



Syllabus for Introduction to Music (Music 1)

Course Information

Semester & Year: Fall 2022

Course ID & Section #: E053498

Instructor's name: Ed Macan

[if synchronous] Day/Time of required meetings: Monday/Wednesday 11:40am – 1:05pm (on December 12, 10:45am – 12:45pm)

[if in-person] Location: Creative Arts Bldg. (CA) 104

[if needed] Number of proctored exams: 0

Course units: 3.0

Instructor Contact Information

Office location or *Online: CA122

Office hours: M/W 3-4 pm or by appointment

Email address: ed-macan@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 review writing.

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

Commented [EM1]:

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.

Prerequisites/co-requisites/ recommended preparation

N/A

Accessibility

College of the Redwoods is also 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

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Support for online learners during COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online to protect health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. I want every student to thrive.

Evaluation & Grading Policy

[Should include info such as final grade calculations, rubrics, late assignment policy, and other grading practices]

Admissions deadlines & enrollment policies

Fall 2022 Dates

- *Classes begin: 8/20/22*
- *Last day to add a class: 8/26/22*
- *Last day to drop without a W and receive a refund: 9/2/22*
- *Labor Day (all-college holiday): 9/5/22*
- *Census date: 9/6/22 or 20% into class duration*
- *Last day to petition to file P/NP option: 9/16/22*
- *Last day to petition to graduate or apply for certificate: 10/27/22*
- *Last day for student-initiated W (no refund): 10/28/22*
- *Last day for faculty-initiated W (no refund): 10/28/22*
- *Veteran's Day (all-college holiday): 11/11/22*
- *Fall break (no classes): 11/21/22-11/26/22*
- *Thanksgiving (all-college holiday): 11/23/22-11/25/22*
- *Final examinations: 12/10/22-12/16/22*

- Semester ends: 12/16/22
- Grades available for transcript release: approximately 1/6/23

Students who have experienced extenuating circumstances can complete & submit the **Excused Withdrawal Petition** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

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. It 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.

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 financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- 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

INTRODUCTION TO MUSIC (MUSIC 1)

(Syllabus updated 08-12)

Class meets in CA 104 @ M W 11:40 a.m. – 01:05 p.m.

Ed Macan, Ph.D.

(Office: CA 122, Phone: 476-4321, e-mail: ed-macan@redwoods.edu)

Office hours: M-Th 3:00 -4:00 p.m., F by appointment

TEXTS.

Macan, Ed. *Introduction to Music Student Packet*, 2018 revision.

Duncan, James, and Orpha Ochse. *Fundamentals of Music Theory*. Holt, Rinehart, and Winston.

Zeidler, Franz. *Fun with the Recorder*. Mel Bay Publications.

[These three texts are available on the Music 1 Canvas page in the “Files” section; please plan to print them out and bring them to all class meetings.]

Students are also required to possess a Yamaha YRS-24B plastic soprano recorder by the beginning of week 5. It is available through amazon.com for \$9.99 as follows:

https://www.amazon.com/YRS-24B-Plastic-Soprano-Recorder-Natural/dp/B00EJF5Y26/ref=sr_1_2?gclid=EALaIQobChMI55PzxtG6-QIVip6zCh2UtgBiEAAyAAEgK5XPD_BwE&hvadid=568657839776&hvdev=c&hvllocphy=9032371&hvnetw=g&hvqmt=e&hvrnd=15358509600784149033&hvtargid=kwd-375779913046&hydadcr=12799_9736140&keywords=soprano+yamaha+recorder&qid=1660078298&s=musical-instruments&sr=1-2

COURSE DESCRIPTION. This course focuses on introducing students with little or no musical background to the fundamentals of music theory and terminology, and the techniques of music reading, writing, and performance. It is my belief that this course is too often taught in the abstract, giving students an intellectual understanding of music notation that is not grounded in singing or playing. I will therefore place considerable emphasis on practical music-making, including clapping exercises to develop rhythmic skills, instruction in elementary recorder playing, and instruction in keyboard recognition. This course demands your constant participation, both in working through theory problems at the board and in playing music: this is not a typical lecture course format! By the end of the semester, you will be able to: (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; and (6) Write a critical analysis of a performance and/or a recording.

GRADING. Grading will be as follows:

| | |
|---|-----|
| 1. Composite of eight in-class written quizzes | 60% |
| 2. Two written papers worth 7.5% each | 15% |
| 3. Participation grade (based on attendance and quality of participation in rhythm, recorder, and keyboard 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 chapter 3 and chapter 8 quiz scores, which cannot be dropped). When figuring out the letter grade equivalent of test scores, I use the following scale: 97%-100%=A+, 93%-96%=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.

NOTE: I expect students to take quizzes on the day they are scheduled for. *Missed quizzes may not be retaken unless you have informed me by the beginning of class time on the quiz day of your need to schedule an alternative time. Any alternative time for finals day must be scheduled at least a week in advance, and will apply to the written portion of the final only; the performance portion of the final cannot be made up if missed.*

NOTE: Grades are posted on the Music 1 Canvas page as they are earned. While the Canvas page gives a reasonable approximation of your grade at any given point, please be aware that the Canvas grading system does not conform to mine in all details (especially because Canvas tends to inflate grades for writing assignments) and final grades are posted on Web Advisor, not Canvas (usually on the Monday of the week after finals week). Therefore, it is possible the grade Canvas indicates is your final grade will not be correct, although usually it is reasonably close.

PLAGIARISM: The first incident of cheating on a quiz or plagiarizing a concert review will result in a 0% (quiz) or F (review). The second incident of either cheating or plagiarizing may result in an automatic F for the course.

PARTICIPATION. Punctual attendance is crucial for one's success in this course, since material is presented in a graded, step-by-step format, and the performance skills taught in this class are acquired through sustained, regular repetition. The participation component of your grade acknowledges the importance that regular attendance—and participation in classroom activities—has on your successful mastery of the principles and techniques taught in this course. You will receive participation points for each class you attend, but please note the following: (a) if you have not arrived by the time I complete taking role, you may lose participation points; (b) if you leave class early, you may lose participation points; (c) if, from the tenth class meeting on, you do not bring your recorder to a particular class meeting, you may lose participation points; (d) if you choose not to participate in recorder playing, rhythmic training, or our board exercises, you may lose participation points.

You will be awarded 10 participation points for each class for which you receive full attendance credit; tardiness, leaving early, or lack of participation may result in a deduction of five participation points for that class meeting. A student receives 0 participation points for any class meeting they missed. At the end of the semester, I will tally out your participation grade according to the following scale: 270 points and above is an A, 240 to 265 points is a B, 210 to 235 points is a C, 180 to 205 points is a D, and less than 180 points is an F. The resulting participation grade counts for 25% of your final grade. An especially good performance at your performance final has the potential to marginally raise your participation grade; an especially poor performance (or even worse, a no-show) at your performance final has the potential to marginally lower your participation grade.

NOTE: You can track your participation points throughout the semester by using the Music 1 Canvas page's "Attendance" tool, which will show whether you were present for a given class meeting (10 points), late (5 points), or absent (0 points).

WRITING ASSIGNMENTS.

Your two papers will be reviews of either an album or a performance of your choice. You may review a studio album; a recording of a live performance; a video of a live performance; a livestream; or an actual live performance in which you are sharing space with the performer. Reviewing an individual song is not enough; the body of music you review should be at least the length of a traditional album (i.e. about 40 minutes) or longer. Please go to the "Assignment" section of the Canvas page and click the two "Review" assignments in order to see detailed instructions on how the reviews should be written; or, you can wait until we discuss the review-writing assignment on September 7, at which point additional instructions on review writing requirements will be distributed.

NOTE: You will submit your reviews via e-mail (to ed-macan@redwoods.edu), not hard copy, by 11:59pm on the days they are due (see below). When I receive a paper that you have submitted via e-mail, I will reply "paper received." If you submit an assignment to me via e-mail and I do not reply "paper received" within 72 hours, assume I did not receive your paper and contact me ASAP; be aware I consider the date of receipt to be the date I actually receive the paper, not the date the student attempted to send it electronically.

In answer to the inevitable question, yes, written papers are accepted late. Here's how it works: 1/3 of a grade (i.e. A to A-) is deducted if the paper is handed in after the due date but by the end of the week in which it was due (i.e.,

Friday at 4:30 pm), 2/3 of a grade (i.e. A to B+) is deducted from a paper handed in one class session late (i.e., the following Monday/Tuesday after the previous Wednesday/Thursday), one full grade (i.e. A to B) for each week it is late. Keep in mind the clock is always running; therefore, papers more than four weeks late are no longer accepted.

PLAGIARISM. The first instance of plagiarizing a paper may result in a F for that exam/paper. The second instance of cheating or plagiarizing may result in an “F” for the course.

DUE DATES:

Review #1: Wednesday, September 21

Review #2: Wednesday, October 19

CLASS SCHEDULE (approximate).

| | |
|---|---|
| 08-22. Intro to Course; Basics of Rhythmic Notation (ch. 1) | 10-24. Quiz, Chapter #5 |
| 08-24. ch. 1, concluded | 10-26. Begin ch. 6 (Major scales, part I); |
| 08-29. Begin Meter (ch. 2) | subdivisions of compound beats; Recorder, p. 14 |
| 08-31. Quiz, Chapter #1 ; ch. 2, continued | 10-31. ch. 6 cont'd. |
| 09-07. begin counting music (ch.3); commence rhythm exercises I (Booklet, p. 52); discussion, how to write a review | 11-02. ch. 6 review; Recorder, p. 16; |
| 09-12. Quiz, Chapter #2 ; ch. 3 continued | ch. 3, tied rhythms (pp. 13-14) |
| 09-14. complete p. 53 | 11-07. Quiz, Chapter #6 ; Recorder, p. 17 (C scale) |
| 09-19. Begin ch. 4 (intro to the keyboard, I); | ch. 3, syncopation (p. 14) |
| divisions of simple beats; commence rhythm exs. II, 1-12 (p. 54) | 11-09. Begin ch. 7 (Major scales, part II); ch. 3, dotted |
| 09-21. ch. 4 (treble clef); continue rhythm exs. II, 1-12 | rhythms (pp. 14-15); begin part II of “When the Saints” |
| Review #1 due | 11-14. ch. 7 cont'd. |
| 09-26. ch. 4 (bass clef); begin recorder instruction (p. 7-8) | 11-16. Quiz, Chapter #7 ; finish ch. 3(triplets and duplets) |
| 09-28. C clefs (ch. 4); Recorder, p. 9; commence rhythm exs. II, 13-20 (p. 55) | begin part III of “When the Saints” |
| 10-03. Octave designation system (ch. 4); Recorder, p. 10 | 11-28. Quiz, Chapter #3 ; begin ch. 8 (Minor Keys) |
| 10-05. Recorder, p. 11; begin ch. 5 (intro to the keyboard, II); | 11-30. Chapter 8 continued |
| Quiz, chapter #4 | (relative, parallel, closely-related keys) |
| 10-10. ch. 5 (whole and half steps, sharp and flat symbols) | 12-05. Ch. 8, cont'd. (natural, harmonic minor scales); |
| 10-12. ch. 5 (W & H steps, cont'd.); “When the Saints,” p. 58 | begin part IV of “When the Saints” |
| 10-17. ch. 5, Chromatic scale; | 12-07. ch. 8, cont'd. (melodic minor scales) |
| 10-19. ch. 5, Whole-tone scale; Recorder, p. 13; subdivisions of simple beats; Review #2 due | 12-12. Performance Final; Quiz, Chapter #8, 10:45 a.m. |

NOTE: Students are kindly requested to **PLEASE NOT PLAY THEIR KEYBOARDS** when we are not doing class keyboard instruction. Thank you for your cooperation in this matter, which will make life more tolerable for all of us.

NOTE: Concerning the electronic keyboards in CA104, (a) please do not put any food, beverage, or beverage container, full or empty, on the keyboards at any time; (b) please do not write on the keys of the keyboards; (c) please remove and insert headphone jacks *gently* into the keyboards.

NOTE: There are nine practice rooms available in the Creative Arts Building from 8 a.m. to 9 p.m. on Mondays through Thursdays, and from 8 a.m. to 4:30 p.m. on Friday. They are available to C.R. music students on a first-come, first-serve basis. Please do not put food or beverage containers, either full or empty, on any of the practice room pianos.

NOTE: No texting/electronic devices during class time, please.

NOTE: Your continued enrollment in this class after the end of the second week of the semester indicates that you have read, understood, and agreed to the terms of this syllabus. Please be aware that if you miss four consecutive class meetings at any point in the semester through the end of the tenth week, you will be automatically dropped from the class. In order to be readmitted after you have been dropped, you will have to justify your readmittance to me, and present a credible plan for passing the course with a “C” or higher. If you plan to remove yourself from the class roster, remember that Friday of the tenth week (October 28) is the deadline for dropping classes. Please be aware that in accordance with college policy, incompletes are given only in highly unusual circumstances, most often for unforeseeable medical emergencies. An extensive work load, academic or otherwise, is not sufficient cause to grant an incomplete.

NOTE: C.R. complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.

