

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-T214** Course Title: **Musical Theory IV**  
Credit hours: **3** Division offering: **HSS**

**MUS-T 214 is a fourth semester continuation of the core music theory sequence as part of the music program. The course features a study of extended tonal harmony and an introduction to post-tonal harmony, melody and counterpoint.**

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 is a continuation of the core music theory sequence and will serve as a fourth semester course in music theory in the music program. The course features a study of extended tonal harmony and an provides and introduction to post-tonal harmony, melody, and counterpoint. 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 fourth semester music theory course in the music program intended for all majors and for minors who opt for the music theory/musicology track of study.**

**Prerequisite: MUS-T213 or consent of the director of music studies.**

3) List the anticipated student learning objectives and outcomes:

**The student will learn the structure and principles of extended tonal harmony in the common-practice period as well as an introduction to post-tonal (20<sup>th</sup> Century) music 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-T214 MUSIC THEORY IV

**COURSE TITLE:** Music Theory IV

**COURSE NUMBER:** MUS-T214

**CREDIT HOURS:** 3

**SCHOOL:** HSS

**PROGRAM:** Music

**COURSE CATALOG DESCRIPTION:** A continuation of T213 with extended tonal harmony at the end of the common-practice period and an introduction to post-tonal harmony, melody and counterpoint. Intended for music majors or highly motivated non-music majors.

**PREREQUISITES:** MUS-T213

**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--building on T213 (2,3)
- Develop skills and strategies for recognizing musical structures--building on T213 (2,3,4, 5)
- Learn basic syntactic constructs of music within an historical context--building on T213 (2,3)

**DATE OF COURSE IMPLEMENTATION:** Spring 2011

**DATE OF LAST REVISION (IF ANY):**

**Actual Course Syllabus May Contain Additional Materials**

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