

MUSIC 1: INTRODUCTION TO MUSIC THEORY FALL 2021



Course Information

Semester & Year: Fall 2021

Course ID & Section #:

MUS1-E2078

Instructor's name: Annika Bäckström

Day/Time of required meetings: M/W 1:15-2:40

Location: CA 107 and 104

Course units: 3

NOTE: Classroom Guidance and COVID Protocols for Fall 2021 at the end of syllabus.

Instructor Contact Information

Office location: Online

Office hours: By appointment

Email address: annika-backstrom@redwoods.edu

Catalog Description

An introduction to the fundamentals of music theory, notation and performance. The course addresses rhythm notation; note reading on the treble, bass, alto, and tenor staves; the keyboard; scales; the circle of fifths; and key signatures. The course also includes clapping exercises, recorder playing and music review writing.

Course Student Learning Outcomes *(from course outline of record)*

1. Identify durational symbols; correctly write durational symbols; identify durational equivalencies; identify the kind of note that equals one beat, and one beat division, in a given time signature; supply count symbols for, and clap, rhythm patterns in a variety of key signatures in simple and compound time.
2. Identify, by pitch name and octave designation, notes on the treble, alto, tenor, and bass staves; write notes on the treble, alto, tenor, or bass staff, or locate the correct key on the keyboard, when given pitch name and octave designation.
3. Write the pitch a half step or whole step above or below a given pitch; write chromatic and whole-tone scales, one octave, ascending and descending, beginning on a given pitch.
4. Identify how many sharps or flats a given major or minor key contains, and which pitches in that key are sharp or flat; write the key signature of any major or minor key on the treble and bass staves; write major scales and the three forms of the minor scale (natural, harmonic, melodic), one octave, ascending and descending, beginning on a given pitch; identify keys that are relative, parallel, closely-related, and enharmonic to a given key.
5. Demonstrate the ability to play simple melodies on a recorder, and to carry a part in a recorder ensemble.
6. Write a critical analysis of a performance and/or a recording.

There are no prerequisites for this course, but it's helpful to know fractions well.

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Evaluation & Grading Policy

1. Composite of written quizzes. 60%
2. Two written papers. 15%
3. Participation grade (based on attendance and quality of participation in rhythm, keyboard and recorder instruction) 25%

Final grades are letter grades, and will be one of the following: A, A-, B+, B, B-, C+, C, D, or F. When figuring out the composite of your quiz scores at the end of the semester, I will automatically drop your lowest grade (except for the chapters 3 and 8 quizzes/assignments). When figuring out the letter grade equivalent of test scores, I use the following scale:

93%-100%=A, 90-92%=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-

Under 60%=F.

NOTE: If your quiz composite is lower than 60%, then the highest grade you can get in the course is a D. Assignments/quizzes are due on the assigned date(s). Points will be taken off late assignments.

Please contact me if you get sick or have any difficulties navigating through this course. The course moves pretty fast and it's easy to fall behind. I'm available for online communication, as well as face-to-face meetings. Don't hesitate to contact me if needed.

Admissions deadlines & enrollment policies

Fall 2021 Dates

- *Classes begin: 8/21/21*
- *Last day to add a class: 8/27/21*
- *Last day to drop without a W and receive a refund: 9/03/21*
- *Labor Day Holiday (all campuses closed): 09/06/21*
- *Census date: 9/07/21 or 20% into class duration*
- *Last day to petition to graduate or apply for certificate: 10/28/21*
- *Last day for student-initiated W (no refund): 10/29/21*
- *Last day for faculty-initiated W (no refund): 10/29/21*
- *Veteran's Day (all campuses closed): 11/11/21*
- *Fall Break (no classes): 11/22/21 – 11/26/21*
- *Thanksgiving Holiday (all campuses closed): 11/24/21 – 11/26/21*
- *Final examinations: 12/11/21 – 12/17/21*
- *Last day to petition to file P/NP option: 12/17/21*
- *Semester ends: 12/17/21*
- *Grades available for transcript release: approximately 01/07/22*

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
 - a. Dial 911, to notify local agency support such as law enforcement or fire services.
 - b. If safe to do so, notify key administrators, departments, and personnel.
 - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
 - d. Contact Jolene Gates 530-625-4821 to notify of situation.
 - e. Contact Hoopa Tribal Education Administration office 530-625-4413
 - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
 - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
 - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
 - c. Close all window curtains.

- d. Get all inside to safe location Kitchen area is best internal location.
- e. If a police officer or higher official arrives, they will assume command.
- f. Wait until notice of all is clear before unlocking doors.
- g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
- h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Weekly Schedule (approximate, open for changes as needed)

	<i>Date Week</i>	<i>Topic</i>	<i>Text Chapters &</i>	<i>Assignments/Due Dates</i>
1	8/23-8/27	<i>Intro to Course, Basics of Rhythmic Notation</i>	<i>Chapter 1(pp 1-5), Learning to write notes and rests and the durational note and rest</i>	
2	8/30-9/3	<i>Chap. 1, Chap. 2 Meter</i>	<i>Review chap.1 and start Learning about meter signatures, simple and compound meter, beats and patterns in music.</i>	<i>Quiz Chapter 1(pp 3-5) Wed 9/1</i>
3	9/6 Labor Day -9/10	<i>Continue Meter (chap. 2) Discuss review writing</i>	<i>Review and complete Discuss how to write a music review.</i>	
4	9/13-9/17	<i>Begin Counting Rhythm,</i>	<i>Chapter 3 (pp 9-12) Counting and clapping beats/tempo considerations.</i>	<i>Quiz Chapter 2 (pp 6-8) Wed 9/15</i>
5	9/20-9/24	<i>Continue Rhythm</i>	<i>Chapter 3 (pp 9-12) More counting exercises illustrated with some musical examples.</i>	
6	9/27-10/1	<i>Pitch and intro to keyboard</i>	<i>Chapter 4 (pp 17-25) Learning about, pitch, names, notating pitches on the musical staff and clefs.</i>	<i>Written Music Review 1 due by Sun 10/3</i>
7	10/4-10/8	<i>Clefs, Names of Notes and Octave designation</i>	<i>Review and continue with Pitch, names, notating pitches on the musical staff using correct clefs and correct placement of stems, beams and rests on the musical staff</i>	<i>Quiz Chapter 4 (pp 17-25) Wed 10/6</i>

8	10/11-10/15	Keyboard, Whole and Half Steps, Recorder	Chapter 5 (pp 26-33) Learning how to identify and notate intervals: whole and half steps on the keyboard, as well as identifying and notating enharmonic notes and accidentals. Introduction to recorder.	Individual check-ins this week
9	10/18-10/22	Chromatic Scales, Whole Tone Scales, Recorder	Review from last week, chap. 5 (pp 26-33) and learn how to create chromatic and whole tone scales on the keyboard and the musical staff.	Quiz Chapter 5 (pp 26-33) Wed 10/20
10	10/25-10/29	Major Scales with Sharps, Circle of Fifths, Recorder	Chapter 6 (pp 34-38) Learning about key signatures: major keys, scales with sharps and the circle of fifths. Recorder practice	
11	11/1-11/5	Continue Key Signatures Circle of Fifths and Major Scales, part 2, with Flats, Recorder	Chapter 7 (pp 39-44) Review and continue with the circle of fifths and add major keys with flats. Recorder practice	Quiz Chapter 6 (pp 39-44) Wed 11/3
12	11/8-11/12	Major Scales and Chapter 3, Rhythm, Recorder	Review major keys with flats, chap. 7 (pp 39-44). Continue with chap. 3 (12-16). Reviewing beats in simple and compound time and learning how to count music by incorporating ties, syncopation, dotted notes and triplets. Recorder practice	Quiz Chapter 7 (pp 39-44) Wed 11/10

13	11/15-11/19	<i>Continue Rhythm, Recorder</i>	<i>Review and complete chap. 3 (pp 9-16) Introduce key signatures for minor keys in the circle of fifths and the concept of relative and parallel keys, chap. 8 (pp 45-51). Recorder practice</i>	<i>Music Review 2 due Sun 11/21</i>
14	11/22-11/26	FALL BREAK	THANKSGIVING	
15	11/29-12/3	<i>Minor Scales Recorder</i>	<i>Chapter 8 (pp 45-51) Learning about the relationship between major and minor keys in the circle of fifths and how to use it when composing music. Learning about natural minor, harmonic minor and melodic minor scales and how to create and notate them in ascending and descending scales. Recorder practice</i>	<i>Quiz Chapter 3 (pp 9- -16) Wed 12/1</i>
16	12/6-12/10	<i>Related Scales Minor scales Recorder</i>	<i>Review and complete Chapter 8 (pp 45-51) Quartet recorder practice</i>	

FINAL EXAM WEDNESDAY 12/15 1:00-3:00 Rm 104 QUIZ 8 and Final Recorder Quartet Performance

Recommended textbooks & other materials

Introduction to Music Student Packet

— Available on the Canvas site and in the library

Soprano recorder - Available online

Classroom Guidance and COVID Protocols – Fall 2021

While many of our classes will be meeting virtually this term, there are a number of classes that will be delivered in a hybrid modality or entirely face-to-face.

We understand that the COVID-19 pandemic continues to raise questions about health and risk management while attending in-person class sessions – both for faculty and for students. The District and the CRFO have developed the following protocols to help mitigate the risks associated with in-person meetings. The practices detailed below are designed to reduce the risk of illness for all participants and to help ensure that the semester unfolds with minimal disruption in instruction. These plans and practices may change as the situation evolves, so you may need to be flexible if things change during the semester and we receive additional guidance from the county health department regarding additional restrictions. Your immediate supervisor will communicate with you regarding any changes to these protocols.

The following practices will be in place this semester:

- **Vaccination Status/Regular COVID Testing**

- All on-campus and onsite faculty, staff, managers, administrators, residence hall students and student athletes **will be required** to show proof of COVID-19 vaccination **or** submit to weekly COVID-19 testing effective August 19, 2021. This testing will be coordinated through the Human Resources office. Additional details regarding the process for this testing will be provided by that office in a separate communication.
- On-campus or onsite faculty who do not wish to comply with providing proof of COVID-19 vaccination status or submit to weekly COVID-19 testing may work with their dean/director on adjusting their teaching/counseling schedule so that it is fully online/remote. ***Requests for schedule changes should be made to deans/directors immediately.***

- **Screening**

Screening for symptoms of COVID-19 is an important part of mitigating risk. Students will be screened prior to FTF contact in class. Student screening will take place as follows:

- Via the ReadyEd Campus App on their phone, **or**
- Via the health screeners located at key entry points on campus and at the entry points of each building. Screeners will issue wristbands to students who do not have a phone or who have not downloaded the app.
- Instructors are encouraged to check the cell phones or wristbands of students prior to each class meeting to help ensure that proper screening is occurring.

- **White** wristbands will be issued to **vaccinated** students and the following colors will convey successful health screening on the following days:
 - Monday = Blue
 - Tuesday = Orange
 - Wednesday = Red
 - Thursday = Yellow
 - Friday = Green
- QR codes will be located at the door to each classroom in addition to many other areas on campus. Students should scan QR codes to assist with contact tracing, if necessary.

Faculty will be responsible for self-screening and for reporting any COVID exposure or symptoms to their immediate supervisor.

• Exposure to or Contraction of COVID-19

Students: If a student reports that they have been exposed to COVID-19, are exhibiting symptoms of COVID-19, or have tested positive for COVID-19 you should do the following:

1. Instruct the student that they should immediately begin to self-quarantine and not attend any FTF class sessions.
2. Determine if they have been in close contact with any classmates. If so, those students should also immediately self-quarantine. Close contact is defined as being within six feet of someone who has tested positive for COVID for more than 15 minutes in a 24 hour period.
3. Report this information to your immediate supervisor who will contact Public Safety to begin coordination with the appropriate contact at the county health department.
4. Students should not return to class until they have been cleared by a medical professional and can provide documentation confirming their COVID-negative status via the ReadyEd Campus app or by visiting the Public Safety window located on the first floor in the Student Services/Administration building.

Faculty: If a faculty member has been exposed to COVID-19, are exhibiting symptoms of COVID-19, or have tested positive for COVID-19 they should do the following:

1. Immediately begin to self-quarantine and not attend any FTF class sessions;
2. Notify their immediate supervisor and Kristy Seher (kristy-seher@redwoods.edu), Manager of Public Safety, who will then begin coordination with the appropriate contact at the county health department;

3. Public Safety will determine if they have been in close contact with any students, staff, or faculty colleagues and will communicate this information to their Dean or Director;
4. Not return to work until they have been cleared by a medical professional and can provide documentation confirming their COVID-negative status via the ReadyEd campus app or by visiting the Public Safety window located on the first floor in the Student Services/Administration building.

- **Hygiene**

We will provide the resources to practice heightened classroom hygiene. Students and faculty will be expected to:

- Wash or sanitize their hands after interactions with others and/or entering or leaving group settings.
- Avoid touching their eyes, nose, and mouth. **This includes no eating in the classroom.**
- Cover their mouth with a tissue or their arm if they sneeze or cough.

- **Personal Protective Equipment (PPE)**

Students: Masks will be required for all **students** engaged in FTF instruction or who are accessing in-person services:

- Students may choose to bring their own appropriate cloth face covering or surgical face masks and these masks must be worn at all times in the indoor classroom and other public indoor spaces and outdoors when gathering with others in groups of more than four. **Bandanas, neck gaiters, or 'buffs' are not effective face coverings;** students who arrive with these should be given a mask from the supplies available in the classroom.
- The mask must be worn so as to cover both nose and mouth. The mask should not have an exhalation valve or vent. This is to help prevent spread of respiratory droplets which may carry disease, even if one is asymptomatic.
- If a student does not have a mask of their own, you will issue them one from the supplies available in your classroom.
- Students who refuse to wear a mask can be referred to Clinton Slaughter, Vice President of Student Services. His office is in SS102. He can also be reached by phone at 707/476- 4242 or email at clinton-slaughter@redwoods.edu. If a student refuses to wear a mask and refuses to exit the classroom after being asked to wear a mask, you should contact Public Safety at 707/476-4111.

Faculty: Masks are required for all **faculty** engaged in FTF instruction:

- Vaccinated faculty teaching FTF may choose to remove their masks when lecturing in their classrooms, provided there is at least 6-feet of physical distance between them and their students;
- While interacting within six-feet of students in the classroom setting, faculty must wear masks;
- Masking is required in hallways and other public indoor spaces;
- Masking is not required of faculty while in their offices, unless they are meeting with students;
- Masks (including N95 masks) and face shields will be provided to faculty upon request. Please work with your division secretary or administrative support person to submit a facilities ticket for this PPE and to receive information about proper N95 mask fitting.

Note: Some lab class hours are long with periodic short breaks. Consider adding additional breaks if necessary. Wearing a face covering or mask for extended periods of time is not comfortable for everyone. **Regardless, mask usage is an integral part of our risk reduction strategy and is required.** Should you have a student who refuses to wear an appropriate face covering or mask, you should ask them to leave the class as is your right pursuant to the Student Code of Conduct.

• Distancing/Ventilation

Students should be encouraged to maximize the amount of physical distance between themselves and other students. Faculty should plan on configuring lab spaces similarly to ensure that students may maximize physical distancing while indoors.

It is recommended that faculty leave classroom doors and windows open (when possible) to encourage air flow, and faculty may want to let students know that they should plan to dress in layers.

Each instructional space should be equipped with an air purifier; please turn those on when classes are meeting. If your instructional space does not have an air purifier, please ask your division secretary/administrative support person to place an order for one with maintenance.

• CR Vehicles/Transportation to Off-site Facilities

In the past, CR students have been allowed to carpool to off-site locations (like the Shively Farm) in CR vehicles. Please let students know that transportation to and from all instructional sites is their responsibility. If you are planning on fieldtrips this fall, students will be responsible for their own transportation and you **should not** encourage students to carpool unless they are fully vaccinated

- Tech Needs

If faculty have unmet technology needs related to COVID-19, they should contact their immediate supervisor for support.

- Compliance/Culture

Faculty should adopt the following and encourage students to do the same:

- Model your commitment to reducing risk of COVID transmission by supporting these practices.
- Respectfully help others remember and adapt to these new practices.
- Stay home if you feel sick and encourage your students to do the same.

All students and instructors are expected to adhere to the above practices. A student's refusal to comply is grounds for dismissal from the classroom. ***Again, these practices are designed to reduce the risk of illness for all participants and to help ensure that the semester unfolds with minimal disruption in instruction.***

The District will continue to work closely with the Department of Health to ensure compliance with all COVID-related guidelines.