



## Walters State Community College Course Syllabus

### Course Information

**Course Number and Name:** MUS 1058 Ear Training I

**Section ID:** 81354.202380

**Semester and Year:** Fall 2023

**Credit Hours:** 1

**Start Date:** August 21, 2023

**End Date:** December 08, 2023

**Course Format:** CON - Conventional Methodology

**Catalog Course Description:** Development of proficiency in identifying aurally and writing basic rhythmic, melodic, and harmonic progressions of traditional music. Designed to be taken concurrently with MUS 1057 Required for freshman music majors. **S**

**Meeting Details:** TR; 03:46PM - 04:36PM; CCEN 246

**Course Drop Deadline:** October 27, 2023

### Instructor Information

**Name:** Vaughn Cardona

**Role:** Adjunct Faculty

**Office Location:** Main

**Office Hours:** By Appointment

**Office Phone:** NA

**Email:** Vaughn.Cardona@ws.edu

**Supervisor Name:** Dr. Elissa Keck-Hodge

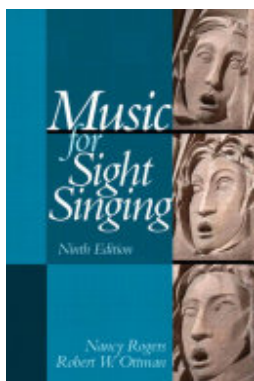
**Supervisor Phone:** 423.585.6951

### Required Textbook(s) and Materials

**Music for Sight Singing**

**ISBN:** 9780205947454

**Authors:** Nancy Rogers, Robert W. Ottman



**Publisher:** Pearson Higher Ed

**Publication Date:** 2013-01-24

## Student Learning Outcomes/Objectives

- Recognize intervals on sight and by ear
- Recognize scalar patterns and chord qualities on sight and by ear
- Sing correct pitches and rhythms for melodies on sight
- Correctly Apply solfege and rhythmic syllables to melodic and rhythmic exercises
- Correctly notate rhythms and melodies by ear

## Instructional Approach and Methods

- Lecture presentations/demonstration of concepts
- In-class examples and practice
- Homework practice examples

## Assessment, Evaluation and Testing Procedures

Sight Singing Rubric:

	Excellent (4 points)	Strong (3 points)	Acceptable (2 points)	Weak (1 point)	Poor (0 points)
Rhythmic Accuracy	The performance had complete	The performance had almost complete	The performance had generally complete	The performance had several rhythmic	The performance had many rhythmic

	rhythmic accuracy.	rhythmic accuracy and showed strong recovery in occasional errors.	rhythmic accuracy, and mistakes did not disrupt the performance.	errors that caused occasional disruption of the performance.	errors that caused significant disruption of the performance.
Pitch Accuracy	The performance had complete pitch accuracy.	The performance had almost complete pitch accuracy and showed strong recovery in occasional errors.	The performance had generally complete pitch accuracy, and mistakes did not disrupt the performance.	The performance had several pitch errors that caused occasional disruption of the performance.	The performance had many pitch errors that caused significant disruption of the performance.
Pulse Maintenance	The performance had complete control of the tempo and a strong sense of pulse.	The performance had strong control of the tempo and only rare lapses in pulse maintenance.	The performance had occasional lapses in tempo control, and mistakes did not disrupt the performance.	The performance had several lapses in the pulse that caused occasional disruption of the performance.	The performance lacked a sense of pulse, which caused significant disruptions in the performance.
Solfege/Counting syllable accuracy	The performance had complete accuracy use of solfege or counting syllable use.	The performance had strong accuracy in use of solfege or counting syllables, and any mistakes received strong recoveries.	The performance had generally accurate use of solfege or counting syllables, and mistakes did not offer substantive disruption to the performance.	The performance had several errors in solfege or counting syllables that caused occasional disruption of the performance.	The performance did not include accurate use of solfege or counting syllables, OR the performance was significantly disrupted by mistakes in use of solfege or counting syllables.

Ear Training Rubric:

	Excellent (4 points)	Strong (3 points)	Acceptable (2 points)	Weak (1 point)	Poor (0 points)
Rhythmic Accuracy	The rhythm was transcribed with complete accuracy.	The rhythm was transcribed with strong accuracy and only minimal mistakes.	The rhythm was transcribed with strong accuracy but also included a few mistakes.	The rhythm was transcribed, but there were several mistakes.	The rhythm was transcribed with frequent mistakes. -or- The student did not include rhythmic information in the exercise.
Pitch Accuracy	The pitches were transcribed with complete accuracy.	The pitches were transcribed with strong accuracy and only minimal mistakes.	The pitches were transcribed with generally strong accuracy but also included a few mistakes.	The pitches were transcribed, but there were several mistakes.	The pitches were transcribed with frequent mistakes. -or- The student did not include pitch information in the exercise.
Harmonic Accuracy	The harmonic motion was transcribed with complete accuracy.	The harmonic motion was transcribed with strong accuracy and only minimal mistakes.	The harmonic motion was transcribed with generally strong accuracy but also included a few mistakes.	The harmonic motion was transcribed but there were several mistakes.	The harmonic motion was transcribed with frequent mistakes. -or- The student did not include harmonic motion in the exercise.
Notational Accuracy	The transcription consistently followed standards of complete notational accuracy.	The transcription followed standards of complete notational accuracy with only a few errors.	The transcription generally followed standards of notational accuracy but with a few mistakes.	The transcription had several stylist mistakes regarding notational accuracy.	The transcription showed frequent notational mistakes. -or- The student did not use correct music notation in transcribing the exercise.

Note: Exercises will be evaluated out of 12 points total. In exercises that do not utilize all categories of the rubric, the total will be reduced to represent only the categories being assessed (For example, a rhythmic dictation exercise will only use the Rhythmic Accuracy and Notational Accuracy sections of the rubric and will be evaluated out of 6 points total). When multiple exercises are completed for evaluation, the final score will be the average of the score for each individual exercise.

## Grading Scale

A	90-100%
B	80-89.9%
C	70-79.9%
D	60-69.9%
F	0-59.9%

### Course Break Down:

- Sight Singing: 30% of final grade
  - Sight singing preparation: (15% of final grade)
  - Sight singing execution: (15% of final grade)
- Ear Training: 30% of final grade
  - Ear Training homework: (15% of final grade)
  - Dictation Exercises: (15% of final grade)
- Class Participation: 10% of final grade
- Midterm Dictation and Sight Singing Exam: 15% of final grade
- Final Dictation and Sight Singing Exam: 15% of final grade

## Assignments

Daily Schedules and assignments will be posted on eLearn. The instructor reserves the right to update this schedule to allow for appropriate skill mastery for the class.

## Class Participation

## Attendance and Engagement Rubric

	Excellent (3 pts)	Acceptable (2 pts)	Needs Improvement (0-1 point)
Description	The student is present, punctual, and consistently engaged.	The student is present, punctual, and has only occasional lapses in engagement.	The student is generally inattentive, doesn't participate in class activities, or is disruptive. -Or- The student arrives late/leaves early without explanation. -Or- The student has an unexcused absence.

## Academic Honesty

Faculty expect all students to refrain from acts of academic misconduct including but not limited to:

1. Plagiarism - refers to using another person's ideas or writing without giving proper credit to the original source. Indulging in this type of conduct will subject the student to disciplinary sanctions, which may be imposed through the regular institutional procedures of Walters State Community College as outlined in the Student Handbook. Plagiarism will result in a grade of "0" for the paper/exam/presentation. Student Conduct and Disciplinary Sanctions contained in the college Catalog/Student Handbook apply (see policy 04:18:02 Disciplinary Sanctions).

Plagiarism includes, but is not limited to the following:

- a. Using cut/paste tool from original document with no references given.
  - b. Copying another student's work and submitting it as one's own.
  - c. Forging or otherwise altering signatures.
  - d. Giving or falsifying academic documents or materials.
2. Cheating - construed as attempting to deceive or mislead which includes, but is not limited to the following:
    - a. Utilizing old tests, projects, notes or written papers.
    - b. Providing unauthorized information to a fellow student about exam content.
    - c. Receiving unauthorized aid from any source with quizzes, examinations, or other assignments.
    - d. Seeking information in an unacceptable manner during/preceding an exam or other assigned work (cheat sheet, verbal exchange, looking at another person's paper or electronic device, utilizing headphones, using textbook when the test/quiz is not an open book test/quiz, using textbook test bank etc.).

- e. Consulting with a classmate or others when taking a computerized test.
  - f. Disregarding other specific policies and procedures outlined for a particular class.
  - g. Utilizing unapproved technology/electronic equipment during testing (i.e.: mobile devices such as cell phones, smart devices, or tablets, etc.).
  - h. Using the same Internet Protocol network address (IP address) as another student for testing without approval from the course faculty.
3. The use of any generative artificial intelligence (AI) tool, such as OpenAI's ChatGPT, Google's Bard, or any other pre-trained language model (commonly referred to as "chatbot"), must be cited for any assignment where it has been used and may not be used unless specifically allowed by your instructor. Please see your instructor or the course policies within the syllabus if you have questions.

## Student Resources

### TUTORING SERVICES

Students in need of tutoring assistance are encouraged to contact the Office of Student Tutoring located as follows:

- Morristown Campus - Student Services Building Room L107 - (423) 585-6920
- Niswonger Campus - GRNV 226 - (423) 798-7982
- Sevierville Campus - MMH Room 210 - (865) 286-2787
- Claiborne Campus - Room 123A - (423) 851-4761

Specific tutoring assistance in mathematics and writing is available in-person and online as follows:

- Morristown Campus - English Learning Lab - HUM 120 - (423) 585-6970

[Walters State English Learning Lab \(opens in new window\)](https://www.walters.edu/academics/humanities/writing-lab)  
[ws.edu/academics/humanities/writing-lab](https://www.walters.edu/academics/humanities/writing-lab)

- Morristown Campus - Mathematics Lab - MBSS 222 - (423) 585-6872

[Walters State Mathematics Learning Lab \(opens in new window\)](https://www.walters.edu/academics/mathematics/learning-lab)  
[ws.edu/academics/mathematics/learning-lab](https://www.walters.edu/academics/mathematics/learning-lab)

### TECHNOLOGY SUPPORT

Students who need assistance with computing and technology issues should contact the IET Helpdesk by phone at Morristown: (423) 318-2742; Niswonger: (423) 798-8186; or Sevierville: (865)

286-2789 or on-line access.

[Walters State Helpdesk \(opens in new window\)](https://helpdesk.ws.edu)  
[helpdesk.ws.edu](https://helpdesk.ws.edu)

## **STUDENTS WITH DISABILITIES SUPPORT SERVICES**

Students with disabilities must register with Student Support Services each semester in the Student Services Building, Room U134 (phone (423) 585-6892) if they need any special facilities, services, or consideration.

[Walters State Student Support Services \(opens in new window\)](https://ws.edu/student-services/disability/)  
[ws.edu/student-services/disability/](https://ws.edu/student-services/disability/)

## **SUICIDE PREVENTION STATEMENT**

Walters State is committed to and cares about all students. Support services are available for any person at Walters State who is experiencing feelings of being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the National Suicide Prevention Lifeline by calling or texting 9-8-8 or the Trevor Lifeline at 1-866-488-7386. Veterans may also contact the Veterans Crisis Line at 1-800-273-8255 (press 1) or Text 838255.

Walters State has a relationship in place with the following community agencies to provide services (may include crisis referral services, prevention screenings, etc.):

- Cherokee Health Systems 423-586-5032
- Frontier Health 423-467-3600

# **College Policies**

## **STUDENTS HANDBOOK AS OFFICIAL GOVERNING DOCUMENT**

This class is governed by the policies and procedures stated in the current Walters State Community College Student Handbook. All students attending Walters State Community College, regardless of the time, location, or format of the class, must abide by the rules and regulations outlined in the current Walters State Catalog/Student Handbook and the current Walters State Timetable of Classes.

[Walters State Catalog \(opens in new window\)](https://catalog.ws.edu/)  
[catalog.ws.edu/](https://catalog.ws.edu/)

[Walters State Timetable of Classes \(opens in new window\)](https://ws.edu/admissions/regISTRATION/)  
[ws.edu/admissions/regISTRATION/](https://ws.edu/admissions/regISTRATION/)



## **PURPOSE, LIMITATIONS AND MODIFICATION OF SYLLABUS**

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to change at any time. The instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in this syllabus for the semester/year specified in the Course Information section of the syllabus. This syllabus is only valid for the semester/year specified and course requirements are not guaranteed for future semesters.

## **COURSE GROUND RULES**

- Students must attend the first day of on-ground class or contact the instructor prior to the first class. Failure to do this may result in being dropped from the class. Excessive absences may substantially lower the course grade.
- Regular class attendance is a student's obligation for any course regardless of format. (See the Walters State Catalog/Student Handbook). If a student misses class, it is his or her responsibility to contact the instructor regarding missed assignments and/or activities and to be prepared for the next class assignment.
- Students enrolled in web courses must follow the course attendance policy defined for online attendance during the first week of class and throughout the term. Failure to do this may result in being dropped from the class during week one OR may result in the accrual of absences which may negatively impact the student's grade in the course.
- Students who have not paid fees on time and/or are not correctly registered for this class and whose names do not appear on official class rolls generated by the Walters State student information system (MyWS) will not be allowed to remain in class or receive credit for this course.
- Electronic devices must not disrupt the instructional process or college-sponsored academic activity. Use of electronic devices is prohibited unless use of the device is relevant to the activity and use is sanctioned by the faculty member in charge. Electronic devices that are not relevant to the activity or sanctioned by the faculty member in charge should be set so that they will not produce an audible sound during classroom instruction or other college-sponsored academic activity.

## **FINANCIAL AID**

Students receiving any type of financial aid or scholarship should contact the Financial Aid Office before making any changes to their schedule. Schedule changes without prior approval may result in loss of award for the current term and future terms.

All forms of student Financial Aid may be jeopardized or lost due to the lack of Satisfactory Academic Progress in one or multiple courses. Lack of Satisfactory Academic Progress may negatively impact a student's degree/certificate completion pace and further jeopardize Financial Aid eligibility.

## **CANCELLATION OF CLASSES AND ACADEMIC CONTINUITY**

For information related to the cancellation of classes due to inclement weather or other events, please check the Senators Emergency Text system or the college's Web site at:

[Walters State Homepage \(opens in new window\)](#)

[ws.edu/home/](http://ws.edu/home/)

[Walters State Facebook page \(opens in new window\)](#)

<https://www.facebook.com/WaltersState/>

[Walters State Twitter page \(opens in new window\)](#)

<https://twitter.com/waltersstate>

or call the college's student information line, 1-800-225-4770, option 1; the Sevier County Campus, (865) 774-5800, option 7; the Niswonger Campus (423) 798-7940, option 7; or the Claiborne County Campus, 423-636-6200, option 7. Also, please monitor local TV and radio stations for further announcements.

When an event or disaster interrupts the scheduled operations of the college and the ability to proceed with the academic course activities as planned, the college and your instructor may alter the course plan outlined in the syllabus. Should an event occur, students should refer to their course e-Learn pages and/or class materials previously delivered to receive guidance from their instructor. Students should continue to monitor the official college channels of communication listed in the above paragraph. If you would like to sign up for the Senators Emergency Text system, please go to the following Web site:

[Senator Emergency Text System \(opens in new window\)](#)

[ws.edu/set/](http://ws.edu/set/)

Dual Enrollment students attending on a high school campus should refer to the high school inclement weather cancellations.

## **LEARNING MANAGEMENT SYSTEM**

Brightspace (commonly known as eLearn or D2L) is the college's Learning Management System (LMS).

Brightspace is committed to accessibility by "deliver[ing] a learning experience that meets the needs of all people, regardless of age or ability." [Brightspace Accessibility Standard \(opens in new window\)](#)

Brightspace is also committed to guarding student data and privacy. [Brightspace Privacy Policy](#) (opens in new window).