Syllabus Outline for an Online Unit of Instruction

Template		Self-Check
Course Information	Introduction to Music, the instructor is Ms. Shireen Yacoub, who has more than 10 years of experience, she has worked in top notch music schools such as Oberlin Conservatory of Music, and University of North Texas College of Music. The course is an introductory about music, where the musical instruments are introduced and the types of vocals. The student need to get 65 grades to pass the course. Ms. Yacoub will be available in her office from 08:00- 01:00 on Thursday. Students are also expected to ready "This is Your Brain on Music" By Daniel Levitin.	Did you include course title, instructor information, grade level, subject area, office hours and required textbooks or resources?
Expected Student Audience	Students do not need any musical background to take the course that will be held in Jordan University in Amman- Jordan.	Is the expected student audience described? (Are your students in the USA?)
Teacher Communication	The teacher will be in class where personal communication can take place, and can be reached on the discussion forum that is available on the open edx platform we use. Additionally, Ms. Yacoub can be reached on her email syacoub@gmail.com.	Did you provide at least two forms of communication are included in the syllabus?

Course Description	The course is an introductory about music, where the musical instruments are introduced and the types of vocals. The student need to get 65 grades to pass the course.
	The course will outline
	
	1. The basic language of music
	    a. terminology
	    b. pitch notation
	    c. rhythm notation
	2. Drawing skills
	    a. clefs
	    b. notes
	    c. rests
	    d. other written music skills
	3. Note names
	    a. name all notes on the treble clef staff
	    b. name all notes on the bass clef staff
	4. Keyboard communication
	    a. identify note names of all "white" keys
	    b. "black" key enharmonic names
	5. Chromaticism
	    a. sharp, flat, and natural signs
	    b. chromatic scales
	6. Melodic beginnings
	    a. major scale tetrachords
	    b. solfeggio introduction
	7. Elementary rhythms
	    a. rhythmic names of notes
	    b. performance of elementary rhythms
	    c. elementary rhythmic dictation
	8. Major scales
	    a. building scales with whole and half steps
		Does this clearly identify the broad goals or topics to be covered? Does it outline the general topics, concepts and skills to be covered?

	b. introduction to key signature	
Learning Outcomes	Students are expected when finishing the course to understand the basics language of music, and will be able to read and write notes.	Are these measurable and/or observable? Do they describe what students must know and be able to do? Do they involve some cognitive challenge and active learning?

| Topics by Week | The following topics will be covered in week 1:

1. The basic language of music
    a. terminology
    b. pitch notation
    c. rhythm notation
2. Drawing skills
    a. clefs
    b. notes
    c. rests
    d. other written music skills

The following topics will be covered in week 2:

1. Note names
    a. name all notes on the treble clef staff
    b. name all notes on the bass clef staff
2. Keyboard communication
    a. identify note names of all "white" keys
    b. "black" key enharmonic names

The following topics will be covered in week 3:

1. Chromaticism
    a. sharp, flat, and natural signs
    b. chromatic scales
2. Melodic beginnings
    a. major scale tetrachords
    b. solfeggio introduction

The following topics will be covered in week 4: | Did you list the topics to be covered each week? |

	9. Elementary rhythms
	    a. rhythmic names of notes
	    b. performance of elementary rhythms
	    c. elementary rhythmic dictation
	10. Major scales
	    a. building scales with whole and half steps
	    b. introduction to key signature	

Expectations of Student Participation	Students are expected to participate in the class room and in the discussion forum once a week at least. They should login daily for at least two hours, and participate in two projects with two different teams.	Did you outline class participation with descriptions of how it is measured (expectations for discussion forums, number and frequency of logins, amount of time in online class, group project participation, synchronous sessions, etc.)?
Student Communication Expectations	Students are expected to treat one another kindly, and to understand the different backgrounds students are coming from and respect them.	Did you describe the expectations for student behavior when communicating online?
Late Work Policy	Any late assignment will not be calculated in the overall grade.	Did you explain the consequences for not submitting assignments on time?
Grading Policy	The student need to get 65 grades to pass the course.	Is a grading policy defined with point distribution or weighting scheme? Is the grading scale is included?

Assessments	There are face to face assessments using the instruments and writing notes, and another online assessment for the terms used in music.	Area a variety of assessment types included? Is at least one assessment requiring either applying, analyzing, evaluating, or creating?
Student Right to Privacy	The school is not allowed to use any of the student information unless a prior approval; from the parents was received.	Did you include the conditions for sharing or not sharing student information?
Technology Requirements	Students should have their own laptops, and the school will provide internet access.	Do the technology requirements outline technical specifications for student computers? Did you describe the procedures to follow when technical problems occur?
Copyright Statement	The school owns the videos, materials, handouts of the course.	Did you provide a copyright statement and disclaimer that identifies the owner of the course?
Students with Disabilities	The course will include a sign language instructor, and the videos will be transcribed.	Did you indicate your willingness to provide reasonable accommodations to a student with a disability?

*This document pairs with *Designing a Syllabus for an Online Unit of Instruction (Peer Evaluation Checklist) by Lokey-Vega (2014).*