Music Theory for Non-Majors

	MUSC 105 (Section 900, Spring 2024 Department of Music Towson University	

Instructor	Dr. Terry B. Ewell [he/his/him]	Office Phone	410-704-2824 (email preferred)
E-mail	tewell@towson.edu	Office	CFA 2102
Office hours	T. 10-10:50 am, and	Credit Hours	3
Classroom	Online if requested	Meeting Days/Time	Online, no assigned meeting times.

The instructor reserves the right to change the website or syllabus if needed.

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I.   Course Overview

Course Description

Theoretical concepts through practical experiences with notation, meter, scales, intervals, and chord structures. Open to non-majors and music minors. GenEd II.C.1 or Core: Creativity & Creative Development. Lab/Class fee will be assessed.

Course Learning Goals and Outcomes

This is a Creativity and Creative Development Course (Category 4)
Applicable Learning Goals:

G2. Students will explore and integrate knowledge in order to understand how various disciplines interrelate by.
a. Articulating relevant basic assumptions, concepts, theoretical constructs and factual information of a discipline.
b. Understanding and applying relevant discipline-specific methodologies and strategies of inquiry.
c. Applying appropriate critical-thinking/problem-solving skills and communication skills in discipline specific contexts.
G3. Students will use inquiry and critical judgment to make decisions by:
b. Thinking in complex terms that move beyond an either/or binary approach.
G4. Students will identify, interpret, evaluate, and integrate human values by:
a. Demonstrating an understanding and application of human values (e.g., moral, ethical, aesthetic).
b. Demonstrating an understanding of competing human values as evidenced by cultural, socio-economic or other differences.

Course Outcomes. Students will be able to:
O1.   (Outcome 1) Apply in practice a range of expression within a specific art while exhibiting rigorous standards of technique.
O2.   Demonstrate content knowledge through an analysis and synthesis of representative examples, ideas and skills.
O3.   Articulate by means appropriate to the discipline the ways in which theory and practice meet in the creation of the specific art form. These means may include verbal, written and observable products and or presentations.
O4.   Show how history, aesthetics, form and composition, techniques and/or pedagogy contribute to the process of creative development

Further Explanation

This course has been designed and structured for students with very little or no musical background. Its goal is to provide students with the rudiments of music notation and then to use those tools to examine musical culture, heritage, and expression. In addition, students will comment upon and complete small musical

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projects. Students are not expected to have any formal music education; knowledge of Western musical notation or theory is not required to start this course.

Course Objectives
(1) To demonstrate mastery of basic musical terms and concepts (O2), (2) Practical experience with music notation (O3; G2) (3) Practical experience with correlating sound with music notation (O4; G3), (4) Application of musical terminology in written critiques and assignments. (O1, O4; G4).

Course Materials

Required Materials

Required Lecture and Reading Materials:
The course home page is available at: www.terryewell.com/m105. You will be supplied with the login information by email or you may find it on Blackboard. Required readings and assignments are directly linked to the course webpages. Materials for part of the course will be drawn from OpenStax also known as Connexions (cnx.org), a website operated by Rice University under a Creative Commons license. These materials are provided without cost.

Required Hardware:
Multimedia capable computer with Internet connection. Check for compatibility with the software below. MAC or PC computers. See the information given at "Online Course Requirements & Keys to Success" at <http://www.terryewell.com/m105/w_keys.html>.
Please note that phones and tablets will not be able to complete all of the required assignments in the course.

Required Software:

The following free, cross-platform, stand-alone or web-based applications will be used in this course. Substitutions may be used with the instructor's permission:

Adobe Acrobat Reader (free, PC, Mac, Linux) https://get.adobe.com/reader/
 Privacy notice: http://www.adobe.com/privacy.html. I suggest that you uncheck the additional offers before downloading the reader.

Dropbox. (Privacy notice: https://www.dropbox.com/privacy). You will be receiving invitations to this.

Microsoft Word (PC, Mac). TU students have access to this software. Privacy notice: https://www.microsoft.com/en-us/privacystatement/. You must use this software for grading rubrics to function with your papers.

Musescore (PC, Mac, Linux). Privacy notice: https://musescore.com/legal/privacy

In addition:
At least two media players (PC): Flash (free; PC, Mac, Linux); QuickTime Player (free; PC, MAC); RealPlayer (free; PC, MAC, Linux); Windows Media Player (probably already installed); or VLC Media Player (free; PC, Mac, my new favorite)

At least two media players (MAC): iTunes (probably already installed); QuickTime Player (free; PC, MAC); RealPlayer (free; PC, MAC, Linux); VLC Media Player (free; PC, MAC, my new favorite)

At least two web browsers.

Course Mode

There are no face to face meetings for the course. Course delivery and reception is asynchronous, that is, students are not required to view course materials at any particular hour of the day.

II. Course Requirements, Grading, and Evaluation

Grades

Items	Percentage each item	Total Percent of Grade
Introduction	1	1
Introductory Test	1	1
Journals (11)	3	33
Music Theory Cumulative Tests (3)	8	24
Compositions (2)	7	14
Final Composition (1) (serves as the course final)	25	25
Student Survey	2	2
TOTAL		**100**

The quizzes may be repeated to improve the quiz results and further mastery of the materials. Quizzes are not graded but serve as preparation for Tests and Projects in the course.

Tests may be taken only once (Except for the Introductory Test).
A mislabeled file is penalized 5 grade points except as noted below (Grade of 90 becomes 85). A returned paper missing the grading rubic is penalized 5 grade points except as noted below (Grade of 90 becomes 85).

Incorrectly submitted assignments (for instance, placed in the wrong folder) will receive a grade of "0."

Grading Scale: 93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 70-76 = C; 67-69 = D+; 60-66 = D; 59 and below = F

Students are responsible for checking the online gradebook at least once a week. Appeals to errors in the grade book or aspects of grading must be done in a timely manner, within two weeks of the due date of the assignment and except for the final assignment within the last day of class.

Graded Components

Please see the course website for complete details on lectures, readings, and projects. Written papers will be presented with academic prose (not speaking style) with correct grammar and spelling.

Here is an overview of the major types of assignments in this course:

- Introductory Assignments
- Tests
- Journals require students to answer select questions, provide reading notes, analyze compositions, review student analysis projects, use impersonal academic language, and alphabetize citations.
- Composition Projects (Compositions) require students to modify and create music with MuseScore. Students will import ".mscz" files supplied by the instructor and peers, edit files in the software using music notation, and then export files.
- Student Survey (Fall and Spring Semesters only). These provided required feedback on the course for Towson University assessments.

Please see the rubrics below for the complete listing of all components of the course.

Grading Criteria\Rubrics

Grading Rubric for Introduction Paper
Grade A+ (100): The posting was accurate—in the two locations, complete, the file was properly labeled.
Grade B+ (88): The posting was mostly accurate with one item incomplete or inaccurate: labeling, posting, or the rubric was deleted.
Grade B- (82): The posting was mostly accurate with two items incomplete or inaccurate: labeling, posting, or the rubric was deleted.
Grade C: There were multiple errors in the posting and file.
Grade F: (No Grade D) The assignment was not properly submitted, or the file was not readable.

Grading Rubric for Introductory Test (may be taken repeated times)
Grade A+ (100): The Test was completed with a passing grade.
Grade F: (0) The assignment was incomplete or a passing grade was not achieved.

Grading Rubric for Practice Quizzes (may be taken repeated times)

Quizzes are provided for practice in this course and do not receive a grade. The results of the quizzes, however, are forwarded to Dr. Ewell and may be reviewed.

Grading Rubric for Tests

Grade A: The student has full command of the content, answering questions accurately.

Grade B: The student has good command of the content, answering almost all questions accurately.

Grade C: The student has satisfactory command of the content, answering most of the questions accurately.

Grade D: The student has poor command of the content, answering a portion of the questions accurately.

Grade F: The student did not complete the examination or does not have command of the content.

Grading Rubric for Journals

Criteria	Max mark	Your mark	Your grade	F grade (F)	D grade (D)	C grade (C)	B grade (B)	A grade (A)
				0% to 59%	60% to 69%	70% to 79%	80% to 89%	90% to 100%
Indication by the student of hours studied for the week.	10			No indication	Less than 4	4 or more	5 or more	6 or more
Journal completion	20			Not included or incorrect	Not complete or incorrect information	Lacking details	Good, but more information was available	Complete with accurate information
Non-personal academic writing	30			Does not meet standards for a university course.	Significant problems with language: spelling, personal references, grammar, etc.	More problems with language: spelling, personal references, grammar, etc.	A few problems with language: spelling, personal references, grammar, etc.	Excellent use of language
Citations	10			Citations are not included	Citations are frequently missing and not in the correct style	Citations are occasionally missing or not in correct style	A few citations are occasionally missing or not in correct style	Citations are present and in correct style
Overall quality of the paper	30			The document is not submitted or does not meet the level expected for 300-level work at Towson University.	The document has serious flaws in presentation, critical thinking, mechanics, rigor, and/or creativity. Only some of the goals and objectives are met in the document.	The document has some significant flaws in presentation, critical thinking, mechanics, rigor, and/or creativity. It barely meets the required goals and objectives.	The document is less cohesive in critical thinking than that of an "A" document. The document is well written, and goals are accomplished, but with less rigor, sophistication, or creativity than in an "A" document. There may be some mechanical errors.	The document reveals critical thinking in the application of principles presented in online lectures, discussions, and readings, as well as the student's own research on the topic. Goals and objectives are clear and are clearly met in the final product
Mislabeled file -5 Wrong Template or missing rubric -5		-0						
Total	100	F8						
Percentage	100%	F8						
	0	F8						
Grade for this assignment			F8					

Grading Rubric for Analysis Projects

Comments on your assignment:

Criteria	Max mark	Your mark	Your grade	F grade GPA 0.0 (F)	D grade GPA 1.0 - 1.49 (D)	C grade GPA 1.5 - 2.49 (C)	B grade GPA 2.5 - 3.49 (B)	A grade GPA 3.5 -4.0 (A)
				0% to 59%	60% to 69%	70% to 79%	80% to 89%	90% to 100%
Imitation, lyric melody	10			Comments not included or incorrect	Comments not complete or incorrect information	Lacking details	Good, but more observations were possible	Complete with accurate observations
Harmony	10			Comments not included or incorrect	Comments are not complete or incorrect information	Lacking details	Good, but more observations were possible	Complete with accurate observations
Suggestions for improvement	20			Comments not included or incorrect	Comments not complete or incorrect information	Lacking details	Good, but more observations were possible	Complete with accurate observations
Ending	10			Comments not included or incorrect	Comments not complete or incorrect information	Lacking details	Good, but more observations were possible	Complete with accurate observations about the correct tonic note and length
Overall quality of the analysis	50			The comments were not submitted.	The comments have serious flaws in presentation, critical thinking, or rigor. The document may not have been of the proper length.	The comments have significant flaws in presentation, critical thinking, or rigor. The document may not have been of proper length.	The comments are less cohesive in crucial thinking than that of an "A" document. The student has adequately assessed the work of colleagues and provided appropriate feedback. The comments were of the proper length.	The comments reveal critical thinking in the application of principles presented in the readings, class materials, and online materials. The student has accurately assessed the work of colleagues and provided appropriate feedback. The comments were of the proper length.
Mislabeled file -5 Deleted Rubric -5		-0						
Total	100	press F8						
Percentage	100%	press F8						
Grade for this assignment			press F8					

Grading Rubric for Compositions

Comments on your assignment:

Criteria	Max mark	Your mark	Your grade	F grade GPA 0.0 (F)	D grade GPA 1.0 - 1.49 (D)	C grade GPA 1.5 - 2.49 (C)	B grade GPA 2.5 - 3.49 (B)	A grade GPA 3.5 -4.0 (A)
				0% to 59%	60% to 69%	70% to 79%	80% to 89%	90% to 100%
Imitation, lyric melody	20			Not included or incorrect	Not complete or incorrect aspects of the melody	Lacking some features of imitation or appropriate melody	Good, but with a few mistakes	Excellent use of imitation, good melody line with appropriate steps and skips
Harmony	10			Not included or incorrect	Does not indicate attention to the harmonies.	Several errors	A few errors but on the whole very good	Excellent matching of the melody with the harmony
Creativity	10			Not included	Demonstrates no musical creativity	Shows little musical creativity	One or more good musical ideas presented	Demonstrates appropriate musical creativity and effort
Ending	10			Not included or incorrect	Mostly incorrect	Lacking tonic, appropriate note length, or appropriate approach	Good, but a better solution was possible	Correct tonic note and length, good approach to the ending
Overall quality of the composition	50			The composition or the Final Composition wasn't completed or failed to show mastery of assignment requirements.	The composition or the Final Composition has serious flaws but shows mastery of portions of the requirements.	The composition has some significant flaws, but on the whole demonstrates mastery of most of the requirements. The Final Composition exhibits satisfactory creativity.	The composition has a few flaws either in missing aspects of the assignment or lack of command of the requirements. The Final Composition exhibits good creativity.	The composition completes all required aspects of the assignment and demonstrates a command of the requirements. The Final Composition exhibits excellent creativity.
Mislabeled file -5		-0						
Total	100	press F8						
Percentage	100%	press F8						

Criteria	Max mark	Your mark	Your grade	F grade GPA 0.0 (F)	D grade GPA 1.0 - 1.49 (D)	C grade GPA 1.5 - 2.49 (C)	B grade GPA 2.5 - 3.49 (B)	A grade GPA 3.5 -4.0 (A)
Grade for this assignment			press F8					

Grading Rubric for Student Survey

Grade A+ (100): The survey was completed.

Grade F: The survey was not completed.

III.   Course and University Policies

Attendance and Absence Policy

There are no required times of attendance in the course.

Late Work Policy

Late submissions are given a grade of "0" except for medical emergencies or prior approval by Dr. Ewell. Upon furnishing of medical excuse or other circumstances that meet with the instructor's approval, the penalty will be waived.

"Rule of 2" Policy

Students are expected to have a back-up plan ("Rule of 2") and complete assignments in enough time to overcome technological problems such as computer or Internet failure, software malfunctions, and lost files.

AI Software, ChatGPT, Generative Software, and Online Resources

The use of AI software for corrective, enhancive, summary, and generative uses are required in this course. Students must cite all enhancive, summary, and generative uses. The use of all online, Internet resources are allowed in this course even during the taking of tests and examinations.

Academic Integrity and Campus Safety Policies

This is an academic course: students will refrain from plagiarism.

Although this course is online, aspects of the TU Class attendance policy may be applicable.
http://www.towson.edu/cofac/documents/CLASSATTENDANCE.pdf
Civility – Students are responsible for complying with the TU Student Affairs 'Civility Code'
http://www.towson.edu/cofac/documents/CIVILITYCODE.pdf).
Students are responsible for remaining in good academic standing and must comply with the TU 'Student Academic Integrity Policy' (http://inside.towson.edu/generalcampus/tupolicies/documents/03-01.00%20Student%20Academic%20Integrity%20Policy.pdf).

Emergency Text Alerts: All students must sign up for the Campus Emergency Alert Text Message Notification System. Go to the following link for instructions to do so:
http://www.towson.edu/adminfinance/facilities/police/campusemergency/ and watch the emergency preparedness video and print out the pocket guide by clicking on this link:
http://www.towson.edu/adminfinance/facilities/police/campussafety/emergencyprep.asp.

Inclusion and Equity. https://www.towson.edu/inclusionequity/documents/recommended-syllabus-statement.pdf

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Sexual Misconduct/Title IX Procedures Towson University (TU) is committed to ensuring a safe, productive learning environment on our campus that does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or intimate partner violence, Please see http://towson.edu/titleix and https://www.towson.edu/about/administration/policies/06-01-20-policy-procedures-rep orting-hate-crimes-bias-incidents.html.

Weapons Policy: To promote a safe and secure campus, Towson University prohibits the possession or control of any weapon while on University property. The term weapon includes any potentially dangerous object or substance or replica thereof. The full policy can be found at this link: http://inside.towson.edu/generalcampus/tupolicies/documents/06-01.11%20Weapons%20Prohibited.pdf.

Course Repeat Policy

Course repeat policy: "Students may not repeat a course more than once without prior permission of the Academic Standards Committee." (if course can be repeated for credit, provide a statement such as "May be repeated for a maximum of X credits.")

Students with Disabilities Policy

Students with Special Needs/Disabilities should contact me at the beginning of the semester to discuss necessary accommodations for learning and testing. Accommodations are available for students with disabilities. If you need an accommodation, contact Disability Support Services (DSS) by phone at 410-704-2638 (voice) or 410-704-4423 (TDD), or by email to the director at swillemin@towson.edu, preferably 4-6 weeks before classes start. Also visit http://www.towson.edu/dss for more information. A memo from DSS authorizing your accommodation is needed before any accommodation can be made."

Please note that accommodations needed for an online class may be different than those needed for a traditional classroom setting, so it is important that you work with DSS to determine appropriate accommodations for this course as early as possible, preferably 4-6 weeks before classes start. Communication Guidelines

This is not an appropriate course for hearing impaired students. Activities in this course will require aural discernment of pitch, rhythm, dynamics, and other components of music.

IV. Communication Guidelines

Instructor Responses

Prof. Ewell tries to respond to email requests daily (week days), but in all cases you should have an email response from me within 48 hours during regular week days. Typically, he has the assignments graded within 72 hours from the due date and time.

Prof. Ewell makes use of the "digital handoff." If you were in a face to face class, you would hand me your assignment and see me receive it. Since we are online, however, sometimes assignments aren't delivered. I will reply to every email attachment acknowledging its receipt, so you will know that I have it. Assignments placed in Dropbox folders, however, will not need a reply since both you and I can check for their placement there.

Prof. Ewell uses a "segregated workflow" model:
• 	Communication from students to me: via email or by phone. Email will receive the quickest response. Phone messages will only be accessed during office hours.
• 	Communication from me to students: Blackboard announcements, email, or by phone.
• 	Submission of student work: via Dropbox
• 	Return of student work with grade: via Dropbox.

General Guidelines

Log into our Blackboard course regularly and check your TU email during each weekday. Proactively respond to instructor and peer discussion posts/emails in a timely manner.

Email the instructor with personal matters (e.g., academic concerns, study conflicts, planned absence) **and follow the given email format.** Include our course number **MUSC 105** in the email subject; write with correct grammar and use appropriate language.

Online Etiquette Expectations

As you may have already experienced, communications in text or writing are easily misinterpreted, and to avoid such difficulties, our class will abide by the following guidelines for all communications:
- Use standard professional language.
- Be sensitive to cultural differences.
- Avoid slang and never use profanity.
- Feel free to disagree, but never disrespect
- Avoid text message acronyms (e.g., LOL).
- Avoid caps lock.
- Use appropriate grammar and spelling.

V. Technology Use & Requirements

Required Technical Skills

Basic computer literacy is required for this course in one of the computer formats (Windows, Macintosh, or Linux). For instance, students are expected to be able to create, save, and forward MS Word and other documents. At times these documents will be shared by Dropbox folders or as email attachments.

Students must have TU email and Blackboard for the course. Students must check their email accounts every weekday during the course. In addition, students will use Dropbox.

Some assignments will involve using digital media or intellectual property produced by others. Students are expected to follow all relevant laws in regard to copyright and intellectual property.

Further details for required skills and minimum competencies are provided at the "Computer Fundamentals" and "Keys to Success & Online Course Requirements" links which are on the course "Start Here" page.

You will learn many new technical skills in the course and I hope that you adopt the best practices I recommend throughout your course instruction.

Course Website

The most important site for the course is the course website: www.terryewell.com/m105. See Blackboard or Dr. Ewell's start up messages for the password. This site has links to course lectures, readings, assignments, and other materials.

Blackboard

- Login to Blackboard to access course materials.
- Towson provides support through their Blackboard Support site.
- As needed, use Towson's Blackboard help resources (e.g., tutorials).
- If you attempt to access Blackboard and it is unavailable beyond a scheduled maintenance, please view OTS Alerts to see if the system is available.

Technical Support

Student Computing Services (SCS) is your campus resource for Blackboard and other technology questions. Email SCS or call them at 410-704-5151. You may also visit the Student Computing Services lab on the 1st floor of Cook Library, room 35.

VI. Student Support Services & Resources

Academic Support

The mission of the Undergraduate Academic Advising Center (UAAC) is to ensure that informed, effective, and easily accessible academic advising, which addresses individual needs and interests, is available to every undergraduate student at Towson University.

Research Help

Cook library offers a range of services related to research, including book/article finding and/or borrowing, copyright issues, e-reserve, writing style consultation, searching strategies, etc.

Writing Services

Towson University offers a range of writing support services for undergraduate students, graduate students and international students, including the Writing Center, Online Writing Support and English Language Center.

VII. Course Schedule

All assignments must be submitted by 11:59 p.m. EST on the date due. Please contact Dr. Ewell if there is a discrepancy between dates in this calendar and on the unit pages.

Assignments in this course are due on Thursdays. A complete listing of lectures, readings, and other materials is provided on the course website.

Date	Day	Item Description
January		
	29	**Unit 1** Course Start up
February		
	1	Intro Test, Introduction Paper
	2	**Unit 2 Pitch and Pitch Notation**
	8	Test 1, Copyright and Plagiarism
	8	Journal 1
	15	Journal 2 (Post 1)
	16	**Unit 3 Note and Rest Values**
	22	Journal 3 (Report 1)
	29	Journal 4 (Post 2)

March

1	**Unit 4 Scale Degrees and Major Scales**
7	Journal 5 (Report 2)
14	Journal 6 (Test 2)

Spring Break

28	Journal 7 (Analysis 1)
29	**Unit 5 First Composition, Major Scales and Keys**

April

4	Composition 1
11	Journal 8 (Test 3)
12	**Unit 6 Meter, Aesthetics, and Second Composition**
18	Journal 9 (Test 4)
25	Composition 2
26	**Unit 7 Musical Textures, Further Analysis**

May

2	Journal 10 (Post 3) Test 5
9	Journal 11 (Analysis 2)
10	**Unit 8 Final**
16	Final Composition, Student Survey

VIII. Supplemental Resources

Please see the "Web Links" tab on the course webpage for supplemental resources. These include additional practice drills and online aids for music theory.