

Syllabus for  
**MUS 100 - Fundamentals of Music**  
3 Credit hours  
Fall 2009

I. COURSE DESCRIPTION

A study of the rudiments of music including notation, scales, key signatures, simple intervals, primary triads, dominant seventh chords, basic musical terminology, and simple practices in contemporary music as well as ear training and keyboard chording. (Not designed for music majors.)

Prerequisite: None.

II. COURSE GOALS

The course is designed to help the student recognize the order and diversity in God's world as seen through the basics of music theory. It is offered to help the student gain an understanding of the basics of music theory and to begin applying these principles to music composition and performance. A general approach is taken toward the subject matter in order for the student to continue his or her study and enjoyment of music on an individual basis.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Write and recognize all items used in music notation, names of notes on the staff, the clefs, kinds of notes and rests, accidentals, meters, key signatures and performance symbols.
- B. Distinguish the style of music as suggested by the form and content of the melody, tempo and style markings.
- C. Write and recognize the names of all major and minor keys.
- D. Write and play various major and minor scales.
- E. Write and/or play the I, IV, V, and V<sup>7</sup> chords.
- F. Identify or analyze an underlying chord when used as a base for a simple melody line.
- G. Transpose a given melodic fragment to another key.
- H. Sight read a simple melody by playing it on the piano.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
  - 1. Textbooks  
White, Gary. MUSIC FIRST!. McGraw-Hill. Fifth Edition, 1997.

2. Other  
None
- B. Optional Materials
  1. Textbooks  
None
  2. Other  
None

## V. POLICIES AND PROCEDURES

- A. University Policies and Procedure
  1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
  2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
  3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
  4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
  5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
    - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
    - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. Department Policies and Procedures – see the Music Department Student Handbook.
- C. Course Policies and Procedures
  1. Evaluation Procedures
    - a. Tests – one after each two chapters. 50 points each
    - b. Listening tests. 50 points each
    - c. Mid-term test. 100 points
    - d. Final test. 100 points
    - e. Standard grading scale
      - 90-100% - A
      - 80-89% - B
      - 70-79% - C
      - 60-69% - D
      - Below 60% - F
  2. More than three (3) unexcused absences will affect the final grade.
  2. ePortfolio Requirements  
There are no ePortfolio Requirements for this course

## VI. Course Calendar

Week 1	Course Introduction: Basic music notation including key signatures and performance symbols.
Week 2	Chapter one - Pitch
Week 3	Chapter Two – Rhythm
Week 4	Chapter 3 – Simple meter and ear training  <b>Exam 1</b>
Week 5	Chapter 3 and Transposition
Week 6	Chapter 4 – Compound meter and ear training
Week 7	Chapter 5 – The keyboard
Week 8	Chapter 6 – Major scales and ear training  <b>Mid-Term Exam</b>
Week 9	Music History: Basic time divisions and characteristics
Week 10	Chapter 7 – Intervals and ear training
Week 11	Chapter 8 – Minor scales and ear training
Week 12	Music History: Significant composers and works for each period  <b>Exam II</b>
Week 13	Chapter 9 – Looking at the Musical Background
Week 14	Review Major and Minor scales and intervals.
Week 15	Chapter 10 – The Harmonic System
Week 16	Prepare for <b>Final Examination</b>

## Course Inventory for ORU's Student Learning Outcomes

### Fundamentals of Music MUS 100 Fall 2009

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking		X		
2B	Information literacy		X		
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation	X			
2E	Intellectual creativity		X		
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship		X		
4E	Leadership capacity		X		