**The UT Arlington Syllabus Template for 2018-19**

***Frequently Asked Questions***

|  |  |
| --- | --- |
| **What’s newfor 2018-19?** | Important reminders:1. Syllabi must be posted by the first day of classes in Mentis
2. Update your faculty profile on Mentis or Digital Measures if you’ve been on-boarded.
3. Blackboard shell exists for your course
4. Discuss consequences of
 |
| **When must my course syllabus be issued and posted?** | A syllabus for each course that you teach (as the instructor of record) must be made available to students in a medium of your choosing (hard copy, electronic format, or both) by **the first day of class.** |
| **Where must each syllabus be posted?** | Regardless of how you make a syllabus available to students, a syllabus for each course you teach **must** be posted to your faculty profile by the first day of class.* To access your faculty profile, go to [**https://www.uta.edu/mentis**](https://www.uta.edu/mentis).
* For guidance on how to upload your syllabus to the Profile System, visit [**https://www.uta.edu/provost/administrative-forms/index.php**](https://www.uta.edu/provost/administrative-forms/index.php) and choose one of the two “how to” options under “course-related information.”

Use of the Profile System allows for compliance with [House Bill 2504](http://www.legis.state.tx.us/tlodocs/81R/billtext/html/HB02504F.HTM) regarding public access to course information. This system, housed within the “Mentis” platform, is the sole official University repository for all syllabi. While you may post or archive a syllabus in other locations, doing so does not meet the requirement to post the syllabus in the Profile System. |
| **Who is responsible for ensuring that a syllabus has been posted online?** | The timely and accurate posting of all course syllabi is the joint responsibility of the course instructor and his or her immediate supervisor. While some units may delegate the task to an administrative staff person, the instructor and his or her immediate supervisor share responsibility for adherence to relevant policies. |
| **What must be in the syllabus?** | See the following pages for University-required elements. Contact your home unit for additional advice pertaining to any relevant local policies. |
| **Is my syllabus binding?** | Yes, in that the syllabus represents a good faith account of what you have planned for the course. As the instructor of record, you may always make adjustments that serve your students’ best educational interests. Any changes to the syllabus should be announced in a timely fashion, particularly if the change involves a major exam, paper, or project. It is further advised that any syllabus changes be issued in writing *(e.g., via* e-mail, in Blackboard, or with a handout). |
| **May I adjust the formatting of the official template?** | Yes! You control the formatting and visual presentation of your syllabus. What’s most important to take from this template is content. In the template:* **Black text** is **required**.
* **Blue text (except for hyperlinks)** is **optional**.
* **Red text** is **information for you**; be sure to **remove** it from the final document.

Specific colleges, schools, departments, or programs may require additional text. Consult your unit administration for details. |

**Direct questions about syllabus policies to the Division of Faculty Affairs.**

**This first page is not part of the syllabus. The syllabus template begins on the following page.**

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**MUSI 1301:** Elements of Music

Fall 2018

**Instructor(s):** George B Chave

**Office Number:** FAB 307

**Office Telephone Number: 817** 272-2471. If you do not have an office telephone, insert the number of your academic department.

**Email Address:** chave@uta.edu

**Faculty Profile:** https://mentis.uta.edu/explore/profile/george-chave

**Office Hours:** MW 10-11 am. Email chave@uta.edu for an appointment outside of office hours

**Section Information:** 1301-001

**Time and Place of Class Meetings:** MWF 8-8:50

**Description of Course Content:** Introduction to basic elements of music including scales, key signatures, chords, rhythms and meters.

**Student Learning Outcomes:** Students will be able to write and identify major and minor scales and key signatures up to 7 flats and 7 sharps. Students will be able to write and identify all intervals up to and including the octave. Students will develop basic improvisation skills on ukulele. Students will learn to play basic chords on ukulele. Students will learn to compose simple songs, and will perform them.

**Required Textbooks and Other Course Materials:**

**You must purchase a soprano ukulele or concert ukulele (slightly larger if you have big hands). You will need it by the beginning of week 3.**

[https://cnx.org/contents/KtdLe6cv@3.74:\_GmJ4ENa@7/Understanding-Basic-Music-Theo](https://cnx.org/contents/KtdLe6cv%403.74%3A_GmJ4ENa%407/Understanding-Basic-Music-Theo) leads you to the pdf download of “Understanding Basic Music Theory” the creative commons textbook used in this course. The pdf of this book is also on the blackboard site for this course.

**Attendance:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, Students are expected to attend class regularly. Late assignments are not accepted. Class participation events are not rescheduled. Students missing more than five classes (excused or unexcused) may fail the course. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Grading**:

29 homework 58 pts (2 each); (found on noteflight and occasionally as hard copy)

Two projects (song) 14 pts (7 each)

Two Exams 20 pts (8 and 12 respectively) (MIDTERM and FINAL)

Improv 8 pts (4 each)

Your final grade is calculated as a total of all the points you earn as described above.

A = 90-100 pts; B=80-89.9 pts; C=70-79.9 pts; D=60-69.9 pts; F=59.9 or lower

**Expectations for Out-of-Class Study**: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional nine hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C%3A%5CUsers%5Channabas%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5C697W32M3%5Cjmhood%40uta.edu).

**Academic Integrity:** Faculty are encouraged to discuss the Honor Code and the consequences of cheating, including plagiarism with their students.

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. **Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University**. Additional information is available at <https://www.uta.edu/conduct/>. Students are encouraged to review these guides on plagiarism [http://libguides.uta.edu/researchprocess/plagiarism](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Flibguides.uta.edu%2Fresearchprocess%2Fplagiarism&data=02%7C01%7Cteik.lim%40uta.edu%7C196da9f1a3a040158cbb08d5e4d38701%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C636666519504536062&sdata=JtmboLEGpBAFS8Hy%2Bd%2BtiQ%2FcEmgi2yrfsk9FijWRqJQ%3D&reserved=0)

 [http://libguides.uta.edu/copyright/plagiarism](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Flibguides.uta.edu%2Fcopyright%2Fplagiarism&data=02%7C01%7Cteik.lim%40uta.edu%7C196da9f1a3a040158cbb08d5e4d38701%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C636666519504546076&sdata=k9dZFTsjHZk8VVjA3dyLLdK2ysRmHkMidviCAPGgLkI%3D&reserved=0)

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**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. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** [Required for face-to-face courses; should be omitted for online courses] Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, Through the glass doors, between FA South and FA Central, then down the stairs. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

<https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

**Student Support Services**:[Required for all undergraduate courses]UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**Course Schedule**

[www.musictheory.net](http://www.musictheory.net) is a good resource to reinforce concepts and lessons presented in class. Check out the “lessons” tab.

[https://cnx.org/contents/KtdLe6cv@3.74:\_GmJ4ENa@7/Understanding-Basic-Music-Theo](https://cnx.org/contents/KtdLe6cv%403.74%3A_GmJ4ENa%407/Understanding-Basic-Music-Theo) leads you to the pdf download of “Understanding Basic Music Theory” the creative commons textbook used in this course. The pdf of this book is also on the blackboard site for this course.

Text pages listed in the course schedule below refer to the **printed** page numbers in this pdf.

All homework is on Noteflight unless otherwise noted. It is due before the following class period begins.

8/22 Bass/Treble A2-G3/A4-G5 MEMORIZE. Try Ukuleles for size (soprano vs concert).

 **ORDER YOUR UKULELE TODAY**. (Or buy from local dealer).

Fry’s Electronics has inexpensive sopranos and concerts.

 **TEXT: page 7-9; page 120-UTA usesf scientific octave identifiers**

 **Elements Homework #1**

8/24 More Notes (F2, G2, A3, B3/D4, E4, F4, G4) MEMORIZE! Sharps and Flats.

 Rhythm: Half-note Half-rest. Whole-note Whole-rest.

 Introduction to using Noteflight.

 **TEXT: page 7-9; page 28-30; 32**

 **Elements Homework #2**

8/27 Ledger line notes (1 above and 1 below---both clefs). Middle C(4) Piano and Uke.

 C, D, E, F, G, A, B on Piano. Finding/Making Flat and Sharp Notes.

 Rhythm: Quarter-note Quarter-rest.

 **TEXT: page 4; page 15-16; page 28-30; 32**

 **Elements Homework #3**

8/29 Intro to Intervals: ½ step and whole step. Minor second and Major second.

 On the piano. On the uke.

 **TEXT: page 16;122-123;124; 137; 140-141;**

 **Elements Homework #4 PDF/Paper Handout\***

8/31 \*\*\*Quiz\*\*\* Identify notes on bass and treble clef (memorized) TIMED!!

 C-Major Scale on Piano. (Major Scales as Pattern of Intervals)

 **TEXT: page 127;**

 **Elements Homework #5**

9/3 LABOR DAY

9/5 Bring your UKE to Class! Tuning your Uke. Simple Meter 2/4 3/4 and 4/4

 C-Major Scale on Uke. Scale Pattern of Intervals. Review Flats and Sharps on Uke

 **TEXT: page 31. Page 127; page 15-16;**

 **NOTEFLIGHT: Intro to Uke part I and 2; C-Major Uke Scale**

 **Elements Homework #6 PDF/paper handout\***

9/7 \*\*\*Quiz\*\*\*TIMED. Writing notes in bass and treble clef (memorized).

 Rhythm: Eighth-note Eighth-rest. Ties. Making other Major Scales using pattern.

 **TEXT: page 28-32; 128**

 **Elements Homework #7**

9/10 CHORDS: **G7-C** [on Uke] Shifting between G7 and C.

 Song and songwriting using G7 and C (in C-Major). Dominant and Tonic.

**NOTEFLIGHT: Intro to Uke part 2**

**Elements Homework #8 (preliminary tunesmithing G7 and C)**

9/12 Intervals: minor third and Major third. Rhythm: dotted-half note. Dotted quarter note.

 **TEXT: page 28-32; page 42-43; 137; 140-141;**

 **Elements Homework #9**

9/14 \*\*\*Quiz\*\*\*TIMED. Notes bass and treble clef.

Key Signatures: G-Major and F-Major (memorize)

Playing F-Major Scale on Uke (noteflight)

**TEXT: page 18-19; 152-154; 20-21;**

 CHORDS: **F** [on Uke]. Shifting between F and G7. Subdominant.

 <http://thewhynot100.blogspot.com/2014/05/46-short-and-sweet-shel-silverstein.html>

Adding F to songs and songwriting. **WRITE A SONG**! (C-major, 4/4 or 3/4)

 Complete Song is **DUE October 8**. You must sing it while playing chords on uke.

 Must be notated in Noteflight.

**NOTEFLIGHT: Intro to Uke part 3; HANDOUT: Ukulele Finger Chart 1**

**NOTEFLIGHT: Songwriting Step #1 and Step #2.**

**Homework: Choose a poem and follow Songwriting Step #1 (rhythmic setting)**

**Elements Homework #10 PDF/paper handout\* (key signatures and scales)**

9/17 Building Major Chords with Major and minor thirds. [Chord Parts: Root, Third and Fifth]

 Tonic, Subdominant and Dominant in the Keys of F-major and G-major

 Rhythm: Sixteenth-note sixteenth rest.

 **TEXT: page 28-32; 175; 179**

 **Elements Homework #11**

9/19 Key Signatures: D-Major and B-flat Major (memorize)

 Tonic, Subdominant, and Dominant in D-Major and B-flat Major.

 Rhythm: Dotted Eighth-note. (and rest)

 **TEXT: page 42-43. 195-198.**

 **Elements Homework #12/PDF paper handout\***

9/21 \*\*\*Timed Quiz\*\*\* Key Signatures (memorized) C, F, G, D and B-flat Major

 More Songs? More on Songwriting. KEEP WRITING YOUR SONG!

 No Homework!! Compose your song!

 **Noteflight: Songwriting Step #3**

9/24 Building Minor Chords with Major and minor thirds.

 **a-minor** (easy) and **d-minor** (more challenging) on the Uke.

**TEXT: page 175; 179; HANDOUT: Ukulele Finger Chart 2**

**Elements Homework #13; Part A**

9/26 Supertonic and Submediant (d-minor and a-minor) in key of C-major.

 Finding Supertonic and Submediant in other keys.

 **TEXT: 195-198**

 Songs with d-minor and a-minor. Substituting F-major with d-minor.

 Substituting C-major with a-minor.

 **Noteflight: Songwriting Step #4**

 Consult with Chave on SONG

**Elements Homework #13; Part B**

9/30 Intervals: Perfect 4th Perfect 5th Perfect Octave and Perfect Unison.

 Singing Syllables: Do Re Mi Fa Sol La Ti Do.

 **TEXT: Page 137; 139-140.**

 **Elements Homework #14**

10/1 Three-note blues [uke] on C-string.

 Techniques: hammer-on, bend, pre-bend, pull-off, slide.

 Class Improvisation: 12-bar blues.

**NOTEFLIGHT: Three Note Blues c-minor; Other Uke Techniques.**

**Homework: Practice Three Note Blues Scale and Techniques!**

10/3 Pentatonic blues scale [uke] on C and G strings. Class Improvisation.

 KEEP WRITING YOUR SONG!

 Rhythm: Syncopated patterns.

 **TEXT: page 46-47; page 159 (pentatonic and blues scale)**

**NOTEFLIGHT: Expanded Blues**

**Homework: Practice Blues Scale and improv (and techniques)**

10/5 Key Signatures: A-major and E-flat-major (Memorize)

 Chords: **C7** and **F7** [uke]. Playing Accompaniment in 12-bar blues on Uke.

 Pair up and practice with a class-mate (outside of class-time).

 **NOTEFLIGHT: Blues Chords and 12-bar blues; 12-bar blues 2 ukes.**

 **HANDOUT: Ukulele Finger Chart 1**

While one person solos, the other accompanies and vice versa.

 TONIC, Supertonic, Mediant, SUBDOMINANT, DOMINANT, Subtonic, Leading-Tone

 I ii iii IV V vi viio

 Scale degrees and chords in C-major and other major keys. (and Roman Numerals)

 **TEXT: 152-154; 20-21; 195-198**

 **Elements Homework #15: PDF/printed Handout\***

10/8 **Play and Sing your SONG** (Submit Printed Version). Blues Pairs perform/improvise.

10/10 REVIEW FOR MIDTERM [Key-signatures, Rhythms, Intervals, Chord-building, Naming

conventions]

10/12 \*\*\*\*\*\*\*\***MIDTERM**\*\*\*\*\*\*\*\*\*

10/15 Minor Key-Signatures and the magic number line. (-3)

 Minor Solfege Scale: Do Re Me Fa Sol Le Te Do.

 (Major Solfege Scale): Do Re Mi Fa Sol La Ti. Do.

 c-minor scale on uke. (compare to C-major)

 MEMORIZE MINOR KEY SIGNATURES:

 **TEXT: page 130-134; 152-154; 20-21;**

 OTHER MINORS: a-minor, e-minor, d-minor, b-minor, g-minor, f#-minor, c-minor

 (Related Major) (C-maj), (G-maj), (F-maj), (D-maj), (Bb-maj), (A-maj), (Eb-maj)

 **Elements Homework #16: PDF/printed Handout\***

10/17 Harmonic Minor (raised L.T.) Tonic, Subdominant, Dominant in minor keys.

 Key of A-minor: Amin, Dmin, **E7** (new!) [on UKE]

 I iv V

**TEXT: page 130-134; Ukulele Finger Chart 2**

 **Elements Homework #17**

10/19 Relative Major/Minor and Parallel Major/minor. Some minor key songs.

 Dominant Chord is Major---Must Raise Leading Tone.

 **TEXT: page 130-134;**

 **Elements Homework #18**

10/22 Order of Flats and Sharps (memorize)

 Keys: E-major (c#-minor). And A-flat-major (f-minor). Magic #7.

 **TEXT: page 20; 152-154; 20-21;**

 **Elements Homework #19: PDF/printed Handout\***

10/24 Building diminished and augmented chords with major and minor thirds.

 Chord qualities in minor keys. (Raising the Leading Tone in Minor---harmonic)

 **TEXT: page 175; 181**

 Chord: b-diminished [on uke] + other diminished chords using same finger pattern

 **HANDOUT: Ukulele Finger Chart 2**

 **Elements Homework #20 (augmented and diminished chords)**

10/26 \*\*\*QUIZ\*\*\*TIMED. Major & Minor Key Signatures [0-4 flats and sharps]

Blues Jam. Pairs.

**Elements Homework #21 (Roman Numerals in Minor)**

10/29 Compound Meter: 6/8 9/8 12/8

 **TEXT: page 38(-40)**

 **Elements Homework #22**

10/31 Scale degree names & Chord functions in Harmonic Minor Keys compared to Major Keys

 RAISE THE LEADING TONE

 **TEXT: 195-198; 199**

 **Elements Homework #23**

11/2 \*\*\*QUIZ\*\*\*TIMED. Order of Flats and Sharps; Minor Keys; and Leading Tones

Intervals: minor 6th and Major 6th [bigger than a Perfect 5th]

 Minor 7th and Major 7th [smaller than a Perfect 8ve]

 **TEXT: Page 137; 140-141**

 **Elements Homework #24**

11/5 C-Major Pentatonic Scale [uke] on C and G Strings (compare to blues pentatonic)

 [Practice and get it in your ear---for Irish Jig Improv]

 B-major (g#-minor) and D-flat-major (b-flat-minor). MEMORIZE

 **TEXT: 152-154; 20-21;**

 **NOTEFLIGHT: C-Major Pentatonic**

 **Elements Homework #25 PDF/printed Handout\***

11/7 Songwriting in minor (a-minor Primary Triads: i, iv, and V7) [am, dm, E7]

 (a-minor Secondary Triads: iio, III, VI, viio) [b-dim, C, F, **g#-dim** (new!)]

 Compose a **mysterious song(2)** for uke and voice [a-minor] in 6/8. Or 9/8

 Aeolian Minor: The contemporary sounding VII (G-major) as opposed to g#-dim…

Song is **DUE December 3**. You must sing it while playing chords on uke.

 Must be notated in Noteflight.

 **Homework: Start composing your song(2)/practice Irish Improv on Uke**

11/9 \*\*\*QUIZ\*\*\*\* (Timed). Minor Key Signatures. Leading Tones. [0-5 flats and sharps]

 Irish Improv in Class using C-major Pentatonic Scale and 6/8 meter

 (and related rhythms). New Chord: **e-minor**.

 [Use mostly G-string notes in second part [am-em]

 Aeolian Minor: The minor v (e-minor) as opposed to V(E-major)

 The ugly truth about music theory.

**HANDOUT: Ukulele Finger Chart 3**

**NOTEFLIGHT: Irish Jig Chords**

**Homework: Continue composing your song(2)….(a-minor, compound meter,**

**Mysterious)**

11/12 Augmented and Diminished Intervals. Double sharps and flats (earlier?).

**KEEP COMPOSING SONG(2)!**

 **TEXT: page 143.**

 **Elements Homework #26.**

11/14 Intervals and the Rule of Inversion.

 Key Signatures: F#-major (d#-minor) and G-flat-major (e-flat-minor).

 **TEXT: page 145-146; 152-154; 20-21;**

 **Elements Homework #27**

11/16 Building 7th chords with triads and 3rds.

 **TEXT: page 188**

 **Elements Homework #28**

11/19 Consult with Chave on **SONG(2)**. Irish Improv. Round 2.

**NOTEFLIGHT: Irish Jig Chords**

 **Continue working on Song(2) over T-giving.**

11/21 thru 11/23. THANKSGIVING RECESS.

11/26 Reading Chord Charts (and simplifying)

 Key Signatures: C#-major (a#-minor) and C-flat-major (a-flat-minor) **152-154; 20-21;**

 **TEXT: page 187-192**

 **Elements Homework #29**

11/28 Consult with Chave on **SONG(2).**

11/30 The ukulele capo, and transposing.

12/3 Last class day. Perform your **SONG(2)** (and submit your Printed Version)

 Final Blues and Irish Improv. Show me your mad improv skills!!

\*\*\***FINAL** (comprehensive) as per UT-Arlington Final Exam Schedule:

 ALL KEY SIGNATURES. ALL INTERVALS. MINOR (natural and harmonic) and MAJOR

SCALES. SCALE DEGREE NAMES (and CHORD FUNCTION NAMES). ROMAN NUMERALS.

 SIMPLE METER. COMPOUND METER. RHYTHMS. CHORDS (TRIADS AND SEVENTH-

CHORDS).

**Emergency Phone Numbers**: [Optional but strongly recommended] In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

[We strongly recommend that you place this information at the very end of your course syllabus or in the footer of the first page. We further recommend that you enter the UTA Police Department’s emergency phone number into your own mobile phone.]

**This final section is not part of the syllabus template, but a message from the UT Arlington Library.**

Faculty members should feel free to incorporate any of the following information into your course syllabus or other course materials.

**LIBRARY** [**library.uta.edu**](http://library.uta.edu/)

**RESOURCES FOR STUDENTS**

**Research or General Library Help**

Academic Plaza Consultation Services [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)

Ask Us [ask.uta.edu/](http://ask.uta.edu/)

Library Tutorials [library.uta.edu/how-to](http://library.uta.edu/how-to)

Subject and Course Research Guides [libguides.uta.edu](http://libguides.uta.edu/)

Librarians by Subject [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

Research Coaches <http://libguides.uta.edu/researchcoach>

**Resources**

A to Z List of Library Databases [libguides.uta.edu/az.php](http://libguides.uta.edu/az.php)

Course Reserves [pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)

FabLab [fablab.uta.edu/](http://fablab.uta.edu/)

Scholarly Communications (info about digital humanities, data management, data visualization, copyright, open educational resources, open access publishing, and more) <http://library.uta.edu/scholcomm>

Special Collections [library.uta.edu/special-collections](http://library.uta.edu/special-collections)

Study Room Reservations [openroom.uta.edu/](http://openroom.uta.edu/)

**Teaching & Learning Services for Faculty**

Copyright Consultation [library-sc@listserv.uta.edu](http://library-sc@listserv.uta.edu)

Course Research Guide Development, Andy Herzog [amherzog@uta.edu](http://amherzog@uta.edu) or your subject librarian

Data Visualization Instruction, Peace Ossom-Williamson [peace@uta.edu](http://peace@uta.edu)

Digital Humanities Instruction, Rafia Mirza [rafia@uta.edu](http://rafia@uta.edu)

Graduate Student Research Skills Instruction, Andy Herzog [amherzog@uta.edu](http://amherzog@uta.edu) or your subject librarian

Project or Problem-Based Instruction, Gretchen Trkay [gtrkay@uta.edu](http://gtrkay@uta.edu)

Undergraduate Research Skills Instruction, Gretchen Trkay [gtrkay@uta.edu](http://gtrkay@uta.edu) or your subject librarian.

**OTHER RESOURCES**

Environmental Health & Safety (<http://www.uta.edu/ehsafety>)