

EXISTING COURSE ADOPTION PROCEDURE (ECAP)
REVISED PROCEDURE FOR BRINGING COURSES OFF THE MASTER COURSE LIST
Drafted by Curriculum Committee, Indiana University East, Sept. 2002

Please fill out the following form when sending courses to the Curriculum Committee for consideration:

PART 1:

Course number: **MUS-T113** Course Title: **Musical Theory I**
Credit hours: **3** Division offering: **HSS**

MUS-T113 is a first semester core course in the music theory sequence as part of the music program. The course is an introduction of diatonic harmony, melody, and counterpoint including a study of representative compositions of the common-practice tonal period.

Faculty member submitting this proposal: **Elliott Miles McKinley**

PART 2:

Have you contacted all campuses in the IU system who are currently teaching this course and examined their methods of teaching this course? (you should consult the office of the Vice Chancellor of Academic Affairs for help in contacting campuses and procuring sample syllabi)

Yes

Below, please list all those campuses that teach the course in question:

IU Bloomington

PART 3:

1) Describe the course content and your rationale for bringing it forward:

This course will serve as a first semester course in music theory in the music program. The course is an introduction of diatonic harmony, melody, and counterpoint including a study of representative compositions of the common-practice tonal period. Rationale: This is a core course requirement for the music program as a component of the music theory sequence. Music and the arts generally serve to enhance the intrinsic life of individuals and their communities. Since the study of music primarily focuses on creativity and expression, students from any degree program can gain significant experience that can then enhance the quality of their lives no matter the field of study or career choice.

2) Describe the course's placement in the program, including its intended audience and any prerequisites:

A required first semester music theory course in the music program intended for all majors and for minors. Prerequisite: MUS-T109 or consent of the director of music studies.

3) List the anticipated student learning objectives and outcomes:

The student will learn the basic structures and principles of tonal harmony in the common-practice period through the study of four-part harmony, melody, and counterpoint in the literature; concepts will be reinforced through various composition exercises.

4) Discuss any special features of the course (eg. a service learning component):

Analysis, performance and composition of student exercises in class and well as the analysis and performance of works from the literature.

5) Attach a proposed syllabus for the course as it would be taught on the IU East campus: Attached.

PART 4:

Representatives of your Division need to examine the sample syllabi and other materials from these campuses and determine whether your approach will be comparable. Please describe below your Division's final determination on this point and provide the chair's signature.

I approve the above-mentioned course as following the model framework given by other campuses in the IU system.

Division Chair

Date

IU EAST COURSE OUTLINE OF RECORD

(Submit with ECAP form)

MUS-T113 MUSIC THEORY I

COURSE TITLE: Music Theory I

COURSE NUMBER: MUS-T113

CREDIT HOURS: 3

SCHOOL: HSS

PROGRAM: Music

COURSE CATALOG DESCRIPTION: A first semester course that introduces diatonic harmony, melody, and counterpoint; includes analysis of representative compositions. Intended for music majors or highly motivated non-music majors.

PREREQUISITES: MUS-T109

ANTICIPATED CLASS FORMAT (Online, Classroom, Hybrid): Classroom

CONTACT TYPE (Lecture, Lab, Other): Lecture.

TEXTBOOK(S) FOR FIRST OFFERING: Appropriate texts are currently under review. The student will have one or two texts along with listening assignments.

TOPICS TO BE ADDRESSED: (Narrative and/or bullet points)

- Structural (theoretical) analysis of representative music literature using theoretical concepts and tools of analysis learned in class.
- Four-part composition exercises (part writing); counterpoint.
- The study of musical harmony, melody, and counterpoint in appropriate historical contexts

IU EAST CAMPUS LEARNING OBJECTIVES:

Educated people should:

1. Be exposed to a broad variety of academic fields traditionally known as the Liberal Arts (humanities, fine arts, social sciences, natural sciences) in order to develop a critical appreciation of a diversity of ideas and creative expression.
2. Have achieved depth in some field of knowledge. A sequential accumulation of knowledge and skills in an academic discipline is essential for a focused personal and professional development.
3. Be able to express themselves clearly, completely, and accurately. Effective communication entails the successful sharing through a wide variety of techniques, including reading writing, speaking and technology.
4. Be able to relate computational skills to all fields so that they are able to think with numbers. At minimum students should be able to carry out basic arithmetical and algebraic functions; they should have a working concept of simple statistics; and they should be able to interpret and use data in various forms.
5. Have the ability to develop informed opinions, to comprehend, formulate, and critically evaluate ideas, and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation and creativity.
6. Develop the skills to understand, accept and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities and value systems.
7. Be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus to be able to make discriminating moral and ethical choices.

LIST COURSE OBJECTIVES (with a notation indicating which Campus Learning Objective is met.)

- Develop a greater appreciation and understanding of basic musical constructs (2,3)
- Develop skills and strategies for recognizing musical structures (2,3,4, 5)
- Learn basic syntactic constructs of music within an historical context (2,3)

DATE OF COURSE IMPLEMENTATION: Fall 2009

DATE OF LAST REVISION (IF ANY):

Actual Course Syllabus May Contain Additional Materials

Submitted by: Elliott Miles McKinley **Date:** February 15, 2009