outcomes
Expected learning outcomes include the ability to perceive the harmonic vocabulary of the 19th Century, including altered chords and advanced modulation, reproduce written melodies containing chromatic alterations and modulations, and perform basic lead sheet realizations at the piano.

**Grading**

The grading for keyboard is somewhat holistic:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>all of it, no problems</td>
</tr>
<tr>
<td>A-</td>
<td>all of it, maybe very small problems</td>
</tr>
<tr>
<td>B</td>
<td>most of it, some small problems</td>
</tr>
<tr>
<td>B-</td>
<td>most of it, some more serious problems</td>
</tr>
<tr>
<td>C</td>
<td>more correct than incorrect, without major problems</td>
</tr>
<tr>
<td>C-</td>
<td>more correct than incorrect, with major problems</td>
</tr>
<tr>
<td>D</td>
<td>more incorrect than correct, major problems, but some redeeming factor(s) present</td>
</tr>
<tr>
<td>F</td>
<td>doesn’t fly</td>
</tr>
</tbody>
</table>

Translation: A = 100; A- = 93; B = 87; B- = 82; C = 77; C- = 72; D = 67; F = 58; not done = 0

MacGamut:

<table>
<thead>
<tr>
<th>Component</th>
<th>10 Exercise Sets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melodic Dictation</td>
<td>3 exercise sets</td>
</tr>
<tr>
<td>Harmonic Dictation</td>
<td>6 exercise sets</td>
</tr>
<tr>
<td>Scale</td>
<td>all 9 = A; 8 = B; 7 = C; 6 = D; 5 = F</td>
</tr>
</tbody>
</table>

Translation: A = 100; B = 86; C = 76; D = 66; F = 59; not done = 0

Grading for all sight-singing is pass/fail. All exercises must be passed in order to pass the course.

**Semester Grade:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation grade (Attendance)*</td>
<td>1/10</td>
</tr>
<tr>
<td>Keyboard</td>
<td>1/5</td>
</tr>
<tr>
<td>MacGamut</td>
<td>1/10</td>
</tr>
<tr>
<td>Mid-Term (dictation)</td>
<td>1/5</td>
</tr>
<tr>
<td>Final Exam (dictation)</td>
<td>2/5</td>
</tr>
</tbody>
</table>

* Participation can’t exist if you are not present.

Beginning the first day of class, the following scale dictates your participation grade.

<table>
<thead>
<tr>
<th>Scale of missed days</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>-0</td>
<td>A</td>
</tr>
<tr>
<td>-1</td>
<td>A-</td>
</tr>
<tr>
<td>-2</td>
<td>B</td>
</tr>
<tr>
<td>-3</td>
<td>B-</td>
</tr>
<tr>
<td>-4</td>
<td>C     (= 2 weeks missed)</td>
</tr>
<tr>
<td>-5</td>
<td>D</td>
</tr>
<tr>
<td>-6</td>
<td>F     (= 3 weeks missed)</td>
</tr>
</tbody>
</table>

Translation: A = 100; A- = 93; B = 86; B- = 80; C = 76; D = 66; F = 58
NOTE: Acquiring hearing skills (dictation) is a desired goal which is not always steadily developed in regular and equal increments. Consequently, if your grade on the final exam is better than those in the hearing dailies, MacGamut, and/or the mid-term, the final exam grade will replace any lesser grade(s).

The hearing dailies, mid-term and final are designed in a possible points format which will be converted to a percentage.

Scale for mid-term, final, and semester:

- 94-100 = A;
- 90-93 = A-;
- 87-89 = B+;
- 83-86 = B;
- 80-82 = B-;
- 77-79 = C+;
- 73-76 = C;
- 70-72 = C-;
- 67-69 = D+;
- 63-66 = D;
- 60-62 = D-;
- below 60 = F

I will endeavor to use Canvas throughout the semester. You can expect e-mail notification of newly posted material.

Your development is heavily dependent upon your own regularly scheduled practice. Thinking always helps, but only continued application will get the job done. You should realize by now that the three skills areas are interrelated and also complement your work in theory. You should be fully aware by now that “cramming” is ineffective in skill development. Your practice should minimally be 30 minutes each day on some skills-related. Some of these activities can easily be incorporated into your daily private lesson practice; 2 1/2 hours on any one day in order to “average” 1/2 hour per day will not help your progress. **Your personal keyboard and singing exercises should indeed include your written work in theory.**

Timed assignments will be incorporated (as in Skills II and III) in the form of a few spelling drills. These not only help literacy, but aid in all of the skill areas. **Failure to pass all spelling drills will result in the semester grade being lowered one notch (e.g. B+ to B, B to B-, B- to C+, etc.).**

The final exam is cumulative.

The MWC Honor Code is in effect on all classwork.