



Course Syllabus: Sight-Singing and Ear Training I

Fain College of Fine Arts, Fall 2025

MUSC 1601 Section 101

MW 2:00am – 2:50 pm Fain C117C

MUSC 1601 Section 102

TR 3:00pm – 3:50pm Fain C117C

Contact Information

Instructor: Dr. Susan Harvey

Office: Fain C117O

Office hours: Posted Outside Office

Office Phone: (940) 397-4916

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Course Description

From MSU Catalog:

Singing in treble and bass clefs with introduction to alto clef, major and minor modes. Recognition of intervals and triads and melodic dictation. Enrollment limited to students who are enrolled in or have completed MUSC 1603 Theory I.

Course Objectives

This course is designed to develop your musicianship skills. Students demonstrate competence through various activities inclusive, but not limited to singing, moving, listening, composing, improvising, and reading musical notation.

Course Objectives

- To develop musicianship skills
- To audiate and sing melodies in both bass and treble clefs
- To understand and use a rhythm system for both duple and triple
- To develop ability to audiate and sing bass lines
- To sing in major tonality
- To dictate rhythmic and melodic patterns
- To improvise melodically and rhythmically
- To develop ability to hear and demonstrate understanding of harmonic structure

Required Textbook & Instructional Materials

- *Music for Sight Singing* (10th Edition), Nancy Rogers & Robert Ottman, 2019
- *Rhythm Bible* (without CD), Dan Fox
- Tuning Fork A=440

Tuning forks can be purchased at the local music store, west music (online) or on amazon: https://www.amazon.com/Wittner-BHBU0503A299-Tuning-Fork/dp/B000BKSSNK/ref=sr_1_2?crid=19XLCGBTDIEWG&keywords=wittner+tuning+fork&qid=1661103855&srefix=wittner+tuning+fork%2Caps%2C117&sr=8-2

Make sure it is A=440.

Student Handbook

Refer to: [Student Handbook](#)

Core Values

One of Midwestern State University's stated core values is: "People-Centered: Engage others with respect, empathy, and joy". The professor considers the classroom a safe place where students are treated with respect as human beings, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Moreover, diversity of thought is appreciated and encouraged, provided the students can agree to disagree. The professor's expectation is that ALL students consider the classroom a safe environment.

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading

The instructor reserves the right to cancel or adjust assignments as the course progresses.

Table 1: Points allocated to each assignment

Assignments	Percentage
Performance Opportunities (Ear Training and Sight Singing Competencies) They will be a combination of rhythmic, harmonic, and melodic competencies. This includes in-class performance Opportunities. All performance opportunities are weighted equally and averaged for the final grade	100
Total Percentage	100

The instructor reserves the right to cancel or adjust assignments as the course progresses. Students will be informed how this may affect grading.

Table 2: Total points for final grade.

Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	Less than 60

Weekly Assignments

Students are given material to practice outside of class. Assignments are cumulative and require students to practice to increase skills.

Performance Opportunities

Students demonstrate skills through demonstrating competencies, totaling a minimum of 10. Students may submit most Performance Opportunities by sending a video of the skill or by scheduling an appointment with Dr. Harvey. Some Performance Opportunities will be designated in-person.

Performance opportunities are split half rhythmic and half melodic. Students need to average a 'C' for both rhythmic and melodic competencies to pass the class with a 'C'.

Office Hours

Dr. Harvey has five scheduled office hours to meet with her. Requesting a meeting during office hours is preferred to ensure availability. If you are unavailable to meet during those times, she has five flexible hours to coordinate a meeting. Meetings can be in-person, via phone, zoom, or facetime. You may call her office during scheduled office hours. However, she may not answer if she is meeting with a student.

Mid-Term-Final Exam

No mid-term will be given.

The Final Exam is for students needing to complete missed or improve low scoring Performance Opportunities.

Final Exam Section 101

Instead of Wednesday, December 10, 2025 5:45pm – 7:45 pm

The exam time will be individually scheduled with students during exam week.

A sign-up sheet will be available outside Dr. Harvey's office.

Final Exam Section 102

Tuesday, December 9, 2025

3:30pm – 5:30pm

MSU Final Exam Link:

<https://msutexas.edu/registrar/schedule/fallfinalexamschedule.php>

AI Statement

The use of generative AI tools (e.g. ChatGPT, AI Chat, etc.) are not permitted in this course; therefore, any use of AI tools for work in this class may be considered a violation of MSU Texas' Academic Integrity policy and the Student Code of Conduct since the work is not your own. The use of unauthorized AI tools will result in referral to the Office of Student Conduct.

Important Dates

Last day for term schedule changes: August 28, 2025

Deadline to file for graduation: September 22, 2025

Last Day to drop with a grade of "W:" November 24, 2025

Refer to: [Drops, Withdrawals & Void](#)

[Academic Calendar](#)

Desire-to-Learn (D2L)

Pertinent information such as the class syllabus will be available through the MSU D2L system. Students are expected to understand how to navigate D2L.

You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students participate in daily group and individual activities. Activities are cumulative in organization, building on previously learned concepts. Therefore, attendance is crucial to personal development. Students may miss class twice without a final grade reduction. Each absence that exceeds the allotted two absences reduces the final grade by one letter grade. Tardies count toward absences. Students who arrive ten minutes late will be marked absent from class.

Nonparticipation in class equals one absence for each occurrence. Class participation includes all classroom activities (singing, moving, rhythm activities, improvisation, chording, etc.).

The instructor may drop a student from the course for excessive absences (5 or more). Save absences for when you are sick or for extenuating circumstance.

The instructor may drop a student from the course for excessive absences (5 or more). A verbal or written warning will be given to a student prior to being dropped from the class.

Instructor Class Policies

Students are required to participate in all class activities. Students are to practice assigned material in preparation for each class.

Students are to conduct themselves in a professional manner so that all students may learn without distraction or disruption. This includes cell phones turned off and no texting.

College students are adults and are expected to behave accordingly. Classroom behavior that interferes with either the instructor's ability to conduct class or the ability of the other students to benefit from instruction will result in the instructor's removing the disruptive student(s) from class, either temporarily or permanently (instructor drop), and receive an absence. Depending on the nature of the behavior or conduct, the student(s) may be subject to further disciplinary actions as per MSU policies.

Weather Statement

This course follows MSU Guidelines for inclement weather. Classes will not meet if campus is closed during the time of class. The class will NOT meet online if campus is closed. If assessment deadlines coincide with university closure, an extension will be stated the next class meeting.

Cell Phones and Other Recording Devices

The use of cell phones and other recording or electronic devices is strictly prohibited during class. The instructor may direct, from time to time, on the possible use of cell phones for legitimate class reasons. Recording the class is prohibited, unless it is part of a reasonable accommodation under ADA, or by obtaining written consent by the instructor.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Privacy Statement

Federal privacy law prohibits the instructor from releasing information about students to certain parties outside of the university without the signed consent of the student. Thus, in almost all cases the professor will not discuss students' academic progress or other matters with their parents. Please do not have them call. Regardless of these important legal considerations, the professors' general policy is to communicate with the students, not their parents, even when a student has signed a consent form.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state,

and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Week 1 August 25-29

- Counting System
- Solfège with Curwen Hand Signs

Week 2 September 1-5

- Singing Patterns: Pentatonic Scales
- Patterns for Singing: Trichords
- Rhythm Bible: N/A
- Ottman: 1.25, 2.1

Week 3 September 8-12

- Performance Opportunity: Rhythm Duet
- Rhythm Bible: pages 14-21
- Ottman: Page 4-5 rhythm
- Chapter 2 pages 15-20 scalewise major treble clef and bass clef melodies

Week 4 September 15-19

- Performance Opportunity: Pentatonic Intervals up and down
- Patterns for Singing: trichords, pentatonic intervals, major scale intervals
- Rhythm Bible: pages 22-24
- Ottman: page 49-51 rhythm;
- Chapter 2 pages 15-20 scalewise major treble clef and bass clef melodies

Week 5 September 22-26

- Performance Opportunity: Chapter 2 melody
- Patterns for Singing: tetrachords, major scale intervals, major scales in thirds
- Rhythm Bible: pages 25-27
- Ottman: page 52-53 Rhythm Duet
- Chapter 2 add pages 20-23

Week 6 September 29-October 3

- Patterns for Singing: tetrachords, major scale intervals, major scales in thirds
- Rhythm Bible: pages 28-30
- Ottman: TBA

Week 7 October 6-10

- Patterns for Singing: tetrachords, major scale intervals, major scales in thirds
- Rhythm Bible: pages 31-32
- Ottman: TBA

Week 8 October 13-17

- Performance Opportunity: Scales in Thirds
- Rhythm Bible: page 33-35
- Ottman: TBA

Week 9 October 20-24

- Rhythm Bible: pages 36-37
- Ottman: Chapter 4 pages 53-60 reading in compound meter

Week 10 October 27-31

- Performance Opportunity: Major Scale Intervals
- Rhythm Bible: 42-43
- MLT Harmonic Patterns
- Ottman: TBA

Week 11 November 3-7

- Rhythm Bible: pages 44-45
- Ottman: TBA

Week 12 November 10-14

- Rhythm Bible: pages 46-47
- Ottman: TBA

Week 13 November 17-21

- Performance: Major Scale Chords
- Rhythm Bible: pages 48-49
- Ottman: TBA

Week 14 November 24-26

- MLT Harmonic Patterns
- Ottman: TBA

Week 15 December 1-5

- Rhythm Bible: Pages 50-51
- Ottman: Chapter 3 Melody

Week 16 Exam Week

The exam time will be individually scheduled with students during exam week. A sign-up sheet will be available outside Dr. Harvey's office. Exam time is to complete and/or improve Performance Opportunities from the semester.

Final Exam Section 101

Instead of Wednesday, December 10, 2025 5:45pm – 7:45 pm

Final Exam Section 102

Tuesday, December 9, 2025

3:30pm – 5:30pm

Appendix A Standards/Frameworks

Domain/ Competencies	Activities/Assignments/Projects
SBEC EC-12 Music Domain I: Listening <i>Competency 001: The teacher applies standard terminology to analyze various elements in a musical recording.</i>	
A. Interprets music symbols and terms aurally (e.g., dynamics, embellishments, articulation, tempo markings), identifies specific melodic and harmonic	Students: sing melodies in major including scalewise and intervals with the I and V chords; sing minor melodies including scalewise and intervals with the i and V chords; sing minor scales (natural, harmonic, and melodic); take melodic dictation; and sing bass lines to prepare recognizing music symbols aurally.
B. Identifies different rhythms and meters and interprets rhythmic and melodic phrases aurally (e.g., syncopation, hemiola, augmentation, contour, sequence, repetition).	Students chant and read rhythms in simple, compound, and mixed meter to prepare for aural identification. Students participate in rhythmic dictation to aurally identify rhythms in simple and compound.
C. Recognizes and describes the melody, harmony and texture of a musical work (e.g., modal, tonal, atonal, ostinato, doublings, melody and counter melody).	Students: sing melodies in major keys; minor scales (natural, harmonic, and melodic); identify I and V chords in major; identify I and V chords in minor; and sing bass lines to for chord progressions I I V I, I I IV I, i i V i to prepare recognizing music symbols aurally.
D. Analyzes chordal structures (e.g., major, minor, dominant seventh, diminished seventh), harmonic progressions, cadences (e.g., authentic, half, deceptive, plagal) and harmonic textures (e.g., polyphonic, homophonic, monophonic).	Students sing: major and all forms of the minor scales; major, minor, and diminished broken triads; triads of chord progressions.
SBEC EC-12 Music Domain II: Music Theory and Composition <i>Competency 004: The teacher knows how to read, write, and interpret standard music notation.</i>	
B. Recognizes clefs, keys and meters; recognizes scales and pitch collections (e.g., modal, major,	Students: sing melodies in major keys for treble, bass, alto, and tenor clefs; sing minor scales (natural, harmonic,

minor, pentatonic, whole-tone); identifies specific melodic and harmonic intervals; and identifies different rhythms and meters.	and melodic); sing major scale intervals; take melodic and rhythmic dictation; and sing bass lines.
C. Reads melodies in various modes and tonalities; interprets rhythmic and melodic phrases from notation; and reads music that incorporates complex rhythmic patterns in simple, compound and asymmetric meters.	From written music, students: sing melodies in major keys treble, bass alto and tenor clefs; sing minor scales (natural, harmonic, and melodic); sing major scale intervals; take melodic and rhythmic dictation; and sing bass lines.
D. Recognizes and describes melody, harmony and texture of a musical work (e.g., modal, tonal, atonal, ostinato, doublings, melody and countermelody).	Students sing modes, ostinatos, melody, and learn what a countermelody is.
E. Analyzes chordal structures (e.g., major, minor, dominant seventh, diminished seventh), harmonic progressions, cadences (e.g., authentic, half, deceptive, plagal) and harmonic textures (e.g., polyphonic, homophonic, monophonic)	Students sing: major, minor, and diminished broken triads; triads of chord progressions; and create chorales based on chord progressions (singing them).
SBEC EC-12 Music Domain II: Music Theory and Composition <i>Competency 005: The teacher understands methods and techniques of musical composition and improvisation and knows how to arrange music for specific purposes and settings.</i>	
C. Knows how to improvise melodically, rhythmically and harmonically (e.g., question and answer, variation, twelve-bar blues).	Students create chorales based on chord progressions and sing them; and improvise rhythms through rhythm activities.
SBEC EC-12 Music Domain IV: Music Classroom Performance <i>Competency 009: The teacher demonstrates knowledge of methods and techniques for playing musical instruments..</i>	
D. Understands standard terminology used in communicating about students' musical skills and performances.	Assessments include comments for students and the form includes music terminology. Students are asked at times to rate their own performance - what went well and what would they change.
E. Knows how to offer meaningful prescriptions for correcting performance problems and errors (e.g., intonation, vibrato, articulation, tone production) and	Students are provided constructive feedback and they practice this in class through self-assessment of group activities.

understands the constructive use of criticism when evaluating musical skills or performances.	
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