Music 1312: Ear Training and Musicianship II

Syllabus, Spring 2022

Instructor: Dr. Daniel Goldberg
Office Hours: by appointment via danielgoldberg.youcanbook.me or email
Office: DRMU 160
Email: daniel.goldberg@uconn.edu

Class Meetings

Section 001: MW, 8:00–8:50, MUSB 108 or remote meetings via the course website
Section 002: MW, 9:05–9:55, MUSB 108 or remote meetings via the course website

Course Description

This course is the second part of a three- or four-course sequence devoted to musicianship skills, typically taken in conjunction with the sequence of harmony courses. Students will develop skills and techniques for singing from musical notation, transcribing melodies and chords, and singing musical elements and recognizing them by ear. Notation and styles of Western music are the primary focus. Coursework includes practicing musical skills independently and in class; frequent homework assignments; in-class and individually scheduled assessments of skills; and several quizzes and tests.

Course Skills

Students of Ear Training and Musicianship II will build proficiency in skills including:
- Singing using diatonic movable-do solmization syllables and hand signs
- Singing and transcribing diatonic melodies with numerous leaps
- Performing varied rhythms in a range of simple and compound time signatures
- Transcribing bass lines, simplified upper voices, and Roman numerals for diatonic chord progressions
- Singing and identifying large intervals, dominant seventh chords, and cadence types by ear

Course Materials

- Berkowitz, Fontrier, Kraft, Goldstein, and Smaldone. *A New Approach to Sight Singing*. 6th ed. New York: Norton, 2017.

  o Students must use the sixth edition of this textbook, which should be available from the UConn bookstore.

  o The same book is required for all courses in the ear training sequence, so purchasing it may be less expensive than repeated renting.

- Auralia 6 Cloud Student. Melbourne: Rising Software, 2019.

  o To buy Auralia, go to https://www.risingsoftware.com/shop/aucec/ and purchase a 12-month license to use the program the school code UCONN and the school PIN 3PC6. Make sure that you buy the correct version of the program! It should be called "Auralia Cloud Student" and should cost $35.

  o Next, download, install, and launch the software and log in with your login name and password. Go to "Change your details" in the "Settings" menu, change your password, and select "Music 1312" as your class.

  o If you need help with registering or getting the software to run properly, consult the resources at https://www.risingsoftware.com/cloudsupport/.

- EarMaster 7 Cloud. Aarhus, Denmark: EarMaster ApS, 2018.

  o Students do not need to purchase EarMaster, as access to the software will be provided by the UConn Music Department. Each student enrolled in the course will receive an email containing a link to download the program and a username and password.

  o For EarMaster technical support, consult https://www.earmaster.com/support/earmaster-cloud-support.html or email cloud@earmaster.com.

- In case you are ever unable to use EarMaster or Auralia on your own computer, a computer running both programs is available in the Music and Dramatic Arts Library. However, since this computer may not be accessible at times during the semester due to public health concerns, students whose circumstances prevent them from accessing the necessary computing resources should contact the instructor and consult https://techsupport.uconn.edu.

- Additional materials and information will be posted on the course website on HuskyCT.

- Always bring staff paper and a pencil with an eraser to class! Even when ear training class meets online this semester, you should still be prepared to write musical notation by hand. Staff paper can be purchased from the UConn bookstore, or individual sheets can be printed from a website such as http://www.music-paper.com/free-staff-paper.html.

- Though not required, headphones are recommended; even an inexpensive model will likely provide better audio quality for listening exercises in this class than computer speakers do.

Grading Summary

Two alternate grading schemes will be used for this course. In one scheme, assignments and class participation count for a large part of the grade, while tests, quizzes, and singing assessments count for less. In the other scheme, assignments and participation count for less of the grade, and tests, quizzes, and singing assessments count for more. Overall grades will be calculated using both schemes, and each student will receive whichever of their two overall grades is higher.

Scheme 1

20% for attendance and class participation
30% for assignments, of which:
   Auralia assignments make up at least 10%
   EarMaster assignments make up at least 10%
   Journal entries make up no more than 10%
20% for singing assessments
30% for tests and quizzes, of which:
   Quizzes make up a total of 10%
   Tests make up a total of 20%

Scheme 2

10% for attendance and class participation
15% for assignments, of which:
   Auralia assignments make up at least 5%
   EarMaster assignments make up at least 5%
   Journal entries make up no more than 5%
30% for singing assessments
45% for tests and quizzes, of which:
   Quizzes make up a total of 15%
   Tests make up a total of 30%

Attendance and Participation

Attendance is mandatory as a prerequisite for participation and entails arriving in class or joining the online class meeting at or before the start time. Joining the class a few minutes early is recommended to minimize delays caused by technical problems. Active engagement in all in-class exercises and adequate preparation for class are likewise required and will be emphasized over correctness of responses. Mistakes are part of learning and will not be penalized unless they evince lack of preparation.

Grading and making up classes. Ear training class meets 27 times this semester, so each class meeting is worth 1/27th of the attendance and participation grade. Arriving late or otherwise missing a substantial part of a class meeting will result in a grade reduction of at least two points on the six-point scale below for that meeting. If you cannot attend a given class at the scheduled time, you may make up the class by watching the recording of the class posted on the course website and submitting documentation showing that you completed all the in-class activities. Depending on the types of activities that occurred during that class, this documentation could consist of one or more audio recordings of yourself singing and/or one or more images of your written work. To receive full credit, you must submit your documentation by email or in the Class Participation Journal on the course website before the next class meeting. A class made up after the following class meeting will receive a grade reduction of two points on the six-point scale.

Classwork exercises. Class meetings will be in person whenever university policy permits. During parts of the semester when the university policy requires classes to meet remotely, class meetings may sometimes be replaced by sets of classwork exercises in EarMaster and/or on the course website. In those cases, the classwork must be completed by the end of the day of the scheduled class meeting and will be graded for completion, not correctness, as long as students make a reasonable effort to improve their performance by attempting difficult exercises multiple times.

Homework Assignments

Homework will be assigned frequently, with instructions posted on the HuskyCT course website. Assignments will normally consist of:

- Sight-singing exercises in EarMaster to prepare for class
- Weekly exercises in Auralia
- Weekly entries in an ear training practice journal on HuskyCT

Sight singing in EarMaster. Students will be assigned to practice two or three sight-singing melodies before class meetings on Mondays. Melodies may be drawn from the Berkowitz textbook or other sources, and each melody will be made available for sight singing in EarMaster. Students who believe that they are receiving a lower score than they deserve due to the software failing to detect their singing accurately may record a video of their singing and turn in the video in the Software Problem Journal on the course website. These melodies will be closely related to the singing assessments held during class.

Assignments in Auralia. Exercises involving tasks such as transcription and aural identification will be assigned weekly in Auralia and will normally be due by class time on Monday. Written homework or exercises in EarMaster may occasionally be assigned instead of work in Auralia.

Ear training practice journal. All students are required to make one entry per week in an ear training practice journal on the HuskyCT course site until they master three skills from a menu of options. Each entry should describe at least 15 minutes of self-directed ear-training practice that the student has undertaken during the past week in addition to time spent on the EarMaster and Auralia assignments. Occasionally a specific task may be assigned, but for most weeks students may choose the type of ear training practice that they find most helpful for completing one or more of the tasks that they have selected from the list of options. Once a student has successfully mastered these three skills, they are not required to complete journal entries for the remainder of the semester. The percentage of the course grade that practice journals count for depends on when a student finishes their three skills: if this process takes the entire semester, then practice journal entries count for 10% of the grade. If a student finishes their skills and stops completing journal entries before the end of

the semester, then practice journal entries will count for proportionally less of the grade, and EarMaster and Auralia assignments will account for a little more than 10% each to make up the difference, so that all three types of assignments still add up to a total of 30% of the course grade. More detailed guidelines about ear training practice journals are available on HuskyCT.

Grading and late work. All assignments will be graded using the six-point scale provided below. Late assignments that are made up before the next assignment of the same type is due will receive a deduction of one point on the grading scale. The grade for a late assignment made up after the deadline for the next assignment of the same type will be reduced by two points on the six-point scale.

Missed Work

A total of three missed class meetings, EarMaster or Auralia assignments, or practice journal entries will be excused without affecting the final course grade. Students do not need to provide a reason for missing one of these classes or assignments and do not need to notify the instructor about the work they missed. The three missed items may consist of any combination of classes, EarMaster assignments, Auralia assignments, and practice journals. Other types of missed assignments and assessments will not be excused.

Singing Assessments

Students' singing and other musicianship skills will be graded several times during the term. Each student must meet with the instructor at least once outside of class and must sing individually during class.

Out-of-class singing assessment. Guidelines for out-of-class singing will be posted on the HuskyCT course website. Students are responsible for making appointments with the instructor to complete these assessments, using danielgoldberg.youcanbook.me or by email. Students who fail to make and keep appointments outside of class will receive no credit for those parts of the assessment. Out-of-class singing assessments will be evaluated on the six-point scale listed in the rubric section below.

Prepared in-class singing. Most class meetings will begin with one or more individual sight-singing performances that will be closely related to the homework due on that day. Grading of these in-class singing assessments will be based on completion—that is, any good-faith effort to complete the task to the best of the student's ability will receive full credit. Students will sign up in advance to sing on a given day, and any students who do not sign up will be assigned to one of the remaining slots. Any students who are not present on the day when they are scheduled to sing individually will receive no credit for the assessment unless they contacted the instructor about their absence before class.

Group singing project. Once during the semester, students will be assigned to perform a duet or other multi-part vocal piece in a small group. Students will rehearse the piece in groups outside of class and will give a performance for the class on a designated day. If university policies prohibit in-person meetings during the period when students are working on this assignment, students will instead prepare a multi-track recording. Further guidelines will be provided on the course site on HuskyCT.

Quizzes and Tests

Coursework includes two quizzes and two tests, held during class time. Quizzes will be written by hand and completed in class unless university policy prohibits in-person class meetings on the day

when a quiz is scheduled. Tests will be completed using Auralia, and students may complete them in a location other than the classroom. Guidance to assist with preparation will be provided prior to each of these assessments.

If a student must miss a scheduled quiz or test, the student should contact the instructor as far in advance as possible to provide an acceptable reason for the absence and to request to make up the assessment. Only exceptional circumstances justify missing quizzes and tests. Students who fail to take a quiz or test without receiving approval of the instructor in advance will receive no credit for that assessment.

Grading Scales

Overall letter grades for the course will be determined according to the following scale:

A: 93–100%   C: 73–76.99%
A-: 90–92.99%   C-: 70–72.99%
B+: 87–89.99%   D+: 67–69.99%
B: 83–86.99%   D: 63–66.99%
B-: 80–82.99%   D-: 60–62.99%
C+: 77–79.99%   F: 0–59.99%

Assignments and singing assessments will be evaluated using the six-point scale listed below. This scale is not a fraction or percentage system; that is, 4 is *not* equivalent to 4/6 or 66.7%. Instead, the numbers are comparable to letter grades. Note that journal entries will not be graded for the correctness of the performance, only for the clarity and completeness of the documentation.

Grade	Description for Out-of-Class and Group Singing	Description for Journal Entries	Usual EarMaster Equivalent	Usual Auralia Equivalent	Equivalent in Course Grade Calculation
6	very good performance; demonstrates strong grasp of skills and concepts with no or minor errors, as well as evidence of creative engagement with the task if applicable	clear description of 15 minutes of practice, including all details needed to reproduce the exercises and recorded or photo documentation	80% or above	85% or above	100%
5	executed well, showing good understanding and preparation, but with one substantial error or a few small errors	description of 15-minute practice with most details but no video, audio, or photo	70% to 79%	75% to 84%	90%
4	multiple substantial errors, but still shows a reasonably good grasp of underlying skills and concepts; evidence of full effort	description of 15-minute practice with several details missing and no video, audio, or photo	60% to 69%	65% to 74%	80%
3	shows effort, but serious errors or sloppy	description of practice is unclear	50% to 59%	45% to 64%	70%

	execution call the command of skills and underlying concepts into question and suggest insufficient preparation	or practice activity may not be suitable; no video, audio, or photo			
2	shows only partial effort and preparation; struggles with old as well as new skills	very unclear description or clearly unsuitable practice	30% to 49%	25% to 44%	60%
1	incomplete or unacceptable performance	incomplete or unintelligible entry	1% to 29%	1% to 24%	30%
0	not attempted	not submitted	0%	0%	0%

Group Study and Academic Misconduct

Group study is acceptable and encouraged, as is working together on group singing projects and practice reported in journal entries. One option for finding other students to work with is the study group application on Nexus (https://nexus.uconn.edu/secure_per/studygroups/index.php).

All other assignments must be completed individually, without input from others. Students may consult one another in general terms in order to clarify concepts, but collaboration on assignments is unacceptable. Do not show your work to other students before turning it in, and do not ask to see another student's work. On quizzes and tests, no form of consultation or collaboration is permitted. For further information on UConn's policies and procedures, refer to http://community.uconn.edu/academic-misconduct/. If you do not understand the task that an assignment requires, ask the instructor for clarification by email as soon as possible.

Student Privacy and Identity

Some classes for this semester's course will be conducted over Zoom. As the host, I will record these sessions using Zoom's recording feature. The recording feature for others in attendance will be disabled so that no one else will be able to record a session. In order to protect student privacy and intellectual property rights, students are prohibited from recording any session, or any portion of a session, by other means. At my discretion and in accordance with University policies and guidelines, I may share recorded sessions with the class to provide students with an additional opportunity to review course content. Sharing any recorded content without my written permission is prohibited. If you would like to ensure that your likeness is not captured during an online class, please turn your camera off.

Videos, audio recordings, and written work created by students as part of this course are for sole use of the students enrolled in this course. Any other use of these materials or any pictures or derivatives of them without the written consent of the creator is prohibited. The unauthorized recording or sharing of course content may be considered a violation the law, University policy, and/or The Student Code.

The University of Connecticut is required to verify the identity of students who participate in distance learning or online courses and to establish that students who register in these courses are the same students who participate in and complete the course activities and assessments and receive academic credit. Verification and authentication of student identity in this course will include

logging in to the HuskyCT course site to attend classes, turn in assignments, and access course materials.

Covid Safety Measures

Until further notice, to ensure a safe learning environment for everyone, masks/face coverings must be worn at all times when inside buildings, including in the classroom, regardless of vaccination status. As described in the guidelines about proper usage of masks from UConn Environmental Health and Safety, available at https://ehs.uconn.edu/wp-content/uploads/sites/1131/2020/06/Face-Covering-Handout.pdf, masks must always be covering your nose and mouth and should fit snugly against your face.

If a student is not wearing a mask/face covering or is not wearing it properly, they will be asked by the instructor to put one on immediately or leave the classroom. Repeatedly failing to follow this expectation will result in a referral to Community Standards. Eating is not permitted; brief unmasking is permitted to drink. If an instructor is not wearing a mask/face covering, students should feel comfortable asking the instructor to put one on immediately.

Although social distancing is not required inside classrooms for vaccinated individuals, please be respectful of the wishes of others who prefer to maintain social distancing, including during in-class activities. For their own protection, unvaccinated individuals are requested to maintain 6 feet social distancing from others.

Disability

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or http://csd.uconn.edu/. The instructor will make every reasonable effort to accommodate disabilities according to the guidelines provided by the CSD. Accommodations must be approved by the CSD in order to be implemented.

Discrimination and Harassment

Every individual involved in this course will treat all others respectfully and fairly. If you are treated inappropriately due to your identity or for any other reason, please contact the instructor or another authority.

All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at equity.uconn.edu and titleix.uconn.edu.

For further information about University policies, see http://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/.

Distress and Illness

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the Student Health and Wellness-Mental Health (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor, or contact the office at (860) 486-4705, or https://studenthealth.uconn.edu/ for services or questions.

If life circumstances are affecting your ability to focus on courses, you can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

Information about what to do if you test positive for COVID-19 or you are informed through contact tracing that you were in contact with someone who tested positive, as well as answers to other important questions, can be found here: https://studenthealth.uconn.edu/updates-events/coronavirus/

Class Schedule

The list of class topics below represents content that will be newly introduced on each day; review of skills from preceding classes will continue throughout. Progress through course content will be tailored to meet students' needs, so this schedule should be treated as an example that will likely be adjusted over the course of the term. Dates of class meetings and exams will not change except under extraordinary circumstances.

Week 1: Wednesday, January 19
Introduction to the Course, Review of Do/Ti Test

Week 2: Monday, January 24, and Wednesday, January 26
Rhythm Reading, Recognizing Tritones, and Arpeggiating Triads in Minor

Week 3: Monday, January 31, and Wednesday, February 2
Singing and Dictation with Tritones and V^7 Chords, Tonic Identification on Recordings

Week 4: Monday, February 7, and Wednesday, February 9
Singing and Dictation with Sevenths and V^7 Chords, Error Detection with Arpeggiated Chords

Week 5: Monday, February 14, and Wednesday, February 16
Singing and Dictation with viiº Chords, **Quiz 1 on Wednesday, February 16**

Week 6: Monday, February 21, and Wednesday, February 23
Singing and Dictation with Sixths, vi Chords, Recognizing Types of Cadences

Week 7: Monday, February 28, and Wednesday, March 2
Interval Inventory in a Scale, Intervals and Solfège on Recordings, Do/Ti Test with Bass Lines

Week 8: Monday, March 7, and Wednesday, March 9
Review for Test 1, **Test 1 on Wednesday, March 9**

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Week 9: Monday, March 21, and Wednesday, March 23
Less Familiar Time Signatures, Sight Singing in Tenor Clef

Week 10: Monday, March 28, and Wednesday, March 30
Triplets, Arpeggiated Chord Progressions, Do/Ti Test with Roman Numerals, Multi-Part Singing

Week 11: Monday, April 4, and Wednesday, April 6
Group Singing Performances on Monday, April 4, Performance and Dictation with Syncopation

Week 12: Monday, April 11, and Wednesday, April 13
Quiz 2 on Monday, April 11, Recognizing Common Chord Progressions, Rhythm Error Detection

Week 13: Monday, April 18, and Wednesday, April 20
Compound Melody, Identifying Intervals and Solfège Syllables, Multi-Part Singing

Complete Out-of-Class Singing Assessment by Friday, April 22

Week 14: Monday, April 25, and Wednesday, April 27
Review for Test 2, **Test 2 on Wednesday, April 27**