
Instructor: Dr. Luke Dahn * DGH 438 * Email: luke.dahn@utah.edu (preferred contact) * Office phone: 801.585.3720 * **Office Hours:** TBA

Required Materials

1. MUSC 3560 Course Pack Anthology. (Available in the bookstore by Week 2.)
2. Staff paper (a notebook, or download some here: <http://www.musicsharf.com/>)
3. Colored pencils (at least 4 colors). These will help in clearly analyzing scores.
4. A notebook or binder for note-taking.

Supporting Materials (Assigned readings will come from these books, which will either be on reserve or made available.)

1. Laitz, Steven. *The Complete Musician*, Fourth Edition. (Oxford, 2016)
2. Mathes, James. *The Analysis of Musical Form*. (Pearson, 2007)
3. Hepokoski, James and Warren Darcy. *Elements of Sonata Theory*. (Oxford University Press, 2011)

Catalog Course Description:

The course provides an introduction to the common musical forms of 18th- & 19th-century literature. Topics include small musical structures such as sentences & various periods, and larger structure such as binary forms, variations, rondo, ternary forms & sonata form. The course also introduces methods for representing musical forms such as formal diagrams and hierarchical outlines.

Prerequisites: "C" or better in MUSC 3550.

Complete Course Description

This course is intended to introduce the student to the formal archetypes of Western Art Music, which include: one-part, binary, rounded-binary, ternary, sonata, rondo and variation. The study of musical form is complicated not only by the fact that a wide variety of terminology has been utilized but also by differing perspectives regarding the nature and importance of formal structures in music. Our goal will be to make use of the concepts and terms commonly employed in the study of form in order to better understand the nature of Western music *without getting bogged down by such concepts and terms*, which is always a danger in the study of form. More emphasis will be placed on analysis than on other compositional-type exercises (like harmonic part-writing) frequently required in previous semesters of music theory. In addition, since this course moves further past *description* into true *analysis*, it is important that we jettison the idea of pursuing the "right answer." While competing analytical ideas may not always be considered equal in their persuasiveness, the study of form opens the door to a wider range of valid interpretations.

Teaching and Learning Methods

Success in this course will be dependent upon student engagement. The study of form in particular provides great opportunities for fruitful discussion. While there will be some dissemination of content by the instructor, formal lecturing will not be typical. Rather, student discussion regarding assigned musical study and readings will be expected as it both allows us to openly articulate our musical thoughts and as it fosters class community. Other teaching/learning methods will include group work, in-class exercises, compositional exercises, and listening exercises.

Course Objectives

In this course, students will...

- develop a better understanding of the formal structures of music, from the phrase-level to the macro-level
- develop a better understanding of how such structures and forms evolved through history
- build a vocabulary of referring to such musical structures
- develop the skill of *hearing* such musical structures
- explore ways in which the formal concepts studied in this course inform performance interpretation

COURSE WORK

Note about the MUSC 3560:003 Course Pack: It will be essential that you bring your MUSC 3560 Course Pack Anthology to class each day.

Homework assignments (25% of overall grade)

You will be given regular homework assignments, and all assignments must be turned in on time. Late assignments will likely not be accepted, and if they are, they will receive a grade penalty. On occasion, we will work through homework assignments together in class, but we will only do this as long as I sense that everyone is coming to class well prepared. Specific instruction regarding the mode of submission (electronic or hard copy) will be given.

Readings & Responses (15% of overall grade)

Readings: Reading assignments from the books listed above under "Supporting Materials" will be required. The readings will either be available on Canvas (Mathes and Hepokoski texts) or will be on reserve (Laitz text).

Responses:

Each student is required to write responses to 10 of the readings throughout the semester, with each response including at minimum two separate comments about the readings. Comments may include questions that come to mind, passages that you found insightful, passages you found confusing, or any other relevant thoughts. Each comment **must** include a reference to the passage to which your comment relates. Include the page number if not a quotation of the exact passage. Comments will be submitted via Discussion Pages created in Canvas, and must be submitted by 8:30am on the day the reading is due. Finally, everyone should have a copy of, or access to, the required reading in class.

NB: Do keep in mind that you are required to do all the readings regardless of whether you write a response.

Two Exams (35% of overall grade (midterm 15%, final 20%).

There will be two scheduled exams (a midterm and a final), each of which will most likely contain both a take-home portion and an in-class portion. In-class portions will contain aural components in addition to written components.

Quizzes (10% of overall grade)

There will be four quizzes given throughout the semester, some of which might be taken in groups (at the discretion of the instructor). These quizzes will usually contain an aural component in addition to a written one.

Attendance & Participation (15% of overall grade)

The quality of this class will be dependent upon your engagement. Attendance and participation in class is expected and will be recorded. Furthermore, you will not receive (full) attendance credit for unexcused absences, lateness, sleeping in class, or using your phone in class.

Letter grades given on assignments can be translated as follows:

A+ = 100 A = 96 A- = 92 B+ = 88 B = 85 B- = 82 C+ = 78 C = 75 C- = 72 D+ = 68 D = 65 D- = 62 F = discretion of instructor

GRADE BREAKDOWN SUMMARY

25% Homework Assignments
 15% Readings & Responses
 10% Quizzes (4 x 2.5%)
 35% Two Exams (midterm 15%, final 20%)
 15% Attendance & Participation
100%

Grade Scale: A 100-93; A- 92-90; B+ 89-87; B 86-83; B- 82-80; C+ 79-77; C 76-73; C- 72-70; D+ 69-67; D 66-63; D- 62-60; E 59-0

GENERAL COURSE OUTLINE—MUSC 3560

(Subject to change with advanced notice)

Wk	D	Date	Syllabus	Assignment (A) / Reading (R) (due on date listed)
1	T	8.20		
	H	8.22	PERIOD FORMS	R1: Laitz 378-389, 400-404; Mathes 44-49
2	T	8.27		A1 DUE
	H	8.29	SENTENCE STRUCTURES & ONE-PART FORM	R2: Laitz 393-398; Mathes 42-44, 99-102
3	T	9.3	BINARY FORM	R3: Laitz 483-489; Mathes 102-109
	H	9.5		A2 DUE
4	T	9.10	Quiz #1 (Binary Form)	
	H	9.12	TERNARY FORM	R4: Laitz 595-601; Mathes 124-131
5	T	9.17		A3 DUE
	H	9.19	COMPOUND TERNARY FORMS / DA CAPO FORMS	R5: Laitz 602-605; Mathes 131-139
6	T	9.24	Quiz #2 (Ternary Forms)	
	H	9.26	SONATA FORM	
7	T	10.1		R6: Hepokoski Ch.2
	H	10.3		A4 DUE
FALL BREAK * OCTOBER 5—13				
8	T	10.15		R7: Laitz 630-642
	H	10.17	Midterm Distributed	A5 DUE
9	T	10.22		A6 DUE
	H	10.24	MIDTERM EXAM	
10	T	10.29	RONDO FORM	R10: Laitz 616-628; Mathes 221-226
	H	10.31		A7 DUE
11	T	11.5	Quiz #3 (Rondo Forms)	
	H	11.7	VARIATIONS FORMS	R11: Laitz 493-501; Mathes 246-253, 258-268
12	T	11.12		A8 DUE
	H	11.14	CONTRAPUNTAL FORMS	R13: Mathes 274-282
13	T	11.19		
	H	11.21		
14	T	11.26	Quiz #4 (Variations/Contrapuntal Forms)	A10 DUE
	H	11.28	THANKSGIVING ** NO CLASS	
15	T	12.3		
	W	12.5		
16	W	12.11	FINAL EXAM @ 10:30-12:30	

OTHER POLICIES AND STATEMENTS

Americans with Disabilities Act (ADA) Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Campus Safety

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Center for Wellness & University Counseling Center

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776; and the University Counseling Center: <http://counselingcenter.utah.edu>, 801-581-6826.

Learners of English as an Additional/Second Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

LGBT Resource Center

If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone.* Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu>. Please also let me know if there is any additional support you need in this class.

**What is a Safe Zone? The LBGT Resource Center offers Safe Zone trainings for faculty, staff and instructors at the U. The aim of the training is to promote inclusive teaching and foster a respectful, safe environment for lesbian, gay, bisexual, transgender, queer and questioning individuals in our classrooms. In order to define your classroom as a Safe Zone, you need to participate in this training.*

Office of Equity and Diversity

The University of Utah is deeply committed to enhancing the success of diverse faculty, students, and staff, as part of our broader goal to enrich the educational experiences and success of all members of our University community. We recognize that a diverse and inclusive University enriches the educational experiences of all students, and enhances our excellence as a world-class institution for 21st Century learners. The Office for Equity and Diversity is proud to lead the University's efforts to support the success and achievement of faculty, students, and staff who self-identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, members of the Lesbian, Gay, Bisexual, Transgender and Questioning community, and women in underrepresented fields. <http://diversity.utah.edu>, 801-581-7569.

Non-Contract Statement

This syllabus is meant to serve as an outline and guide for the course. Please note that the instructor may modify it at any time with reasonable notice to students. The instructor may also modify the Schedule at any time to accommodate the needs of the class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor for clarification.