

BERGEN COMMUNITY COLLEGE  
CURRICULUM COMMITTEE

Sign-off Action Sheet

CC#

161-17/18

SR#

Curriculum Request  
[check one]

Course

☒

Program

☐

Title [proposed]:

Title [current, if seeking change]:

Fundamentals of Music

MUS 103

Date of Action:

3/6/2018

Faculty: Dr. Meryl Sole

School/Discipline: Business, Arts and Social Sciences/Music

Signature:

*Meryl Sole*

3/6/2018

Academic Department Chair: Prof. Dan Sheehan

Signature:

*Dan Sheehan*

Dean: Dr. Victor Brown

Signature:

*Victor Brown*

Senate Curriculum Auditor (Programs):

Signature:

4/5/18

Senate Course Auditor (Courses):

*Joan Dalrymple*

Signature:

*Joan Dalrymple*

Curriculum Committee Action:

Comments:

VP Acad Serv Signature:

Comments:

General Education Committee Action [if required]:

GEC Chair:

Senate Action:

Comments:

President's Action:

Signature:

Comments:

Board of Trustees' Action:

Notification of Faculty by the Academic Vice President of final action taken:

Notification of Senate by the Academic Vice President of final action taken:

**BERGEN COMMUNITY COLLEGE  
CURRICULUM COMMITTEE**

**Course Proposal**

CC#

161-17/18

SR#

Check one:

Addition ☐ Modification ☒ Deletion ☐ Other ☐

Title [proposed]:

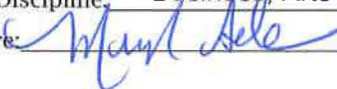
Title [current, if seeking change]: Fundamentals of Music MUS 103

Date of Action:

3/6/2018

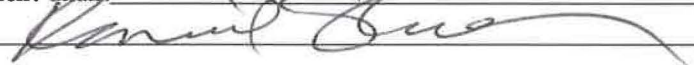
Faculty: Dr. Meryl Sole

School/Discipline: Business, Arts and Social Sciences/Music

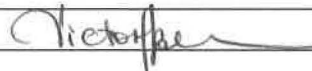
Signature: 

3/6/2018

Academic Department Chair: Prof. Dan Sheehan

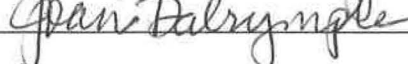
Signature: 

Dean: Dr. Victor Brown

Signature: 

4/5/18

Senate Course Auditor: Joan Dalrymple

Signature: 

Attachments required:

If seeking a modification, include the current materials with the proposed materials.

1. List credits and contact hours [specify lecture and lab hours, if appropriate]
2. List pre- and co-requisite[s]
3. Provide catalog description [75 words or less]
4. Provide course syllabus [attach hereto]
5. Provide an electronic copy of syllabus to the Academic Vice President's Office [[rharrison@bergen.edu](mailto:rharrison@bergen.edu)]
6. Rationale for course proposal may include:
  - a. Results of feasibility/needs assessment
  - b. List any requirements of an accrediting agency
  - c. Letters establishing acceptance for transfer credit at other colleges
  - d. Comments of an advisory committee or other appropriate experts/community groups
7. Projected list of additional resources such as:
  - a. Faculty
  - b. Staff
  - c. Equipment
  - d. Costs
  - e. Space
  - f. Library Resources

8. Expected date of implementation: Fall 2018

**Bergen Community College  
Division of Business, Arts and Social Science  
Department of Performing Arts  
Course Syllabus**

**Fundamentals of Music MUS 103**

Semester and year:  
Course/Section Number:  
Meeting Times/Location:  
Instructor:

Office Location:  
Phone:  
Office Hours:  
Email Address:

**Course Description:**

This course is a comprehensive introduction to the basic principles of music, primarily for students who wish to gain insight into the fundamental structures and workings of the art form. Course topics include notation, scales, key signatures, time signatures, staff recognition, rhythm, intervals and triads. In addition to traditional lectures, students will engage in hands-on music-making and develop musical skills through interactive aural skills activities. No prerequisites or musical experience is necessary.

2 lecture, 2 labs, 3 credits

Prerequisites: none

**STUDENT LEARNING OBJECTIVES:**

As a result of meeting the requirements in this course, students will be able to:

1. develop and enhance musicianship skills and musical understanding through the study of tonal theory
2. demonstrate fluency with the musical vocabulary used in the academic study of music
3. show competence in fundamental music theory in order to analyze, discuss and perform musical works in a variety of musical genres
4. connect the study of theory and harmony to practical applications across a variety of traditional and contemporary musical genres
5. develop musicianship skills by actively performing the music studied in the classroom environment
6. create and compose music that is both exciting and meaningful

*Course Content:*

**STUDENT LEARNING OUTCOMES:**

At the completion of the semester students will demonstrate mastery of:

- notation, rhythm, scales, key signatures, time signatures, intervals and triads through analysis, writing, listening and singing
- aural skills through ear training, sight-singing, dictation and music-making activities

**Textbook Requirements:**

- Duckworth, William. A Creative Approach to Music Fundamentals. Cengage.

Students should come to each class prepared with books, handouts, pencils and blank staff paper.

**Evaluation:**

Class Involvement = 15% (based on class attendance and participation (including lateness to class), thoughts and reactions concerning the day's assignments, projects and class discussions and lectures.

(4) Tests= 60% (15% each)

Homework Assignments= 15%

Composition Project= 10%

Assignment details and grading rubrics will be posted on the Moodle site.

90-100 = A 86-89 = B+ 80-85 = B 76-79 = C+ 70 - 75 = C 65-69 = D

E =Unofficial Withdrawal W =Official Withdrawal INC=Incomplete 0-64 = F

Any work turned in late from the original due date shall be deducted by one letter grade.

Two letter grades shall be deducted after the second week from the due date, and three letter grades after the third week from the original due date. There are no make-up examinations unless approved in advance by the instructor.

**BCC Attendance Policy:**

- All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes. Students will be evaluated on attendance and participation in class using the following criteria: consistent attendance; evidence of studying text and assignments; completed daily assignments; quality classroom responses. Each class can potentially count as .837 points towards the possible 20% score for attendance and participation. A letter grade totaling 20% of the final grade will be determined by the instructor based upon the aforementioned criteria.
- Class attendance is mandatory. A late arrival or early departure will count as one-half of an absence. If a student has six or more unexcused absences during the semester, he or she may be given a failing grade.

**Bergen Community College Academic Policies:**

Bergen Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. Please review the college catalogue or student handbook for further information on this topic. Bergen Community College has adopted an internal grievance procedure to provide for prompt and equitable



resolution of complaints alleging any action prohibited by federal regulation implementing Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. (ADA). Please review the college catalogue for further information on this topic.

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination. Please review the policy prohibiting sexual harassment in the college catalog. Please review the statement on acceptable use of BCC technology in the college catalog. Faculty hold 3 office hours per week, and as requested by students, by appointment. Students are encouraged to seek out their faculty member for academic needs.

### Student and Faculty Support Services:

- The Distance Learning Office – for any problems you may have accessing your online courses Room C- 334 201-612-5581 [psimms@bergen.edu](mailto:psimms@bergen.edu)
- Smarthinking Tutorial Service On Line at: <http://www.bergen.edu/pages1/Pages/4787.aspx>
- The Tutoring Center Room L- 125 201-447-7908 <http://www.bergen.edu/pages1/pages/2192.aspx>
- The Writing Center Room L- 125 201-447-7908 <http://www.bergen.edu/pages1/Pages/1795.aspx>
- The Office of Specialized Services (for Students with Disabilities) Room S- 131 201-612-5270 <http://www.bergen.edu/oss>
- BCC Library – Reference Desk Room L- 226 201-447-7436 Special Note on the Tutoring Center

\*Special Note on the Tutoring Center The Henry and Edith Cerullo Learning Assistance Center includes the Tutoring Center, the English Language Resource Center, and the Writing Center. The website of the Learning Assistance Center is located at [www.bergen.edu/pages/2192.asp](http://www.bergen.edu/pages/2192.asp). Tutoring services are available for this course in the Tutoring Center. Make use of those services as we progress through the course! As listed above, the Tutoring Center is located in Room L-125, and its phone number is 201-447-7908

### Course Outline:

The following outline may be revised at the discretion of the instructor. Specific readings and written assignments will be shared during class meetings and posted on the course Moodle site.

Week	Topic	Objectives & Activities	Assignments & Tests	Learning Objectives Addressed
1	Course Introduction	<ul style="list-style-type: none"> <li>• Review Syllabus and course expectations, complete theory placement test.</li> </ul>	Purchase Text book Read Chapter 1 (Basics of Music)	1, 4, 5
2	Introduction to Music Notation	<ul style="list-style-type: none"> <li>• Learn pitch name recognition</li> <li>• Learn notation principles</li> </ul>	Complete written exercises in text	1, 2, 4, 5, 6

		<ul style="list-style-type: none"> <li>• Sing and hear rhythmic patterns in simple meters</li> </ul>	Read Chapter 5 (Pitch) and selections from Chapter 3 (Rhythm I)	
3	Pitch & Keyboard	<ul style="list-style-type: none"> <li>• Apply pitch recognition to the keyboard</li> </ul>	Read Chapter 2	1, 2, 3, 4, 6
4	Review and Test 1	<ul style="list-style-type: none"> <li>• Test on Pitch recognition/notation in treble and bass clef, pitch and the keyboard and basic rhythm in simple meters</li> </ul>	Test 1	
5	Major Keys (Part 1) and Compound Meters	<ul style="list-style-type: none"> <li>• Learn and notate accidentals and enharmonics</li> <li>• Learn rests in rhythm</li> <li>• Hear, play and sing whole and half steps</li> <li>• Construct, write, sing and play major scales</li> </ul>	<p>Complete written exercises in text</p> <p>Read Chapter 6 (Major Scales)</p>	1, 2, 3, 4, 5, 6,
5	Major Keys Continued	<ul style="list-style-type: none"> <li>• Learn and memorize major key signatures</li> <li>• Hear, play and sing intervals in the M scale</li> <li>• Learn scale degree names</li> </ul>	<p>Complete written exercises in text</p> <p>Read Chapter 6</p>	1, 2, 3, 4, 5, 6,
6	Review and Test 2	<ul style="list-style-type: none"> <li>• Test on major scales, rhythms in simple and compound meters</li> </ul>	Test 2	

7	Connecting Major Scales to Major Key Signatures Rhythm	<ul style="list-style-type: none"> <li>• Recognize and notate all major key signatures</li> <li>• Understand and construct the circle of 5ths for major keys</li> <li>• Sing and notate rhythms with sixteenth and dotted eighth notes</li> </ul>	<p>Complete written exercises in text and circle of 5ths</p> <p>Read Chapter 7 (Major Key Signatures)</p>	1, 2, 3, 4, 5, 6,
<i>March 11-17</i>	<b>NO CLASS SPRING BREAK</b>		Enjoy your break!	
8	Minor Keys (Part 1) & 8 and 2 Based Simple Meters	<ul style="list-style-type: none"> <li>• Construct, sing, play and write all natural minor scales</li> <li>• Understand and recognize parallel and relative keys</li> <li>• Sing and hear intervals in natural minor scales</li> <li>• Compose and sing rhythm in 8 and 2 based simple meters</li> </ul>	<p>Complete written exercises in text</p> <p>Read Chapter 10</p>	1, 2, 3, 4, 5, 6,
9	Minor Keys (Part 2) & Compound Meter	<ul style="list-style-type: none"> <li>• Construct, sing, play and write melodic and harmonic minor scales</li> <li>• Sing and hear tendency tones in minor scales</li> </ul> <p>Distinguish between all types of scales (M and m)</p>	<p>Complete written exercises in text</p> <p>Read Chapter 10</p>	1, 2, 3, 4, 5, 6,

11	Review and Test 3	<ul style="list-style-type: none"> <li>• Test on all minor scales</li> </ul>	Test 3	
12	Connecting minor scales and minor Key signatures, completing the circle of 5ths Major and minor	<ul style="list-style-type: none"> <li>• Complete circle of 5ths in minor to connect minor scales and minor key signatures</li> <li>• Sing, play and hear minor scales</li> </ul>	Complete circle of 5ths  Read Chapter 9	1, 2, 3, 4, 5, 6,
13	Intervals and More Compound Meter	<ul style="list-style-type: none"> <li>• Construct, identify, sing and write intervals up to an 8ve</li> <li>• Understand and write interval inversions</li> <li>• Hear, sing and identify intervals in melodic lines</li> </ul>	Complete written exercises in text  Read Chapter 8	1, 2, 3, 4, 5, 6,
14	Triads and 4 & 16-based Compound Meter	<ul style="list-style-type: none"> <li>• Identify, spell and sing triads (M, m, D and A)</li> <li>• Hear and identify triads in a piece of music</li> <li>• Composition project with triads</li> </ul>	Complete written exercises in text Begin composition project  Read Chapters 12 & 13	1, 2, 3, 4, 5, 6,
15	Review and Test 4	<ul style="list-style-type: none"> <li>• Test on Circle of 5ths Major and minor, intervals and triads</li> </ul>	Test 4 Composition project due	

\*Specific test dates will be announced on Moodle and in class at the beginning of the semester. There will be NO make-up tests without a written doctor's note.

BERGEN COMMUNITY COLLEGE  
CURRICULUM COMMITTEE

Sign-off Action Sheet

CC# 162-17/18

SR# \_\_\_\_\_

Curriculum Request  
[check one]

Course ☒

Program ☐

Title [proposed]: \_\_\_\_\_

Title [current, if seeking change]: Vocal Workshop MUS 118

Date of Action:

3/6/2018

Faculty: Dr. Andrew Krikun and Dr. Meryl Sole

School/Discipline: Business, Arts and Social Sciences/Music

Signature: [Signature]

3/6/2018

Academic Department Chair: Prof. Dan Sheehan

Signature: [Signature]

Dean: Dr. Victor Brown

Signature: [Signature]

Senate Curriculum Auditor (Programs): \_\_\_\_\_

Signature: \_\_\_\_\_

4/5/18

Senate Course Auditor (Courses): Joan Dalrymple

Signature: [Signature]

Curriculum Committee Action: \_\_\_\_\_

Comments: \_\_\_\_\_

VP Acad Serv Signature: \_\_\_\_\_

Comments: \_\_\_\_\_

General Education Committee Action [if required]: \_\_\_\_\_

GEC Chair: \_\_\_\_\_

Senate Action: \_\_\_\_\_

Comments: \_\_\_\_\_

President's Action: \_\_\_\_\_

Signature: \_\_\_\_\_

Comments: \_\_\_\_\_

Board of Trustees' Action: \_\_\_\_\_

Notification of Faculty by the Academic Vice President of final action taken: \_\_\_\_\_

Notification of Senate by the Academic Vice President of final action taken: \_\_\_\_\_

**BERGEN COMMUNITY COLLEGE  
CURRICULUM COMMITTEE**

**Course Proposal**

CC# 162-17/18 SR# \_\_\_\_\_

Check one:

Addition ☐ Modification ☒ Deletion ☐ Other ☐

Title [proposed]: \_\_\_\_\_

Title [current, if seeking change]: Vocal Workshop

Date of Action:

3/6/2018

Faculty: Dr. Andrew Krikun and Dr. Meryl Sole

School/Discipline: Business, Arts and Social Sciences/Music

Signature: 

3/6/2018

Academic Department Chair: Prof. Dan Sheehan

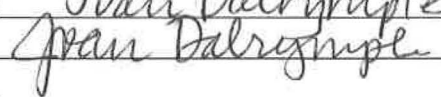
Signature: \_\_\_\_\_

Dean: Dr. Victor Brown

Signature: 

4/5/18

Senate Course Auditor: Jean Dalrymple

Signature: 

**Attachments required:**

If seeking a modification, include the current materials with the proposed materials.

1. List credits and contact hours [specify lecture and lab hours, if appropriate]
2. List pre- and co-requisite[s]
3. Provide catalog description [75 words or less]
4. Provide course syllabus [attach hereto]
5. Provide an electronic copy of syllabus to the Academic Vice President's Office [[rharrison@bergen.edu](mailto:rharrison@bergen.edu)]
6. Rationale for course proposal may include:
  - a. Results of feasibility/needs assessment
  - b. List any requirements of an accrediting agency
  - c. Letters establishing acceptance for transfer credit at other colleges
  - d. Comments of an advisory committee or other appropriate experts/community groups
7. Projected list of additional resources such as:
  - a. Faculty
  - b. Staff
  - c. Equipment
  - d. Costs
  - e. Space
  - f. Library Resources

8. Expected date of implementation: Fall 2018



**Bergen Community College**  
Division of Business, Arts, and Social Sciences  
Visual and Performing Arts Department

**Course Syllabus**

**MUS-118 Vocal Workshop**

**Basic Information about Course and Instructor**

Semester and year:  
Course and Section Number:  
Meeting Times and Locations:  
  
Instructor:  
Office Location:  
Phone:  
Departmental Secretary: [optional]  
Office Hours:  
Email Address:

**Course Description**

**MUS-118 Vocal Workshop** is an introduction to the basic principles of vocal production through a series of group and solo singing activities. Students will learn proper breathing techniques to maintain vocal health and develop confidence in vocal performance exploring a variety of musical styles.

2 lecture, 2 laboratory, 3 credits  
No prerequisites

**Student Learning Objectives:** As a result of meeting the requirements in this course, students will be able to:

1. Demonstrate proper breathing techniques to promote vocal health;
2. Demonstrate accurate intonation and a free tone quality in vocal delivery;
3. Perform vocal melodies in harmony and use vocal embellishments
4. Develop proper practice habits for vocal growth and development
5. Describe and understand vocal anatomy
6. Perform music in a variety of styles

**Learning Assessment**

The Student Learning Objectives (SLOs) in this course are intended to be aligned with the overall Learning Goals of the Music Program. In addition, student progress in reaching the course's SLOs is to be assessed through various means of assessment, such as the "Suggested Means of Assessment" listed below.

Learning Outcome	Means of Assessment
1. Demonstrate proper breathing techniques to promote vocal health;	Examinations In Class Exercises Performances
2. Demonstrate accurate intonation and a free tone quality in vocal delivery;	Examinations In Class Exercises Performances
3. Perform vocal melodies in harmony and use vocal embellishments	Examinations

	In Class Exercises
	Performances
4. Develop proper practice habits for vocal growth and development	Examinations In Class Exercises Performances
5. Describe and understand vocal anatomy	Examinations In Class Exercises Performances
6. Perform music in a variety of styles.	Examinations In Class Exercises Performances

### Course Content

E.g., the use of learning technologies in the course (Internet, PowerPoint, web enhancement via a parallel course website, etc.); the inclusion of technological literacy learning in the course; etc.

### Course Texts and/or Other Study Materials

Suggested texts:

The Contemporary Singer: Elements of Vocal Technique (2nd Edition) by Anne Peckham, Berklee Press/Hal Leonard

Vocal Workouts for the Contemporary Singer by Anne Peckham, Berklee Press/Hal Leonard

Alternative textbooks or resources can be used by individual faculty with permission of the music discipline textbook committee. The Faculty Senate "Policy on the Selection of Texts and Other Instructional Materials," states that "individual faculty members and/or departments should strive to select texts, whenever possible, that are most affordable for students."

### Grading Policy

A student's final grade for the course is based primarily on his or her performance on the required work for the course (writing assignments, examinations, class presentations, etc.) and on his or her overall mastery of the material covered in the course. A student's class participation may also be evaluated, and the grade thereon may be used as a factor in determining the student's final grade for the course; but a class participation grade will count for no more than twenty percent (20%) of the final grade. A student's research and writing work will count at least fifty percent (50%) of the final grade.

Attendance and Participation 10%

Weekly Assignments and Performances 20%

In Class Exercises 10%

Midterm Examination 30%

Final Examination. 30%

### BCC Attendance Policy

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

### Attendance Policy in this Course

[To be designated by the instructor]

**Other College, Divisional, and/or Departmental Policy Statements** [optional but recommended]Examples:

Statement on plagiarism and/or academic dishonesty.  
 ADA statement.  
 Sexual Harassment statement.  
 Statement on acceptable use of BCC technology.  
 Statement on the purpose and value of faculty office hours.

**Student and Faculty Support Services** [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc. Include information on the BCC Library.

Example:**Student and Faculty Support Services**

The Distance Learning Office – for any problems you may have accessing your online courses	Room C-334	201-612-5581 <a href="mailto:psimms@bergen.edu">psimms@bergen.edu</a>
Smarthinking Tutorial Service	On Line at:	<a href="http://www.bergen.edu/pages1/Pages/4787.aspx">http://www.bergen.edu/pages1/Pages/4787.aspx</a>
The Tutoring Center	Room L-125	201-447-7908 <a href="http://www.bergen.edu/pages1/pages/2192.aspx">http://www.bergen.edu/pages1/pages/2192.aspx</a>
The Writing Center	Room L-125	201-447-7908 <a href="http://www.bergen.edu/pages1/Pages/1795.aspx">http://www.bergen.edu/pages1/Pages/1795.aspx</a>
The Office of Specialized Services (for Students with Disabilities)	Room L-116	201-612-5270 <a href="http://www.bergen.edu/oss">http://www.bergen.edu/oss</a>
BCC Library – Reference Desk	Room L-226	201-447-7436

**Special Note on the Tutoring Center**

**The Henry and Edith Cerullo Learning Assistance Center** encompasses the Tutoring Center, the English Language Resource Center, and the Writing Center. The website of the Learning Assistance Center is located at [www.bergen.edu/pages/2192.asp](http://www.bergen.edu/pages/2192.asp). Tutoring services are available for this course in the Tutoring Center. I strongly recommend that you make use of those services as we progress through the course. As listed above, the Tutoring Center is located in Room L-125, and its phone number is 201-447-7908.

**Include a Course Outline and Calendar** [can be combined in a single syllabus section]

The Course Outline and Calendar must include all of the following elements:

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment. (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")
- Due dates for major assignments – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.
- Any required special events must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.
- Designation of Student Learning Objectives – by number – for each topic (see sample below).
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

### Sample Format for Course Outline and Calendar

**Note to Students:** The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Topic	Week	Learning Outcomes Addressed
Course Introduction and Expectations	1	
Developing Good Breath Support <ul style="list-style-type: none"> <li>• Mental Focus</li> <li>• Breathing Mirror Check</li> <li>• Making Music Vocal</li> <li>• Health Forum</li> <li>• Environmental Effects</li> </ul>	2	1,2,4,5
Developing Your Vocal Sound <ul style="list-style-type: none"> <li>• Enhancing Tone Quality with Resonance</li> <li>• Registers</li> <li>• Balanced Tone</li> <li>• Vibrato</li> </ul>	3	1-6
Anatomy/Health <ul style="list-style-type: none"> <li>• Vocal Anatomy</li> <li>• Vocal Health</li> <li>• Vocal Pathology</li> <li>• Vocal Use, Abuse, and Care</li> <li>• Mirror Check</li> </ul>	4	4, 5
Developing an Effective Practice Routine <ul style="list-style-type: none"> <li>• Building a Balanced Practice Routine</li> <li>• Warming Up</li> <li>• Technique Study</li> <li>• Song Study</li> <li>• Cool Down</li> <li>• Vocal Study Journal</li> <li>• Developing Independence</li> </ul>	5	4,6
Simple Melodic Embellishment <ul style="list-style-type: none"> <li>• Range and Registers</li> <li>• Pitch Bends</li> <li>• Note Embellishments</li> <li>• Mirror Check</li> <li>• Vocal Health Forum</li> </ul>	6	1,3,4,6
Midterm Preparation and Examination	7	

<p>Effective Diction for Singing</p> <ul style="list-style-type: none"> <li>• Good Diction and Ease in Singing</li> <li>• Speaking and Singing</li> <li>• Vowels</li> <li>• Consonants</li> <li>• Accents</li> <li>• Extra Vocal Sounds</li> <li>• Microphone Use</li> <li>• Style in Singing</li> <li>• Vocal Health Forum</li> <li>• Mirror Check</li> </ul>	8	1-6
<p>Singing Harmony</p> <ul style="list-style-type: none"> <li>• Creating a Harmony Part</li> <li>• The Importance of Listening</li> <li>• Diction Challenge</li> <li>• Style: Vibrato</li> <li>• Simple Interpretation in Complex Music</li> <li>• Mirror Check</li> <li>• Vocal Health Forum</li> </ul>	9	1-6
<p>Advanced Breath Management</p> <ul style="list-style-type: none"> <li>• Shortness of Breath</li> <li>• Clear Tone</li> <li>• Mirror Check</li> <li>• Facial Expressions</li> <li>• Vocal Health Forum</li> </ul>	10	1-6
<p>Performance Polish</p> <ul style="list-style-type: none"> <li>• Adding Dynamics</li> <li>• Mirror Check</li> <li>• Vocal Health Forum</li> <li>• Working Out with Style</li> <li>• Improving Your Connection with the Audience</li> <li>• Moving on Stage</li> <li>• Performance Anxiety Solutions</li> </ul>	11	1-6
<p>Flexibility, Control, Stamina</p> <p>Motivation</p> <ul style="list-style-type: none"> <li>• Performance Anxiety</li> <li>• Mirror Check</li> <li>• Vocal Health Forum</li> <li>• Muscle Control</li> </ul>	12	1-6
<p>The Building Blocks of Vocal Training</p> <ul style="list-style-type: none"> <li>• Practice</li> </ul>	13	1-6

<ul style="list-style-type: none"> <li>• Patience</li> <li>• Perseverance</li> <li>• Play</li> <li>• Mirror Check</li> <li>• Vocal Health Forum</li> </ul>		
Summary and Review <ul style="list-style-type: none"> <li>• Expression</li> <li>• Posture</li> <li>• Active Breathing</li> </ul>	14	1-6
Final Examination	15	



BERGEN COMMUNITY COLLEGE  
CURRICULUM COMMITTEE

Sign-off Action Sheet

CC#

163-17/18

SR#

Curriculum Request  
[check one]

Course

☒

Program

☐

Title [proposed]:

Title [current, if seeking change]:

Songwriting Workshop

MO5 119

Date of Action:

3/6/2018

Faculty: Dr. Andrew Krikun and Dr. Meryl Sole

School/Discipline: Business, Arts and Social Sciences/Music

Signature:

*Meryl Sole*

3/6/2018

Academic Department Chair: Prof. Dan Sheehan

Signature:

*Dan Sheehan*

Dean:

Dr. Victor Brown

Signature:

*Victor Brown*

Senate Curriculum Auditor (Programs):

Signature:

4/5/18

Senate Course Auditor (Courses):

Joan Dalrymple

Signature:

*Joan Dalrymple*

Curriculum Committee Action:

Comments:

VP Acad Serv Signature:

Comments:

General Education Committee Action [if required]:

GEC Chair:

Senate Action:

Comments:

President's Action:

Signature:

Comments:

Board of Trustees' Action:

Notification of Faculty by the Academic Vice President of final action taken:

Notification of Senate by the Academic Vice President of final action taken:

**BERGEN COMMUNITY COLLEGE  
CURRICULUM COMMITTEE**

**Course Proposal**

CC#

103-17/18

SR#

\_\_\_\_\_

Check one:

Addition

☐

Modification

☒

Deletion

☐

Other

☐

Title [proposed]:

\_\_\_\_\_

Title [current, if seeking change]:

Songwriting Workshop

Date of Action:

3/6/2018

Faculty:

Dr. Andrew Krikun and Dr. Meryl Sole

School/Discipline:

Business, Arts and Social Sciences/Music

Signature:

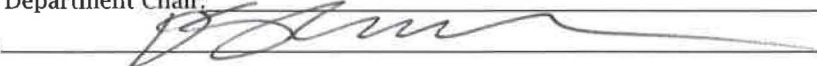


3/6/2018

Academic Department Chair:

Prof. Dan Sheehan

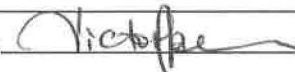
Signature:



Dean:

Dr. Victor Brown

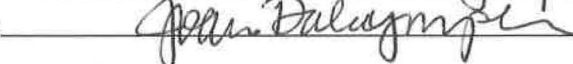
Signature:



Senate Course Auditor:

Joan Dalrymple

Signature:



**Attachments required:**

If seeking a modification, include the current materials with the proposed materials.

1. List credits and contact hours [specify lecture and lab hours, if appropriate]
2. List pre- and co-requisite[s]
3. Provide catalog description [75 words or less]
4. Provide course syllabus [attach hereto]
5. Provide an electronic copy of syllabus to the Academic Vice President's Office  
[\[rharrison@bergen.edu\]](mailto:rharrison@bergen.edu)
6. Rationale for course proposal may include:
  - a. Results of feasibility/needs assessment
  - b. List any requirements of an accrediting agency
  - c. Letters establishing acceptance for transfer credit at other colleges
  - d. Comments of an advisory committee or other appropriate experts/community groups
7. Projected list of additional resources such as:
  - a. Faculty
  - b. Staff
  - c. Equipment
  - d. Costs
  - e. Space
  - f. Library Resources

8. Expected date of implementation:

Fall 2018

**Bergen Community College**  
Division of Arts, Humanities and Wellness  
Department of Performing Arts

**Course Syllabus**

**MUS-119 Songwriting Workshop**

**Basic Information about Course and Instructor**

Semester and year:  
Course and Section Number:  
Meeting Times and Locations:  
  
Instructor:  
Office Location:  
Phone:  
Departmental Secretary: [optional]  
Office Hours:  
Email Address:

**Course Description**

**MUS-119 Songwriting Workshop** provides students with a solid background in the art and craft of songwriting. Students will study the elements of songwriting: lyrics, rhythm, melody, harmony, and song structure. Students will work on their original compositions through a series of group and solo activities, using computer based music notation software.  
2 lecture, 2 laboratory, 3 credits  
No prerequisites

**Student Learning Objectives:** As a result of meeting the requirements in this course, students will be able to:

1. **Create** original songs with lyrics, melody, and chord progressions that demonstrate competence of song structure and a variety of lyrical techniques;
2. **Analyze** the manner in which rhythm, melody, harmony, and lyrics work together to create memorable songs;
3. **Collaborate** with other songwriters, producers, and arrangers to create song compositions, arrangements, and demo recordings;
4. **Articulate** the variety of musical and lyrical approaches and thematic material that the great songwriters have utilized in their songs.

**Learning Assessment**

The Student Learning Objectives (SLOs) in this course are intended to be aligned with the overall Learning Goals of the Music Program. In addition, student progress in reaching the course's SLOs is to be assessed through various means of assessment, such as the "Suggested Means of Assessment" listed below.

Student Learning Objective	Suggested Means of Assessment
1. <b>Create</b> original songs with lyrics, melody, and chord progressions that demonstrate competence of song structure and a variety of lyrical techniques;	<ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Class discussion and presentations</li> </ul>
2. <b>Analyze</b> the manner in which rhythm, melody, harmony, and lyrics work together to create memorable songs;	<ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Class discussion and presentations</li> </ul>
3. <b>Collaborate</b> with other songwriters, producers, and arrangers to create song compositions, arrangements, and demo recordings;	<ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Class discussion and presentations</li> </ul>
4. <b>Articulate</b> the variety of musical and lyrical approaches and thematic material that the great songwriters have utilized in their songs,	<ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Class discussion and presentations</li> </ul>

### Course Content

The course is intended to introduce students to the art and craft of songwriting by studying and analyzing the works of the great songwriters and musical traditions and composing original songs.

### Special Features of the Course (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, web enhancement via a parallel course website, etc.); the inclusion of technological literacy learning in the course; etc.

### Course Texts and/or Other Study Materials

There is no required textbook for this course. The books and resources listed below contain useful ideas and information (depending on the student's particular interest) and should be consulted as necessary.

*2014 Songwriter's Market*. Cincinatti: Writers Digest Books, 2014.

American Songwriter Magazine: <http://www.americansongwriter.com/>

Blume, Jason. *6 Steps to Songwriting Success*, Revised and Expanded Edition. New York: Billboard Books, 2004.

--- *Inside Songwriting: Getting to the Heart of Creativity*. New York: Watson-Guptill, 2003.

Braheny, John. *The Craft and Business of Songwriting: A Practical Guide to Creating and Marketing Artistically and Commercially Successful Songs*, 3<sup>rd</sup> ed. Cincinatti: Writers Digest Books, 2006.

Citron, Stephen. *Songwriting: A Complete Guide to the Craft*, Revised and Updated Edition. New York: Hal Leonard, 2008.

Davis, Sheila. *The Craft of Lyric Writing*. Cincinatti: Writers Digest Books, 1985.

--- *Successful Lyric Writing: A Step-By-Step Course & Workbook*. Cincinatti: Writers Digest Books, 1988.

--- *The Songwriter's Idea Book*. Cincinatti: Writers Digest Books, 1992.

Frederick, Robin. *Shortcuts to Hit Songwriting*. Calabasas, CA: Taxi Music Books, 2008.

Hamm, Charles. *Yesterdays: Popular Song in America*. New York: W.W. Norton & Co., 1979.

Kachulis, Jimmy. *The Songwriter's Workshop: Melody*. Boston: Berklee Press, 2003.

Leiken, Molly-Ann. *How to Be a Hit Songwriter: Polishing and Marketing Your Music and Lyrics*, 3<sup>rd</sup> ed. New York: Hal Leonard, 2003.  
--- *How to Write a Hit Song*, 5<sup>th</sup> ed. New York: Hal Leonard, 2008.  
Lydon, Michael. *Songwriting Success: How to Write Songs for Fun and (Maybe) Profit*. New York: Routledge, 2004.  
Pattison, Pat. *Writing Better Lyrics*. Cincinnati: Writer's Digest Books, 1995.  
--- *Songwriting: Essential Guide to Lyric Form and Structure*. Boston: Berklee Press, 2000.  
--- *Songwriting: Essential Guide to Rhyming*. Boston: Berklee Press, 2000.  
Perricone, Jack. *Melody in Songwriting*. Boston: Berklee Press, 2000.  
SongwriterUniverse: <http://www.songwriteruniverse.com/index.html>.  
Stolpe, Andrea. *Popular Lyric Writing: 10 Steps to Effective Storytelling*. Boston: Berklee Press, 2007.  
Weissman, Dick. *Songwriting: The Words, the Music and the Money*, 2<sup>nd</sup> ed. New York: Hal Leonard, 2010.

Zollo, Paul. *Songwriters On Songwriting*, Expanded 4<sup>th</sup> ed. Boston: Da Capo Press, 2003.

### **Grading Policy**

A student's final grade for the course is based primarily on his or her performance on the required work for the course (writing assignments, examinations, class presentations, etc.) and on his or her overall mastery of the material covered in the course. A student's class participation may also be evaluated, and the grade thereon may be used as a factor in determining the student's final grade for the course; but a class participation grade will count for no more than twenty percent (20%) of the final grade. A student's research and writing work will count at least forty percent (40%) of the final grade.

### **Attendance Policy**

#### **BCC Attendance Policy:**

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

#### **Attendance Policy in this Course:**

[To be designated by the instructor]

#### **Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]**

##### Examples:

Statement on plagiarism and/or academic dishonesty.  
ADA statement.  
Sexual Harassment statement.  
Statement on acceptable use of BCC technology.  
Statement on the purpose and value of faculty office hours.



**Student and Faculty Support Services** [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc. Include information on the BCC Library.

Example:

**Student and Faculty Support Services**

The Distance Learning Office – for any problems you may have accessing your online courses	Room C-334	201-612-5581 <a href="mailto:psimms@bergen.edu">psimms@bergen.edu</a>
Smarthinking Tutorial Service	On Line at:	<a href="http://www.bergen.edu/pages1/Pages/4787.aspx">http://www.bergen.edu/pages1/Pages/4787.aspx</a>
The Tutoring Center	Room L-125	201-447-7908 <a href="http://www.bergen.edu/pages1/pages/2192.aspx">http://www.bergen.edu/pages1/pages/2192.aspx</a>
The Writing Center	Room L-125	201-447-7908 <a href="http://www.bergen.edu/pages1/Pages/1795.aspx">http://www.bergen.edu/pages1/Pages/1795.aspx</a>
The Office of Specialized Services (for Students with Disabilities)	Room S-131	201-612-5270 <a href="http://www.bergen.edu/oss">http://www.bergen.edu/oss</a>
BCC Library – Reference Desk	Room L-226	201-447-7436

**Special Note on the Tutoring Center**

**The Henry and Edith Cerullo Learning Assistance Center** encompasses the Tutoring Center, the English Language Resource Center, and the Writing Center. The website of the Learning Assistance Center is located at [www.bergen.edu/pages/2192.asp](http://www.bergen.edu/pages/2192.asp). Tutoring services are available for this course in the Tutoring Center. I strongly recommend that you make use of those services as we progress through the course. As listed above, the Tutoring Center is located in Room L-125, and its phone number is 201-447-7908.

**Include a Course Outline and Calendar** [can be combined in a single syllabus section]

The Course Outline and Calendar must include all of the following elements:

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment. (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")
- Due dates for major assignments – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.
- Any required special events must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.
- Designation of Student Learning Objectives – by number – for each topic (see sample below).
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.



**Sample Format for Course Outline and Calendar**

**Note to Students:** The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

<b>Week(s)</b>	<b>Date(s)</b>	<b>Topics &amp; Assignments</b>	<b>Learning Objectives</b>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

**See the Sample Course Outline and Calendar below.**

### SAMPLE COURSE OUTLINE AND CALENDAR

[with designation of Student Learning Objectives – by number – for each topic]

**Note to Students:** The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Week(s)	Date(s)	Topic/Activity/Assignments	Student Learning Objectives
1	Sep 6, 8,	Introduction to the Art and Craft of Songwriting	1-4
2	Sep 13, 15	The Anatomy of a Song: Lyrics, Melody and Harmony	1-4
3	Sept 20, 22	The African-American Song Tradition: Blues	1-4
4	Sep 27, 29	Writing Original Blues Songs	1-4
5	Oct 4, 6	The Anglo-American Song Tradition: The Traditional Ballad	1-4
6	Oct 11, 13	Writing Original Ballads	1-4
7	Oct 18, 20,	Tin Pan Alley: The 32AABA Popular Standard	1-4
8	Oct 25, 27	Writing Pop Standards	1-4
9	Nov 1, 3,	<b>Midterm Evaluation</b>	1-4
10	Nov 8, 10	The Rock Tradition	1-4
11	Nov 15, 17	Writing Rock Songs	1-4
12	Nov 22, 24	Contemporary Songwriting	1-4
13	Nov 29, Dec 1,	Writing Contemporary Songs	1-4
14	Dec 6,8	Songwriting Beyond the Classroom	1-4
15	Dec 13, 15	<b>Final Presentations and Songwriter Showcase</b>	1-4

**Note to Students:** This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

old  
Syllabus

**Bergen Community College**  
Division of Arts, Humanities and Wellness  
Department of Performing Arts

**Course Syllabus**

**MUS-119 Songwriting Workshop**

**Basic Information about Course and Instructor**

Semester and year:  
Course and Section Number:  
Meeting Times and Locations:  
  
Instructor:  
Office Location:  
Phone:  
Departmental Secretary: [optional]  
Office Hours:  
Email Address:

**Course Description**

**MUS-119 Songwriting Workshop** provides students with a solid background in the art and craft of songwriting. Students will study the elements of songwriting: lyrics, rhythm, melody, harmony, and song structure. Students will work on their original compositions through a series of group and solo activities. 1 lecture, 2 laboratory, 2 credits  
No prerequisites

**Student Learning Objectives:** As a result of meeting the requirements in this course, students will be able to:

1. **Create** original songs with lyrics, melody, and chord progressions that demonstrate competence of song structure and a variety of lyrical techniques;
2. **Analyze** the manner in which rhythm, melody, harmony, and lyrics work together to create memorable songs;
3. **Collaborate** with other songwriters, producers, and arrangers to create song compositions, arrangements, and demo recordings;
4. **Articulate** the variety of musical and lyrical approaches and thematic material that the great songwriters have utilized in their songs.

**Learning Assessment**

The Student Learning Objectives (SLOs) in this course are intended to be aligned with the overall Learning Goals of the Music Program. In addition, student progress in reaching the course's SLOs is to be assessed through various means of assessment, such as the "Suggested Means of Assessment" listed below.

Student Learning Objective	Suggested Means of Assessment
1. <b>Create</b> original songs with lyrics, melody, and chord progressions that demonstrate competence of song structure and a variety of lyrical techniques;	<ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Class discussion and presentations</li> </ul>
2. <b>Analyze</b> the manner in which rhythm, melody, harmony, and lyrics work together to create memorable songs;	<ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Class discussion and presentations</li> </ul>
3. <b>Collaborate</b> with other songwriters, producers, and arrangers to create song compositions, arrangements, and demo recordings;	<ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Class discussion and presentations</li> </ul>
4. <b>Articulate</b> the variety of musical and lyrical approaches and thematic material that the great songwriters have utilized in their songs,	<ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Class discussion and presentations</li> </ul>

### Course Content

The course is intended to introduce students to the art and craft of songwriting by studying and analyzing the works of the great songwriters and musical traditions and composing original songs.

### Special Features of the Course (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, web enhancement via a parallel course website, etc.); the inclusion of technological literacy learning in the course; etc.

### Course Texts and/or Other Study Materials

There is no required textbook for this course. The books and resources listed below contain useful ideas and information (depending on the student's particular interest) and should be consulted as necessary.

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#### **Attendance Policy in this Course:**

[To be designated by the instructor]

#### **Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]**

##### Examples:

Statement on plagiarism and/or academic dishonesty.  
ADA statement.  
Sexual Harassment statement.  
Statement on acceptable use of BCC technology.  
Statement on the purpose and value of faculty office hours.

**Student and Faculty Support Services** [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc. Include information on the BCC Library.

Example:

**Student and Faculty Support Services**

The Distance Learning Office – for any problems you may have accessing your online courses	Room C-334	201-612-5581 <a href="mailto:psimms@bergen.edu">psimms@bergen.edu</a>
Smarthinking Tutorial Service	On Line at:	<a href="http://www.bergen.edu/pages1/Pages/4787.aspx">http://www.bergen.edu/pages1/Pages/4787.aspx</a>
The Tutoring Center	Room L-125	201-447-7908 <a href="http://www.bergen.edu/pages1/pages/2192.aspx">http://www.bergen.edu/pages1/pages/2192.aspx</a>
The Writing Center	Room L-125	201-447-7908 <a href="http://www.bergen.edu/pages1/Pages/1795.aspx">http://www.bergen.edu/pages1/Pages/1795.aspx</a>
The Office of Specialized Services (for Students with Disabilities)	Room S-131	201-612-5270 <a href="http://www.bergen.edu/oss">http://www.bergen.edu/oss</a>
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**Special Note on the Tutoring Center**

**The Henry and Edith Cerullo Learning Assistance Center** encompasses the Tutoring Center, the English Language Resource Center, and the Writing Center. The website of the Learning Assistance Center is located at [www.bergen.edu/pages/2192.asp](http://www.bergen.edu/pages/2192.asp). Tutoring services are available for this course in the Tutoring Center. I strongly recommend that you make use of those services as we progress through the course. As listed above, the Tutoring Center is located in Room L-125, and its phone number is 201-447-7908.

**Include a Course Outline and Calendar** [can be combined in a single syllabus section]

The Course Outline and Calendar must include all of the following elements:

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment. (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")
- Due dates for major assignments – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.
- Any required special events must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.
- Designation of Student Learning Objectives – by number – for each topic (see sample below).
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.



**Sample Format for Course Outline and Calendar**

**Note to Students:** The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

<b>Week(s)</b>	<b>Date(s)</b>	<b>Topics &amp; Assignments</b>	<b>Learning Objectives</b>
1			
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**See the Sample Course Outline and Calendar below.**

**SAMPLE COURSE OUTLINE AND CALENDAR**

[with designation of Student Learning Objectives – by number – for each topic]

**Note to Students:** The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Week(s)	Date(s)	Topic/Activity/Assignments	Student Learning Objectives
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5	Oct 4, 6	The Anglo-American Song Tradition: The Traditional Ballad	1-4
6	Oct 11, 13	Writing Original Ballads	1-4
7	Oct 18, 20,	Tin Pan Alley: The 32AABA Popular Standard	1-4
8	Oct 25, 27	Writing Pop Standards	1-4
9	Nov 1, 3,	<b>Midterm Evaluation</b>	1-4
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12	Nov 22, 24	Contemporary Songwriting	1-4
13	Nov 29, Dec 1,	Writing Contemporary Songs	1-4
14	Dec 6,8	Songwriting Beyond the Classroom	1-4
15	Dec 13, 15	<b>Final Presentations and Songwriter Showcase</b>	1-4

**Note to Students:** This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

BERGEN COMMUNITY COLLEGE  
CURRICULUM COMMITTEE

Sign-off Action Sheet

CC# 164-17/18

SR# \_\_\_\_\_

Curriculum Request  
[check one]

Course

☒

Program

☐

Title [proposed]:

Title [current, if seeking change]:

Guitar Workshop

MUS 137

Date of Action:

3/6/2018

Faculty: Dr. Andrew Krikun and Dr. Meryl Sole

School/Discipline: Business, Arts and Social Sciences/Music

Signature:

*[Signature]*

3/6/2018

Academic Department Chair: Prof. Dan Sheehan

Signature:

*[Signature]*

Dean: Dr. Victor Brown

Signature:

*[Signature]*

Senate Curriculum Auditor (Programs):

Signature:

4/5/18

Senate Course Auditor (Courses):

Joan Dalrymple

Signature:

*[Signature]*

Curriculum Committee Action:

Comments:

VP Acad Serv Signature:

Comments:

General Education Committee Action [if required]:

GEC Chair:

Senate Action:

Comments:

President's Action:

Signature:

Comments:

Board of Trustees' Action:

Notification of Faculty by the Academic Vice President of final action taken:

Notification of Senate by the Academic Vice President of final action taken:

**BERGEN COMMUNITY COLLEGE  
CURRICULUM COMMITTEE**

**Course Proposal**

CC# 104-17/18 SR# \_\_\_\_\_

Check one:

Addition ☐ Modification ☒ Deletion ☐ Other ☐

Title [proposed]: \_\_\_\_\_

Title [current, if seeking change]: Guitar Workshop

Date of Action:

3/6/2018

Faculty: Dr. Andrew Krikun and Dr. Meryl Sole

School/Discipline: Business, Arts and Social Sciences/Music

Signature: Meryl Sole

3/6/2018

Academic Department Chair: Prof. Dan Sheehan

Signature: \_\_\_\_\_

Dean: Dr. Victor Brown

Signature: Victor Brown

4/5/18

Senate Course Auditor: Joan Dalrymple

Signature: Joan Dalrymple

**Attachments required:**

If seeking a modification, include the current materials with the proposed materials.

1. List credits and contact hours [specify lecture and lab hours, if appropriate]
2. List pre- and co-requisite[s]
3. Provide catalog description [75 words or less]
4. Provide course syllabus [attach hereto]
5. Provide an electronic copy of syllabus to the Academic Vice President's Office  
[rharrison@bergen.edu]
6. Rationale for course proposal may include:
  - a. Results of feasibility/needs assessment
  - b. List any requirements of an accrediting agency
  - c. Letters establishing acceptance for transfer credit at other colleges
  - d. Comments of an advisory committee or other appropriate experts/community groups
7. Projected list of additional resources such as:
  - a. Faculty
  - b. Staff
  - c. Equipment
  - d. Costs
  - e. Space
  - f. Library Resources

8. Expected date of implementation: Fall 2018

**Bergen Community College**  
Division of Business, Arts, and Social Sciences  
Visual and Performing Arts Department

**Course Syllabus**

**MUS-137 Guitar Workshop**

**Basic Information about Course and Instructor**

Semester and year:  
Course and Section Number:  
Meeting Times and Locations:  
  
Instructor:  
Office Location:  
Phone:  
Departmental Secretary: [optional]  
Office Hours:  
Email Address:

**Course Description**

**MUS-137 Guitar Workshop** provides group instruction in guitar, designed to develop the student's level of proficiency. This course introduces the students to the basic skills of guitar playing including correct hand positions, understanding the fingerboard starting with open position, playing scales, chords and basic concepts of music theory applied to the guitar. The student will be introduced to a variety of guitar playing styles including classical guitar, acoustic folk/rock guitar, electric guitar, blues and jazz *in solo and ensemble class activities.*

2 lectures, 2 labs, 3 credits  
No prerequisites

**Student Learning Objectives:** As a result of meeting the requirements in this course, students will be able to:

1. tune the guitar and hold the guitar in proper position;
2. interpret and perform musical works using basic musical notation;
3. perform chords in the first position;
4. perform group I major and minor chords;
5. perform group I major and minor scales, chromatic, pentatonic and blues scales;
6. perform melodies and chord progressions in various musical styles.

**Learning Assessment**

The Student Learning Objectives (SLOs) in this course are intended to be aligned with the overall Learning Goals of the Music Program. In addition, student progress in reaching the course's SLOs is to be assessed through various means of assessment, such as the "Suggested Means of Assessment" listed below.

Student Learning Objective	Suggested Means of Assessment
1. Tune the guitar and hold the guitar in proper position;	<ul style="list-style-type: none"><li>• Essay examinations</li><li>• Quizzes and objective tests</li><li>• Homework Assignments</li></ul>

2. Interpret and perform musical works using basic musical notation;	<ul style="list-style-type: none"> <li>• Essay examinations</li> <li>• Quizzes and objective tests</li> <li>• Homework assignments</li> </ul>
3. Perform chords in the first position;	<ul style="list-style-type: none"> <li>• Essay examinations</li> <li>• Quizzes and objective tests</li> <li>• Homework assignments</li> </ul>
4. Perform group I major and minor chords;	<ul style="list-style-type: none"> <li>• Essay examinations</li> <li>• Quizzes and objective tests</li> <li>• Homework assignments</li> </ul>
5. Perform group I major and minor scales, chromatic, pentatonic and blues scales;	<ul style="list-style-type: none"> <li>• Essay examinations</li> <li>• Quizzes and objective tests</li> <li>• Homework assignments</li> </ul>
6. Perform melodies and chord progressions in various musical styles.	<ul style="list-style-type: none"> <li>• Essay examinations</li> <li>• Quizzes and objective tests</li> <li>• Homework assignments</li> </ul>

### Course Content

This workshop is an exploratory class, introducing the students to many styles of guitar playing, including classical guitar, acoustic folk/rock guitar, and electric guitar. Playing techniques, reading music and how to put songs together in a group setting are all included in this workshop,

- Tuning the guitar in standard and alternate tunings
- Playing Position
- Left and Right hand technique
- Reading musical notation
- Notes in the first position
- Understanding chord progressions
- Major and Minor chords, 7<sup>th</sup> chords and diminished chords
- Major and Minor scales (natural, harmonic and melodic)
- Chromatic scales Rhythmic studies
- Repertoire for the guitar
- Reading a guitar lead sheet
- Introducing new chords
- Getting familiar with chord progressions and how to write your own
- Strumming patterns
- 12 Bar Blues Form
- Finding Key centers
- Picking techniques
- Power chords
- Drop D tuning
- Sonority of ii, iii and vi chords
- Introduction to Barre chords
- Pentatonic scales
- Song Performance Projects

Scales: Major: C, G, D. Minor: A harmonic/natural minor, E harmonic/natural minor. Compass one octave.

Articulations:

- 1) Alternate picking in quarter notes
- 2) Double-picking (eighth notes)

Chords: Major- C,G,D, A, E, F

Minor: Am, Em, Dm

Dominant 7<sup>th</sup> chords: E7, A7, B7, G7

Form 1 Barre chords (root on 6<sup>th</sup> string)

Form 2 Barre chords (root on 5<sup>th</sup> string)

**Special Features of the Course** (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, web enhancement via a parallel course website, etc.); the inclusion of technological literacy learning in the course; etc.

**Course Texts and/or Other Study Materials**

*Mastering the Guitar, Class Method Level 1/Beginning* by William Bay & Mike Christiansen- Mel Bay Publications

All students are expected to furnish their own guitar (acoustic or electric), straps, picks, and tuner.

Alternative textbooks or resources can be used by individual faculty with permission of the music discipline textbook committee. The Faculty Senate "Policy on the Selection of Texts and Other Instructional Materials," states that "individual faculty members and/or departments should strive to select texts, whenever possible, that are most affordable for students."

**Grading Policy**

A student's final grade for the course is based primarily on his or her performance on the required work for the course (writing assignments, examinations, class presentations, etc.) and on his or her overall mastery of the material covered in the course. A student's class participation may also be evaluated, and the grade thereon may be used as a factor in determining the student's final grade for the course; but a class participation grade will count for no more than twenty percent (20%) of the final grade. A student's research and writing work will count at least fifty percent (50%) of the final grade.

**BCC Attendance Policy**

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

**Attendance Policy in this Course**

[To be designated by the instructor]

**Other College, Divisional, and/or Departmental Policy Statements** [optional but recommended]

Examples:

Statement on plagiarism and/or academic dishonesty.

ADA statement.

Sexual Harassment statement.

Statement on acceptable use of BCC technology.

Statement on the purpose and value of faculty office hours.

**Student and Faculty Support Services** [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc. Include information on the BCC Library.

Example:

**Student and Faculty Support Services**



The Distance Learning Office – for any problems you may have accessing your online courses	Room C-334	201-612-5581 <a href="mailto:psimms@bergen.edu">psimms@bergen.edu</a>
Smarthinking Tutorial Service	On Line at:	<a href="http://www.bergen.edu/pages1/Pages/4787.aspx">http://www.bergen.edu/pages1/Pages/4787.aspx</a>
The Tutoring Center	Room L-125	201-447-7908 <a href="http://www.bergen.edu/pages1/pages/2192.aspx">http://www.bergen.edu/pages1/pages/2192.aspx</a>
The Writing Center	Room L-125	201-447-7908 <a href="http://www.bergen.edu/pages1/Pages/1795.aspx">http://www.bergen.edu/pages1/Pages/1795.aspx</a>
The Office of Specialized Services (for Students with Disabilities)	Room L-116	201-612-5270 <a href="http://www.bergen.edu/oss">http://www.bergen.edu/oss</a>
BCC Library – Reference Desk	Room L-226	201-447-7436

### Special Note on the Tutoring Center

**The Henry and Edith Cerullo Learning Assistance Center** encompasses the Tutoring Center, the English Language Resource Center, and the Writing Center. The website of the Learning Assistance Center is located at [www.bergen.edu/pages/2192.asp](http://www.bergen.edu/pages/2192.asp). Tutoring services are available for this course in the Tutoring Center. I strongly recommend that you make use of those services as we progress through the course. As listed above, the Tutoring Center is located in Room L-125, and its phone number is 201-447-7908.

### Include a Course Outline and Calendar [can be combined in a single syllabus section]

The Course Outline and Calendar must include all of the following elements:

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment. (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")
- Due dates for major assignments – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.
- Any required special events must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.
- Designation of Student Learning Objectives – by number – for each topic (see sample below).
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

### Sample Format for Course Outline and Calendar

**Note to Students:** The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Week(s)	Date(s)	Topics & Assignments	Learning Objectives
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

13			
14			
15			

See the Sample Course Outline and Calendar below.

### SAMPLE COURSE OUTLINE AND CALENDAR

[with designation of Student Learning Objectives – by number – for each topic]

**Note to Students:** The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Week(s)	Date(s)	Topic/Activity/Assignments	Student Learning Objectives
1	Sep 6, 8	How to Tune the guitar Playing positions 1. pick style 2. right hand finger picking 3. left hand fingering Names of the Strings on the Guitar Basic Rudiments of Music: Chords <b>Assignment: Read and practice: Mel Bay Method- introduction, reading chord symbols, reading chords and rhythm. Page 14-19</b> <b>Chords to measured music pg.9</b>	1-6
2	Sep 13, 15	Reading notes on 2 <sup>nd</sup> string pg. 22-23 Songs on page 24 Learning chord qualities (major, minor, 7 <sup>th</sup> and diminished) Meter/Time signature Playing chords to measured music Scale studies <b>Assignment: study songs on page 24 to play in class</b>	1-6
3	Sep 20, 22	Reading notes on 3 <sup>rd</sup> string pg.27 The dotted half-note, slurs and hammer-ons, review of 1 <sup>st</sup> 3 strings (pg.28) Review of chord types <b>Assignment: study songs on pg. 28 to play in class</b>	1-6
4	Sep 27, 29	Reading notes on the 4 <sup>th</sup> string pg.40 Em and D chords/ Am and D7 Songs on pg. 32 Strum patterns pg. 34-35 <b>Assignment: Play chords to songs on pgs. 32-37</b> <b>Practice and play Cripple Creek, pg. 41</b>	1-6
5	Oct 4, 6	Reading notes on 5 <sup>th</sup> string, pg 45 Accompaniment patterns for songs Pentatonic Scales Major Scales Arpeggio picking Hungarian Dance #4 (pg. 46) Dotted quarter-note <b>Assignment: study Hungarian Dance #4, chords and melody.</b>	1-6
6	Oct 11, 13	Reading notes on 6 <sup>th</sup> string, pg. 49 The C major scale pg. 53 F and Dm chords pg.62 Rock- Blues Solos <b>Assignment: Review all notes in the 1<sup>st</sup> position,</b>	1-6

<b>Practice the C major scale, practice Flying South, pg 57., read about chords in the key of C (pg. 62)</b>			
7	Oct 18, 20	The Blues progressions, pg 73 The I-IV-V progression Chords in the Key of C Syncopated strums Sharps and Flats Spanish Groove, pg .70 <b>Assignment: Listen to Blues, early Blues and B.B. King, practice blues progressions in different keys, pg. 73. and play pg. 74.</b>	1-6
8	Oct 25, 27	<b>Mid-Term Exam</b>	1-6
9	Nov 1, 3	Reading Sheet Music Power Chords, pg 77 Key of A minor, pg 84 Chord Theory Reading Sheet music Song Forms <b>Assignment: practice pg 81 and 83.</b>	1-6
10	Nov 8, 10	The Chromatic Scale Improvisation Techniques Compound Time signatures (6/8 time) Chordal Harmony and progressions Harmonizing the Scale <b>Assignment: Memorize the chords in the key of C. Play the I-IV-V progression in the key of C, G, D, A, E.</b>	1-6
11	Nov 15, 17	Ensemble and group playing Arpeggios Modal scales Popular song progressions ii-V-I progression <b>Assignment: Practice a song from sheet music and play chords.</b>	1-6
12	Nov 22, 24	Finger-picking patterns, pg .120 Chords in the Key of G, pg. 119 Key of E minor and the E minor scale, pg 124 <b>Assignment: practice songs in E minor, pg.123</b>	1-6
13	Nov 29, Dec 1	Six-Eight Time, pg. 130 Global Rhythms, (Flamenco, Latin, Bossa Nova, and more) <b>Assignment: research traditional music for guitar and styles unfamiliar to you.</b> <b>Practice pg. 130</b>	1-6
14	Dec 6,8	Ensemble Playing Solo improvisation and accompanying <b>Review for final exam</b>	1-6
15	Dec 13, 15	<b>Final Exam</b>	1-6

Note to Students: This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Revised March 6, 2018

BERGEN COMMUNITY COLLEGE  
CURRICULUM COMMITTEE

Sign-off Action Sheet

CC# 165-17/18

SR# \_\_\_\_\_

Curriculum Request  
[check one]

Course ☒

Program ☐

Title [proposed]: Foundations of Music Education

MUS 1XX

Title [current, if seeking change]: \_\_\_\_\_

Date of Action:

3/6/2018

Faculty: Dr. Meryl Sole

School/Discipline: Business, Arts and Social Sciences/Music

Signature: [Signature]

3/6/2018

Academic Department Chair: Prof. Dan Sheehan

Signature: [Signature]

Dean: Dr. Victor Brown

Signature: [Signature]

Senate Curriculum Auditor (Programs): \_\_\_\_\_

Signature: \_\_\_\_\_

4/5/18

Senate Course Auditor (Courses): Jean Dalrymple

Signature: [Signature]

Curriculum Committee Action: \_\_\_\_\_

Comments: \_\_\_\_\_

VP Acad Serv Signature: \_\_\_\_\_

Comments: \_\_\_\_\_

General Education Committee Action [if required]: \_\_\_\_\_

GEC Chair: \_\_\_\_\_

Senate Action: \_\_\_\_\_

Comments: \_\_\_\_\_

President's Action: \_\_\_\_\_

Signature: \_\_\_\_\_

Comments: \_\_\_\_\_

Board of Trustees' Action: \_\_\_\_\_

Notification of Faculty by the Academic Vice President of final action taken: \_\_\_\_\_

Notification of Senate by the Academic Vice President of final action taken: \_\_\_\_\_



**BERGEN COMMUNITY COLLEGE  
CURRICULUM COMMITTEE**

**Course Proposal**

CC#

105/17-18

SR#

Check one:

Addition ☒ Modification ☐ Deletion ☐ Other ☐

Title [proposed]:

Foundations of Music Education

Title [current, if seeking change]:

Date of Action:

3/6/2018

Faculty: Dr. Meryl Sole

School/Discipline: Business, Arts and Social Sciences/Music

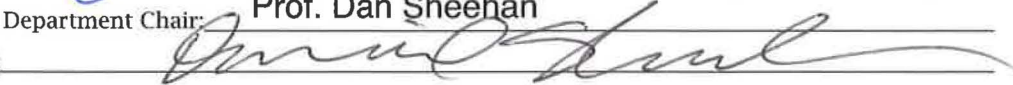
Signature:



3/6/2018

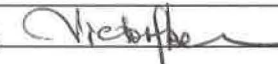
Academic Department Chair: Prof. Dan Sheehan

Signature:



Dean: Dr. Victor Brown

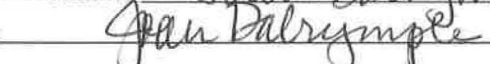
Signature:



4/5/18

Senate Course Auditor:

Signature:

Joan Dalrymple  


Attachments required:

If seeking a modification, include the current materials with the proposed materials.

1. List credits and contact hours [specify lecture and lab hours, if appropriate]
2. List pre- and co-requisite[s]
3. Provide catalog description [75 words or less]
4. Provide course syllabus [attach hereto]
5. Provide an electronic copy of syllabus to the Academic Vice President's Office  
[rharvison@bergen.edu]
6. Rationale for course proposal may include:
  - a. Results of feasibility/needs assessment
  - b. List any requirements of an accrediting agency
  - c. Letters establishing acceptance for transfer credit at other colleges
  - d. Comments of an advisory committee or other appropriate experts/community groups
7. Projected list of additional resources such as:
  - a. Faculty
  - b. Staff
  - c. Equipment
  - d. Costs
  - e. Space
  - f. Library Resources

8. Expected date of implementation:

Fall 2018

**Foundations for Music Education  
Course Proposal  
Division of Performing Arts**

**Rationale:**

Given that a number of music students at Bergen Community College want to pursue a career path to become a music teacher and intend to transfer to 4-year colleges and universities to pursue a bachelor's degree in music education, I propose that we offer a course in the Foundations of Music Education. In most music education programs (BA and BM), this course is typically part of a music education major's first semester and serves as an introduction to the field. Below, I have listed the comparable courses at neighboring institutions where BCC graduates regularly transfer. Offering this course here at Bergen will not only allow our students the opportunity to transfer these credits after they have completed their degrees here, but may also serve to introduce additional music students to the possibility of becoming a music educator and all that this career path has to offer. Additionally, this course is strongly suggested for NASM accreditation.

\*No other resources are required.

**William Patterson University  
MUSI 1250 Introduction to Music Education**

An overview of the music education profession, including history, philosophy, professional organizations, and obligations. Students participate in visits to exemplary public school music programs to assess the components of successful music teaching and learning.  
Required for all BM Music Education majors

**Rutgers University  
07:700:210 Foundations of Music Education**

Introduction to the historical and philosophical background for school music in the United States. Discussion of current practices and teaching roles at all grade levels and subjects. Includes field experience.

**Montclair State University  
MUED203 Foundations of Music Education**

This course introduces the fundamental concepts and issues in music education. Topics such as advocacy, philosophy, musical understanding, and what it means to be a good music teacher are addressed. Readings in music education, MSU's Center of Pedagogy's Portrait of a Teacher, and observations in the schools comprise a large part of the course. Students are expected to demonstrate critical thinking and writing skills. This course serves as preparation for the teacher admissions program as well as more advanced courses in music education.

**Bergen Community College**  
**Division of Business, Arts and Social Science**  
**Department of Performing Arts**  
**Course Syllabus**

**Foundations for Music Education**

Semester and year:

Course/Section Number:

Meeting Times/Location:

Instructor:

Office Location:

Office Hours:

Email Address:

**Course Description:**

This course is designed to expose music students to the history, philosophy and psychological/sociological bases of music education. Students will study theories of musical development with a focus on K-12 music learning in the classroom and applied studio. An emphasis will be placed on curriculum planning and development. Other areas of study will include pedagogical approaches to music teaching and the use of technology in the music classroom. Course assignments will include group projects and lesson planning.

2 lecture, 2 labs, 3 credits

Prerequisites: None

**Student Learning Objectives and Assessment:**

Throughout the semester, students will survey teaching practices at all grade levels in the field of music education. Students will explore current practices and trends in music education and the professional life of a music educator.

In pursuit of the foregoing goals, the course is based on the reading and discussion of pedagogical and philosophical writings on music education, students are given the opportunity and are encouraged to participate actively in class discussions; and students are required to do a substantial amount of expository and critical writing in response to the material presented in the course.

As a result of meeting the requirements in this course, students will be able to:

<b>Student Learning Objective</b>	<b>Means of Assessment</b>
1. Demonstrate an understanding of the personal qualities of a successful music educator.	<ul style="list-style-type: none"><li>• Writing assignments including reflection journals and blog posts</li></ul>
2. Identify music education pedagogies and teaching practices from elementary through secondary levels.	<ul style="list-style-type: none"><li>• Writing assignments</li><li>• Midterm and Final Projects</li></ul>



3. Demonstrate knowledge of curriculum development and lesson planning in a music classroom based on an understanding of developmental stages as they relate to music learning and age and local and national standards.	<ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Midterm and Final Projects</li> </ul>
4. Describe the requirements for music teacher certification in the State of New Jersey.	<ul style="list-style-type: none"> <li>• Writing Assignments</li> <li>• Essay Examinations</li> </ul>
5. Engage with colleagues and others regarding issues important in the arts education community and professional practices.	<ul style="list-style-type: none"> <li>• Live Discussions and Online Discussion Boards</li> <li>• Written Assignments</li> <li>• Group Projects</li> </ul>

### **Textbook Requirements:**

- Campbell, P.S. (2008). *Musician and teacher: An orientation to music education*. New York: W.W. Norton

### **Additional Suggested Texts:**

- Abeles, H. F., Hoffer, C. R., & Klotman, R. H. (1994). *Foundations of music education*. New York: Schirmer Books.

- Livsey, R. C., & Palmer, P. J. (1999). *The courage to teach: A guide for reflection and renewal*. Jossey-Bass Inc Pub.

### **Evaluation:**

Weekly Assignments (Blog Posts, Journals and Projects)	20%
Midterm Project and Essay	30%
Final Project and Essay	40%
Attendance and Participation	10%

Students may observe public school music teachers in the local area as part of their final project. Observation times (field trips) will be arranged based on students' schedules.

### **BCC Attendance Policy:**

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes. Students will be evaluated on attendance and participation in class using the following criteria: consistent attendance; evidence of studying text and assignments; completed daily assignments; quality classroom responses. Each class can potentially count as .837 points towards the possible 20% score for attendance and participation. A letter grade totaling 20% of the final grade will be determined by the instructor based upon the aforementioned criteria.

**Bergen Community College Academic Policies:**

Bergen Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. Please review the college catalogue or student handbook for further information on this topic. Bergen Community College has adopted an internal grievance procedure to provide for prompt and equitable resolution of complaints alleging any action prohibited by federal regulation implementing Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. (ADA). Please review the college catalogue for further information on this topic.

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination. Please review the policy prohibiting sexual harassment in the college catalog. Please review the statement on acceptable use of BCC technology in the college catalog. Faculty hold 3 office hours per week, and as requested by students, by appointment. Students are encouraged to seek out their faculty member for academic needs.

**Student and Faculty Support Services:**

- The Distance Learning Office – for any problems you may have accessing your online courses Room C- 334 201-612-5581
- Smarthinking Tutorial Service On Line at:  
<http://www.bergen.edu/pages1/Pages/4787.aspx>
- The Tutoring Center Room L- 125 201-447-7908  
<http://www.bergen.edu/pages1/pages/2192.aspx>
- The Writing Center Room L- 125 201-447-7908  
<http://www.bergen.edu/pages1/Pages/1795.aspx>
- The Office of Specialized Services (for Students with Disabilities) Room S- 131 201-612-5270 <http://www.bergen.edu/oss>
- BCC Library – Reference Desk Room L- 226 201-447-7436 Special Note on the Tutoring Center

Special Note on the Tutoring Center The Henry and Edith Cerullo Learning Assistance Center includes the Tutoring Center, the English Language Resource Center, and the Writing Center. The website of the Learning Assistance Center is located at [www.bergen.edu/pages/2192.asp](http://www.bergen.edu/pages/2192.asp). Tutoring services are available for this course in the Tutoring Center. Make use of those services as we progress through the course! As listed above, the Tutoring Center is located in Room L-125, and its phone number is 201-447-7908

**Course Outline**

The following outline may be revised at the discretion of the instructor. Specific readings and written assignments will be shared during class meetings and/or posted on the course Moodle site.

<b>Dates</b>	<b>Topics Covered</b>	<b>Learning Objectives Addressed</b>
Week 1	Introduction, Survey of Musical Backgrounds, Intro to the Course; A History of Music Education	1-3
Week 2	Musical Development, Philosophies of Music Education	1-5
Week 3	Why do we teach music? Role of Music in American Education.	1-5
Week 4	NJ Standards, An Intro to Curriculum	1-5
Week 5	Curriculum and Lesson Planning	1-5
Week 6	The Applied Studio: Instrumental Instruction, Applied Lesson Instruction	1-5
Week 7	Midterm Projects and Presentations	1-5
Week 8	Pedagogical Approaches- Orff, Kodaly, Dalcroze and Suzuki	1-5
Week 9	Teaching a Diverse Musical Repertoire, Lesson Planning and Teaching Demonstrations	1-5
Week 10	Teaching the General Music Class	1-5
Week 11	Who am I as a musician and teacher?	1-5
Week 12	Choral Music Education	1-5
Week 13	Assessment and Achievement in the Music Classroom	1-5
Week 14	Research in Music Education, Technology in the Music Classroom	1-5
Week 15	FINAL PROJECTS and Presentations	1-5