

## Term Information

Effective Term Autumn 2023  
*Previous Value* Summer 2012

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Amend the credit hours from 2 to 1

What is the rationale for the proposed change(s)?

Please see the attached rationale statement

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Music  
Fiscal Unit/Academic Org School Of Music - D0262  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3425  
Course Title Aural Training IV  
Transcript Abbreviation Aural Training 4  
Course Description Advanced training in aural musicianship and music reading; practical application through solfege, dictation, and keyboard drill.  
Semester Credit Hours/Units Fixed: 1  
*Previous Value* Fixed: 2

## Offering Information

Length Of Course 14 Week, 12 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 3424.
Exclusions	Not open to students with credit for 425.
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	50.9999
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

## Course Details

Course goals or learning objectives/outcomes	• Dictate an eight-bar melody with chromatic skips and a variety of rhythmic values Dictate an eight-bar rhythmic exercise with difficult rhythmic values
	• Dictate and identify a harmonic pattern with applied chords and other chromatic harmonies Sight sing a difficult melody with a modulation and chromatic skips.

### *Previous Value*

Content Topic List	• Chord recognition • Rhythmic Dictation • Advanced practical application through solfege • Advanced study of dictation • Advanced keyboard drill
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### *Previous Value*

- *Advanced aural musicianship*
- *Advanced music reading*
- *Advanced practical application through solfege*
- *Advanced study of diction*
- *Advanced keyboard drill*

Sought Concurrence	No
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**Attachments**

- Rationale for reallocation of credit and change of course components Theory 1-4 Aural Skills 1-4 (1) revised 8 10 21.pdf: revised rationale  
*(Other Supporting Documentation. Owner: Banks,Eva-Marie)*
- Music 3425 Aural Skills IV current syllabus 3 4 22.docx: current syllabus  
*(Syllabus. Owner: Banks,Eva-Marie)*
- Aural Training IV Sp 24 PROPOSED SYLLABUS 10 27 22.docx: proposed syllabus  
*(Syllabus. Owner: Banks,Eva-Marie)*

**Comments**

- Please see Panel feedback e-mail sent 06/10/22. *(by Cody,Emily Kathryn on 06/10/2022 03:42 PM)*
- The current changes present no increase or decrease in student work or contact time, but a reallocation of credit hours to more accurately reflect the workloads and content in each of these courses. We have determined that when these courses were converted from quarters to semesters, the allocation of a 2/2 was incorrect and has never been addressed. Although a one-credit course that meets twice per week, might seem to be outside of parameters for credit hour allocation, we have determined the outside of class workload is minimal. *(by Banks,Eva-Marie on 03/04/2022 09:44 AM)*
- Please see Panel feedback email sent 11/03/2021. *(by Hilty,Michael on 11/03/2021 09:42 AM)*
- Requested back by initiator *(by Vankeerbergen,Bernadette Chantal on 08/16/2021 10:38 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Banks,Eva-Marie	07/13/2021 10:04 AM	Submitted for Approval
Approved	Hedgecoth,David McKinley	08/16/2021 10:19 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	08/16/2021 10:38 AM	College Approval
Submitted	Banks,Eva-Marie	08/16/2021 12:22 PM	Submitted for Approval
Approved	Hedgecoth,David McKinley	08/16/2021 12:32 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/08/2021 03:39 PM	College Approval
Revision Requested	Hilty,Michael	11/03/2021 09:42 AM	ASCCAO Approval
Submitted	Banks,Eva-Marie	03/04/2022 09:46 AM	Submitted for Approval
Approved	Hedgecoth,David McKinley	03/06/2022 04:50 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/14/2022 09:52 AM	College Approval
Revision Requested	Cody,Emily Kathryn	06/10/2022 03:42 PM	ASCCAO Approval
Submitted	Banks,Eva-Marie	10/27/2022 02:39 PM	Submitted for Approval
Approved	Hedgecoth,David McKinley	10/27/2022 03:27 PM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	10/27/2022 03:27 PM	College Approval

## Proposal

The music theory area would like to

1. Reallocate the credit assignment between Music Theory and Aural Skills.
2. Relabel the Music Theory Courses as a lecture with a recitation, in keeping with the practice since 2017.

## Rationale

Currently, Music Theory and Aural Skills equate to a combined total of four (4) credits between them, which is in keeping with most Schools of Music in the United States that use the semester system. However, unlike most programs, we split these credits evenly, despite both a difference in the workload required and the difference in instructional setting. Music theory requires a great deal of out-of-class work, including composition assignments, performance assignments, and written papers. It also meets three times a week for 55 minutes. Aural Skills meets twice a week for 55 minutes, and requires performance assignments and dictation assignments, and is most often considered to be a lab/recitation type of learning environment, [which UCAT defines as](#) "practical, hands-on situations".

Such a change would be in line with peer-programs, would be more reflective of student workload, and would address concerns presented in the recent NASM evaluation, which stated:

"An additional problem was noted regarding the undergraduate music theory sequence (Music Theory I, II, III, and IV). Each of them requires three contact hours per week, along with an expectation of preparation for each class meeting, yet these classes are assigned just 2 hours of credit."

Our proposed solution to this includes the following reallocation:

	Current Credit Allotment	Proposed Credit Allotment
Theory I (MUS2021/MUS2221)	2	3
Theory II (MUS2022/MUS2222)	2	3
Theory III (MUS3421/3021)	2	3
Theory IV (MUS3422/3022)	2	3
Aural Skills I (MUS2224)	2	1
Aural Skills II (MUS2225)	2	1
Aural Skills III (MUS3424)	2	1
Aural Skills IV (MUS3425)	2	1
Total	16	16



As for the **second proposed change** (the relabeling of music theory as a lecture + recitation), this would simply be in keeping with current practice, and would allow for better scheduling of rooms and graduate student teaching assignments. At the moment, the current model in SIS is not reflective of current practice.

Below we have listed some similar programs, and have listed how they have structured their theory core curriculum. There are a couple of points that we would like to emphasize:

1. 11 of these 25 programs have more than four semesters of music theory.
2. The majority of programs (17/25) have separated theory from aural skills, and 15 of those 17 allot more credits to Music Theory than for Aural Skills.

<b>Institution</b>	<b>Who attends?</b>	<b>Theory combined with aural?</b>	<b>How many semesters?</b>	<b>How many meeting times per week?</b>
1. Baylor U	100 per year, majority in music education and performance	no	5 semesters of theory 4 semesters of aural	Theory: <ul style="list-style-type: none"> <li>• 3h per week</li> </ul> Aural: <ul style="list-style-type: none"> <li>• 2h per week</li> </ul>
2. Queen's College (ON)	50 per year, majority in BM or a combined degree in performance and music education	no	5 semesters of theory 4 semesters of aural	Theory: <ul style="list-style-type: none"> <li>• 4h per week in semesters 1-4</li> <li>• 3h per week for fifth semester</li> </ul> Aural: <ul style="list-style-type: none"> <li>• 3h per week in semesters 1-2</li> <li>• 2h per week in semesters 3-4</li> </ul>
3. Indiana U	200 students per year, majority in performance, composition, education	no	5 semesters of theory 4 semesters of aural 1 semester capstone elective	Theory: <ul style="list-style-type: none"> <li>• 75m, 5 days a week</li> </ul> Aural: <ul style="list-style-type: none"> <li>• 75m, 4-5 days a week</li> </ul>
4. Kansas U	80 per year, majority in music therapy and music education	yes	5 semesters for BA, BM, BFA 4 semesters for BME & Therapy	5h per week <ul style="list-style-type: none"> <li>• 4h in lecture</li> <li>• 1h in keyboard/tech lab</li> </ul>
5. Illinois Wesleyan University	50 per year, majority in education	yes	4 semesters	<ul style="list-style-type: none"> <li>• 50 minutes MWF</li> <li>• 75 minutes TR</li> </ul>

6. University of California-Santa Cruz	40 per year, majority in education	yes	5 semesters (4 core + 1 semester advanced elective)	<ul style="list-style-type: none"> <li>• 5h per week (3 lectures, 2 labs)</li> </ul>
7. Charleston Southern University	40 per year, majority in music therapy or worship music leadership	yes	4 semesters	<ul style="list-style-type: none"> <li>• 5h per week, meet in keyboard tech lab</li> </ul>
8. St. Olaf College	140 per year, majority in music education and vocal performance	yes	4 semesters of integrated theory/aural	<ul style="list-style-type: none"> <li>• 55m MWF</li> <li>• 85m TR</li> </ul>
9. U. of Oklahoma	80-100 per year, majority in music education and performance	no	5 semesters of theory 4 semesters of aural	<p>Theory (2 credits):</p> <ul style="list-style-type: none"> <li>• 3 semesters meet 2h per week; 2 semesters meet 3h per week</li> </ul> <p>Aural (2 credits):</p> <ul style="list-style-type: none"> <li>• 2 semesters meet 3h per week, 2 meet 2h per week</li> </ul>
10. UMass-Amherst	70 per year	No	5 semesters of theory 4 semesters of aural skills	<p>Theory (3 credits):</p> <ul style="list-style-type: none"> <li>• 3h per week</li> </ul> <p>Aural skills (1 credit):</p> <ul style="list-style-type: none"> <li>• 3h per week</li> <li>• Remedial AS for bottom 3<sup>rd</sup> meets 5h per week</li> </ul>
11. Bowling Green State University		no	4 semesters of theory 4 semesters of aural	<p>Theory (2 credits):</p> <ul style="list-style-type: none"> <li>• 3h per week (1 large lecture + 2 small group meetings)</li> </ul> <p>Aural (2 credits)</p> <ul style="list-style-type: none"> <li>• 3h per week (1 large lecture + 2 small group meetings)</li> </ul>

12. Cleveland Institute of Music		yes	7 semesters total <ul style="list-style-type: none"> <li>• 4 semesters core,</li> <li>• 1 semester of form and analysis,</li> <li>• 1 semester of counterpoint,</li> <li>• 1 required elective</li> </ul>	Core theory (4 credits) <ul style="list-style-type: none"> <li>• 5h per week</li> </ul> Form, Counterpoint, Elective (all 3 credits): <ul style="list-style-type: none"> <li>• 3h per week</li> </ul>
13. East Carolina University		no	5 semesters of theory 5 semesters of aural skills	Theory <ul style="list-style-type: none"> <li>• Semesters 1-4 meet 3h per week</li> <li>• Semester 5 meets 2h per week</li> </ul> Aural skills <ul style="list-style-type: none"> <li>• All semesters meet 2h per week</li> </ul>
14. UMass Lowell		yes	4 semesters	Semesters 1-2 (5 credits) <ul style="list-style-type: none"> <li>• 5h per week (300 minutes)</li> </ul> Semesters 1-2 (4 credits) <ul style="list-style-type: none"> <li>• 5h per week (300 minutes)</li> </ul> “no difference in workload”
15. Oakland University <sup>1</sup>		no	4 semesters of theory 4 semesters of aural skills	Theory (3 credits) <ul style="list-style-type: none"> <li>• 57 minutes MWF</li> </ul> Aural (1 credit) <ul style="list-style-type: none"> <li>• 49m TR</li> </ul>
16. Rutgers University		No	4 semesters of theory 5 semesters of aural skills	Theory (3 credits) <ul style="list-style-type: none"> <li>• 3h per week</li> </ul> Aural skills (2 credits) <ul style="list-style-type: none"> <li>• 3h per week</li> </ul>
17. Baldwin Wallace Conservatory		No	6 semesters of theory (latter 3 semesters coordinated with history)	Theory (3 credits) <ul style="list-style-type: none"> <li>• 3h per week</li> </ul> Aural skills (2 credits)

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<sup>1</sup> “Having only four semesters of theory is an issue, because we have to cram all of advanced chromatic harmony and post-1900 analysis into the fourth semester, and they never really get true advanced chromatic harmony. It is also really hard to do a good job with formal analysis.”



			3 semesters of aural skills	<ul style="list-style-type: none"> <li>• 3h per week (2 solfege/dictation, 1 eurhythmics)</li> </ul>
18. University of MO-St. Louis		no	4 semesters of theory 4 semesters of aural  (no 20 <sup>th</sup> c. included in core)	Theory (3 credits) <ul style="list-style-type: none"> <li>• 3h per week</li> </ul> Aural (1 credit) <ul style="list-style-type: none"> <li>• 2h per week</li> </ul>
19. University of Vermont		No	4 semesters of theory 4 semesters of aural	Theory (3 credits) <ul style="list-style-type: none"> <li>• 3h per week</li> </ul> Aural (1 credit) 2h per week
20. New England Conservatory		no	4 semesters of theory 4 semesters of aural	Theory (3 credits) <ul style="list-style-type: none"> <li>• 3h per week</li> </ul> Aural (3 credits) <ul style="list-style-type: none"> <li>• 3h per week + 1h keyboard</li> </ul>
21. Temple University		yes <sup>2</sup>	4 semesters	5 credit hours 5h per week
22. St. Mary's College of Maryland		no	4 semesters of theory 4 semesters of aural	Theory (3 credits) <ul style="list-style-type: none"> <li>• 4h per week</li> </ul> Aural (1 credits) <ul style="list-style-type: none"> <li>• 2h per week</li> </ul>
23. Oklahoma Baptist University		no	4 semesters of theory + 1 post-tonal (hist/theory) 4 semesters of aural	Theory (3 credits) <ul style="list-style-type: none"> <li>• 4h per week (3 lecture + 1 technology lab)</li> </ul> Aural (2 credits) <ul style="list-style-type: none"> <li>• 2h per week</li> </ul>
24. University of Minnesota		no	4 semesters of theory 4 semesters of aural  (further requirements vary depending on degree track. BME has no further requirements; BM has 2 more semesters).	Theory (2 credits) <ul style="list-style-type: none"> <li>• 3h per week</li> </ul> Aural (1 credit) <ul style="list-style-type: none"> <li>• 2h per week</li> </ul>
25. University of Utah		No	5 semesters of theory 4 semesters of aural	Theory (3 credits) <ul style="list-style-type: none"> <li>• 3h per week</li> </ul> Aural (1 credit) <ul style="list-style-type: none"> <li>• 2h per week</li> </ul>

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<sup>2</sup> "We try to do both written AND aural work in each session, but the reality of the situation is that aural work (sadly) often gets pushed to the Tuesday/Thursday sessions with our grad students."

			(further requirements vary depending on degree track. BME has no further requirements; BM has 1 more semesters).	
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# Music 3425 Syllabus

Spring 2021

## Course Information

- **Course times and location:** Tuesdays and Thursdays, 10:20 a.m.-11:15 a.m.
- **Credit hours:** 2
- **Mode of delivery:** In Person
- **Instructor Name:** Ann Stimson, coordinator and instructor, class number 35464
- **Email:** [stimson.2@osu.edu](mailto:stimson.2@osu.edu)
- **Office location:** 304 B, Hughes Hall
- **Office hours:** TBA
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email**.
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Instructors:

- | <b>Name:</b>            | <b>Email:</b>  | <b>Section:</b> |
|-------------------------|--|-----------------|
| ○ Sammy Gardner         | <a href="mailto:gardner.1162">gardner.1162</a>       | 24218           |
| ○ David Kulma           | <a href="mailto:kulma.1">kulma.1</a>                 | 24219           |
| ○ Miranda Martin-Hecker | <a href="mailto:martin-hecker.1">martin-hecker.1</a> | 24220           |



THE OHIO STATE UNIVERSITY

School of Music

o Ellen Archambault Archambault.5 36004

- **Course times:** Tuesdays and Thursdays from 12:40-1:35pm.

## Course Prerequisites

The prerequisite for 3425 is a passing grade in Music 3424. A passing grade is a C- or better.

## Course Description

We will continue to develop practical aural, writing, and singing skills related to music. Activities include listening, dictation (melodic, harmonic, contrapuntal, and rhythmic), conducting, and singing (using movable- *do*, tonic-*do* solfege). The focus includes intervals, triads, seventh chords, rhythmic patterns, major and minor melodies, and harmonic progressions. This course will emphasize chromatic solfege and dictation containing chromatic harmonies. We will end with an introduction to post-tonal dictation and singing.

## Learning Outcomes

By the end of this course, students should successfully be able to:

- Dictate an eight-bar melody with chromatic skips and a variety of rhythmic values
- Dictate an eight-bar rhythmic exercise with difficult rhythmic values
- Dictate and identify a harmonic pattern with applied chords and other chromatic harmonies
- Sight sing a difficult melody with a modulation and chromatic skips.
- Identify compound intervals, modes, and seventh-chords in all inversions
- Identify trichords in prime form
- Dictate an atonal melody based on two trichords

# How This Course Works

**Pace of activities:** This course is divided into **weekly modules**. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a 2 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 2 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to < 1 hour of homework (computer aided instruction and assignment preparation) to receive a grade of C average.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Attendance: required**

This is a skills development class. Your attendance and participation during our meetings is required. Daily attendance will be taken and there will be unannounced daily graded activities. There will be no make-up opportunities for these activities. Excessive absence will result in submission of an OSU Absence Report to the student's college office. A doctor's note is required to make-up a quiz or exam. You are expected to take the final exam when scheduled. If there is a valid time conflict, notify the instructor as soon as possible.

# Course Materials, Fees and Technologies

## Required Materials and/or Technologies

- Hall, Anne Carothers, *Studying Rhythm*. fourth edition.
- Berkowitz, Fontrier, & Kraft, *A New Approach to Sight Singing*, sixth
  - edition.
- *Auralia 6* (software)
- Blank staff paper, pencils, erasers

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

**Auralia:** See the announcement page on Carmen for instructions for purchase and download.

## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)



# Grading and Faculty Response

## How Your Grade is Calculated

Assignment category	percentage
Participation, Daily work, and Quizzes (see Carmen for details)	25
Reflection Reports	2
Midterm	28
Final	30
Auralia	10
Cognition Experiment	5

See [Course Schedule](#) for due dates.

## Descriptions of Major Course Assignments

### Performance Assignment:

On Tuesdays you will perform exercises from the Berkowitz and Hall texts. These will be graded and recorded in the melodic and rhythmic modules on Carmen.

### Auralia:

Every student should practice aural recognition individually outside the classroom using the *Auralia* software program. To receive full credit for *Auralia* work you must log in 2 hours of work for every goal. Plan to spend a minimum of 15 minutes at least four times per week on this. Shortly after each *Auralia* goal due date, you will be tested in class on this material. Many of you will find that you need to spend more than 2 hours per goal period to finish the goals. *Auralia* gives you an opportunity to practice dictation as much as possible.

### Reflection Reports:

Twice during the semester I will ask you to answer a few questions regarding your progress and difficulties in the class. This gives us both the opportunity to address ways to improve your experience in the class and reflect on your study habits, tools, and learning environment.

### Cognition Experiments:

All second year aural skills students are encouraged to participate in two music cognition experiments per semester. For those who would rather not be directly involved, an alternate





research assignment is available. Information concerning the experiments is available on the web at the following address: <https://www.musiccognition.osu.edu/participate/>

**Academic integrity and collaboration:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow [MLA/APA/Chicago etc.] style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

## Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

Late Auralia work will not be accepted.

## Participation

Participation requires the following elements: attending class; paying attention at all times; and avoiding distracting or distracted behavior (such as using electronic devices for non-course-related activities, reading or conversing about non-course-related material, or acting inappropriately toward others). You are encouraged to ask relevant questions and respond to the instructor's questions. Attendance, active engagement with the course materials, and appropriateness of behavior will be assessed at each class meeting. If you miss a quiz or other graded activity, your grade will be a "Zero." Excused absences include illness, family emergency, or a school sanctioned event. Please bring documentation to your instructor. Any make-up dictation exams are at the discretion of the instructor.

## Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.

# Grading Scale

93–100: A  
90–92.: A-  
87–89.: B+  
83–86.: B  
80–82.: B-  
77–79.: C+  
73–76.: C  
70–72.: C-  
67–69.: D+  
60–66.: D  
Below 60: E

# Other Course Policies

## Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

## Ohio State's Academic Integrity Policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)



## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:6142925766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:18002738255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.



## Accessibility Accommodations for Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Accessibility of Course Technology

This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))

## Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)



# Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week	Date	Assignment
1	1/12-14	Berk.: 301, 302, 306 Hall: Ch. 24 p. 180-181, tap with two hands, speak 123 + 1234 (These exercises will be tested on the following Tuesday.)
2	1/19-21	Berk.: 319, 320, 323 Hall: Ch. 24, conduct and speak 4/3, 24.1, 24.A Auralia Goal #1 due: 1/24, 11:59pm
3	1/26-28	Berk.: 324, 326 330 Hall: Ch. 25.A, B Dictation Quiz #1, based on Auralia goal #1
4	2/2-4	Berk.: 331, 334, 338 Hall: Ch. 25.E.F Auralia Goal #2 due 2/7, 11:59pm
5	2/9-11	Berk.: 393-395 (secondary dominants) Hall: Ch. 26.A, H (quintuplets and septuplets) Dictation Quiz #2
6	2/16-18	Berk.: 399-401 (mod. to submediant) Hall: Ch 27.A,B (5/8, 5/4) Reflection Report #1 due: 2/21, 11:59pm Auralia Goal #3 due 2/21, 11:59p
7	2/23 2/25	No class Review for midterm
8	3/2 3/4	Performance Midterm Dictation Midterm
9	3/9-11	Berk.: 307, 311, 313 (modes) Hall: Ch. 27.C,D
10	3/16-18	Berk.: 403-405 (5/8 5/4) Hall: Ch. 28.A,B Auralia goal #4 due 3/21, 11:59pm
11	3/23-25	Berk.: 424-426 (lowered 6 <sup>th</sup> scale degree) Hall: Ch. 28.E.G



		Dictation quiz #4
12	3/30	Berk.: 553, (7/4, 5/4) Hall: Ch. 29.A,B
	4/1	No Class Reflection Report #2 due: 4/4, 11:59pm Auralia goal #5 due 4/4, 11:59pm
13	4/6-8	Berk.: 350,352, 353 (skips to chromatic pitches) Hall: Ch. 29.C,D Dictation Quiz #5
14	4/13-15	Berk.: 372, 375, 376 (modulation) Hall: Ch. 31.A,B
15	4/20-22	Review and Final Dictation

## Auralia Goals and Due Dates

### Goal #1

Due 1/24

Intervals: none

Scales: none

Chord Recognition: 12, 13

Rhythmic Dictation: 15, 23, 24

Chord Progressions: 15, 16, 17, 18

Melodic Dictation: 20

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### Goal #2

Due 2/7

Intervals: none

Scales: none

Chord Recognition: 14

Rhythmic Dictation: 25, 26

Chord Progression: 21-24

Melodic Dictation: 21

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### Goal #3





Due 2/21

Intervals: 17  
Scales: 5, 6  
Chord Recognition: 15  
Rhythmic Dictation: 30, 31  
Chord Progression: 25, 26  
Advanced Chord Progression: 1, 2  
Melodic Dictation: 22

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Goal #4

Due 3/21

Intervals: 18  
Scales: 7, 8  
Chord Recognition: 16  
Rhythmic Dictation: 22, 27  
Advanced Chord Progression: 3-6  
Melodic Dictation: 23

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Goal #5

Due 4/4

Intervals: 19  
Scales: 9, 10  
Chord Recognition: 17  
Rhythmic Dictation: 29  
Advanced Chord Progression: 7-10  
Melodic Dictation: 24

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**Aural Training 4: Music 3425**  
**Spring 2024**  
**1 Credit**

Instructor	Section	Email	Section meetings	Office hour	Office location
Dr. Ann Stimson	010	Stimson.2@osu.edu	Tu-Th, 12:40-1:35, Timashev classroom TBA	Monday 2:00 pm	N479 Timashev
GTA1	020	[This is where email goes once GTAs are assigned.]	Tu-Th, 12:40-1:35, Timashev classroom TBA	[This is where office hours go once schedules are assigned]	N450 Timashev
GTA2	030		Tu-Th, 12:40-1:35, Timashev classroom TBA		N450 Timashev
GTA3	040		Tu-Th, 12:40-1:35, Timashev classroom TBA		N450 Timashev

**Course description:** This course builds on practical aural, writing, and singing skills developed in Aural Training I-III. Activities include listening, dictation (melodic, harmonic, contrapuntal, and rhythmic), conducting, and singing (using movable- *do*, tonic-*do* solfege). The focus includes intervals, triads, seventh chords, rhythmic patterns, major and minor melodies, and harmonic progressions. This course will emphasize chromatic solfege and dictation containing chromatic harmonies, as well as modulation.

**Learning Outcomes**

By the end of this course, students should successfully be able to:

- Dictate an eight-bar melody with chromatic skips and a variety of rhythmic values
- Dictate an eight-bar rhythmic exercise with difficult rhythmic values
- Dictate and identify a harmonic pattern with applied chords and other chromatic harmonies
- Sight sing a difficult melody with a modulation and chromatic skips.

- Identify compound intervals, modes, and seventh-chords in all inversions

**Course Prerequisites** consist of one of the following:

- An earned grade of C- or better in Music 3424.
- “K” transfer credit for Aural Training I, II, III
- EM credit for Aural Training III

**Credit hours and time commitment:** This course is a one credit-hour class. According to rule 3335-8-24 of the Administrative Code, “One credit hour shall be assigned for each three hours per week of the average student's time, including class hours, required to earn the average grade of "C" in this course.” This course provides two hours of practical instruction and requires one hour of outside work on activities per week. <https://trustees.osu.edu/bylaws-and-rules/3335-8>

**Format of instruction:** All sections meet in person for 55 minutes two times a week with their section leader. On Tuesdays you will be asked to perform an assignment for your instructor and peers. On Thursdays you will be encouraged to sing and transcribe exercises in real time with the class. Both days entail active participation and the daily building of practical skills.

**Attendance requirements:** Research shows regular participation is one of the highest predictors of success. This is a skills development class. Your daily attendance and participation during our meetings is necessary for you to meet the learning objectives of the course. Daily attendance will be taken and there will be daily graded activities. If you do not have an excused absence, your grade for any missed in-class performances or dictation quizzes will be 0. You may make up missed in-class work only with an excused absence on account of illness (with doctor’s note), family emergency, or a school sanctioned event. Please bring documentation to your instructor. Excessive absence of more than three class periods will result in submission of an OSU Absence Report to the student’s college office. You are expected to take the final exam when scheduled according to the OSU registrar (see below). If there is a valid time conflict, notify the instructor as soon as possible.

### **Late Assignment Policy**

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. If you get behind on your *Auralia* goals, you will not be successful on the in-class written dictation quizzes. For this reason, we do not accept late *Auralia* homework. If you miss a dictation quiz or other in-class graded activity without a written excuse, your grade will be a "Zero." Excused absences include illness, family emergency, or a school sanctioned event. Please bring documentation to your instructor. Any make-up dictation exams are at the discretion of the instructor.

### **Required course materials:**

- Hall, Anne Carothers, *Studying Rhythm*. Fourth edition.
- Berkowitz, Fontrier, & Kraft, *A New Approach to Sight Singing*, sixth edition.
- *Auralia 6* (software) See the announcement page on Carmen for instructions for purchase and download.
- Blank staff paper, pencils, erasers

## Grading

Participation	10%
Weekly performances	10%
Written dictation quizzes	10%
Reflection reports	2%
Midterm	28%
Final	30%
Auralia (online practice)	10%

A (93-100%)	B+(87-89%)	C+ (77-79%)	D+(67-69%)	E (0-62%)
A- (90-92%)	B (83-86%)	C (73-76%)	D (63-66%)	
	B- (80-82%)	C- (70-72%)		

### Participation

Participation requires the following elements: attending class; paying attention at all times; and avoiding distracting or distracted behavior (such as using electronic devices for non-course-related activities, reading or conversing about non-course-related material, or acting inappropriately toward others). You are encouraged to ask relevant questions and respond to the instructor's questions. Attendance, active engagement with the course materials, and appropriateness of behavior will be assessed at each class meeting.

### Weekly Performances:

On Tuesdays you will individually perform exercises from the Berkowitz and Hall texts in class. Each performance will be drawn from the melodies studied in class the previous week. There will be approximately 11 performance grades recorded throughout the semester.

**Written Dictation Quizzes:** There will be five written quizzes throughout the semester, based on the materials assigned through Auralia. The quizzes will test your ability to identify musical structures by ear and take dictation from a short melodic or harmonic prompt of 4-8 measures. Each quiz will take approximately half an hour to complete. Work submitted should represent your own learning and skill ability. For this reason, collaboration is strictly prohibited.

**Midterm Exam:** The midterm will be given in class and will include both performance and dictation components, similar to the weekly performances and written dictation quizzes. All performance and dictation testing will include rhythm as well as pitch. Conducting is required for performances. The midterm should represent your own learning and skill ability. For this reason, collaboration is strictly prohibited.

**Final Exam:** The final exam will include both performance and dictation components, similar to the weekly performances and written dictation quizzes. All performance and dictation testing will include rhythm as well as pitch. Conducting is required for performances. The final should represent your own learning and skill ability. For this reason, collaboration is strictly prohibited. See <https://registrar.osu.edu/scheduling/finals/finals.asp>

### Reflection Reports:

Twice during the semester I will ask you to answer a few questions regarding your progress and

difficulties in the class. This gives us both the opportunity to address ways to improve your experience in the class and reflect on your study habits, tools, and learning environment.

### **Auralia:**

Every student should practice aural recognition individually outside the classroom using the *Auralia* software program. Plan to spend a minimum of 15 minutes at least four times per week on this. To receive full credit for *Auralia* work you must log at least 2 hours of work for each of five goals staggered throughout the semester (see schedule below). Your written dictation quizzes delivered in class will test this material after each *Auralia* goal due date.

### **Auralia Goals**

#### Goal #1

Intervals: none

Scales: none

Chord Recognition: 12, 13

Rhythmic Dictation: 15, 23, 24

Chord Progressions: 15, 16, 17, 18

Melodic Dictation: 20

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#### Goal #2

Intervals: none

Scales: none

Chord Recognition: 14

Rhythmic Dictation: 25, 26

Chord Progression: 21-24

Melodic Dictation: 21

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#### Goal #3

Intervals: 17

Scales: 5, 6

Chord Recognition: 15

Rhythmic Dictation: 30, 31

Chord Progression: 25, 26

Advanced Chord Progression: 1, 2

Melodic Dictation: 22

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#### Goal #4

Intervals: 18

Scales: 7, 8

Chord Recognition: 16

Rhythmic Dictation: 22, 27

Advanced Chord Progression: 3-6  
 Melodic Dictation: 23

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Goal #5

Intervals: 19

Scales: 9, 10

Chord Recognition: 17

Rhythmic Dictation: 29

Advanced Chord Progression: 7-10

Melodic Dictation: 24

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### Course Schedule

Refer to the CarmenCanvas course for exact due dates.

Week	Dates	Auralia (due in Carmen Monday)	Performance Assignment (tested Tuesday)	Dictation Quiz (Thursday)
1	1/8-1/12		Berk.: 301, 302, 306 Hall: Ch. 24 p. 180-181, tap with two hands, speak 123 + 1234	
2	1/15-1/19		Berk.: 319, 320, 323 Hall: Ch. 24, conduct and speak 4/3, 24.1, 24.A	
3	1/22-1/26	Goal 1	Berk: 324, 326 330 Hall: Ch. 25.A, B	Quiz 1
4	1/29-2/2		Berk.:331, 334, 338 Hall: Ch. 25.E.F	
5	2/5-2/9		Berk.: 399-401 (mod. to submediant) Hall: Ch 27.A,B (5/8, 5/4)	
6	2/12-2/16	Goal 2	Berk.: 399-401 (mod. to submediant) Hall: Ch 27.A,B (5/8, 5/4)	Quiz 2
7	2/19-2/23	Reflection Report #1	Review for midterm	
8	2/26-3/1	Goal 3	Performance midterm	Dictation midterm
9	3/4-3/8		Berk: 307, 311, 313 (modes) Hall: Ch. 27.C,D	
	3/11-3/16		Spring break	
10	3/18-3/22		Berk.: 403-405 (5/8 5/4) Hall: Ch. 28.A,B	

11	3/25- 3/29	Goal 4	Berk.: 424-426 (lowered 6 <sup>th</sup> scale degree) Hall: Ch. 28.E,G	Quiz 4
12	4/1-4/5		Berk.: 553, (7/4, 5/4) Hall: Ch. 29.A,B	
13	4/8- 4/12	Goal 5	Berk.: 350,352, 353 (skips to chromatic pitches) Hall: Ch. 29.C,D	Quiz 5
14	4/15- 4/19	Reflection report #2 Goal	Berk.: 372, 375, 376 (modulation) Hall: Ch. 31.A,B Review	
Finals			Final dictation and performance	

### Ohio State's Academic Integrity Policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### Accessibility Accommodations for Students with Disabilities

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**Counseling Services:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down,

difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

**Buckeyes ACT:** Buckeyes ACT is a comprehensive, community-wide plan to address sexual assault, sexual misconduct, and relationship violence. All OSU employees are required to report instances of sexual misconduct to the Title IX coordinator in the Office of Institutional Equity. The survivor will then receive resources to help them understand their choices, but they are not obligated to participate in further processes. For more information, please visit <https://titleix.osu.edu/>.

**Statement on Diversity:** The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**NASM Standards.** Aural Training I-IV contributes toward your achievement of learning standards articulated by the National Association of Schools of Music, *Handbook* Section VIII.B, 2-3: “Common Body of Knowledge and Skills,” required for all music majors. See <https://nasm.arts-accredit.org/accreditation/standards-guidelines/basic-competency-index/> for more information.