

University of Utah \* School of Music \* Fall 2022

**MUSC 2110: MUSIC THEORY III (3-credit)**

**Section 001: MWF 8:35-9:25a \* Room: DGH 416**

**Section 003: MWF 10:45-11:35a \* Room: DGH 416**

**Course Modality:** In-person

**Instructor:**

Dr. Luke Dahn \* DGH 438 \* Email: [luke.dahn@utah.edu](mailto:luke.dahn@utah.edu) (preferred contact)

Office Hours: by appointment, either in person or via Zoom.

**Materials:**

1. Laitz, Steven. *The Complete Musician: An Integrated Approach to Tonal Theory, Analysis, and Listening*, **4th edition**. (Oxford). ISBN: 978-0-19-934709-4
2. Laitz, Steven. *The Complete Musician: Writing and Analysis Workbook (Workbook 1)* ISBN: 978-0-19-934710-0
3. **COURSE PACK: MUSC 2110 Anthology** (available online)
4. Staff paper (a notebook, or download some here: <http://www.musicsharf.com/>)
5. Pencils! Please do all analysis and compositional assignments in pencil.
6. A notebook or binder for note-taking.

**A note about note-taking:** You are strongly encouraged to take copious class notes on staff paper, copying down all musical exercises and examples put on the board in class.

**A note about the MUSC 2110 Anthology (available in PDF form in Canvas):** This course pack is required for my sections of MUSC 2110 (Sections 001 & 003). In the past, I have required my classes to purchase this in the bookstore. This semester, I will make it available on Canvas. We will be using this anthology in **class regularly**, so you will need to have access to this PDF in class.

**Catalog Course Description:**

The course provides a study of chromatic harmony through four-part writing using figured bass, unfigured bass, melody harmonization and model composition. The course also includes analysis of excerpts from the music literature of the 18th, 19th, and 20th centuries.

Prerequisites: "C" or better in MUSC 1120.

**Complete Course Description & Objectives**

The primary goal of the music theory sequence is to establish a firm grounding in the principles governing Western tonal music. In doing this, music theory should affect virtually all of our musical activities. Our listening will be enhanced through an internalization and comprehension of what we hear. Our performing will be informed by an understanding of how music works, helping us create meaningful interpretations. Our composing skills will be developed as we put what we learn to creative use. MUSC 2110 is a continuation of MUSC 1120 and will build upon the concepts and skills learned in that course. MUSC 2110 is devoted primarily to the various aspects of chromatic harmony from tonicization (applied chords) and modulation, to mode mixture, to chromatic pre-dominant chords (Neapolitan and Augmented Sixth chords), to other extensions of chromaticism. Along the way, other elements and techniques of tonal music will be explored.

**COURSE WORK**

**Homework Assignments** (35% of overall grade – 11 assignments total)

11 homework assignments are scheduled for the semester, which are generally due on Mondays in class. On occasion, we will usually devote a portion of Friday classes to getting a head start on these assignments. The majority of the assignments will come from the Laitz workbook. However, other worksheets and assignments will occasionally be provided. I will require **hard copies** to be submitted rather than electronic submission (unless otherwise noted). I will do my best to announce assignment requirements at least a week in advance (otherwise, I will extend the deadline accordingly).

**Play through your homework assignments!** Doing this will 1) help reinforce the concepts aurally, 2) improve your assignments by revealing errors, and 3) improve your keyboard skills. All three are crucial for you as a musician!

**Late assignments:** If late assignments are submitted before I grade the assignment for the class (within 24 hours is pretty safe), I will accept it with a 10-point deduction. (Late assignments may be submitted in the main music office.) If assignments are submitted after that but within one week, they will be given half credit and will most likely not be returned. Assignments that are late due to excused absences will not be penalized providing they are submitted within 24 hours. (Grace period may be lengthened in consultation with instructor.)

### Reading Responses (15% of overall grade)

**Readings:** Eleven reading assignments are listed below in the course schedule (R1, R2, R3, etc.) and all readings are in the Laitz textbook. Readings are due on the morning on which they are listed in the schedule.

#### Responses:

You are required to write responses to **ten of the eleven** the assigned readings (you may skip one), with each response including at least 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. To receive full credit, each comment **must** include a reference to the passage to which your comment relates (include a page number), and questions should be as specific as possible. (Avoid comments such as, "I don't get sequences." Rather, try to identify which part is confusing to you. "I don't understand what Laitz means by '(-5/+4)' in the D2 sequence on p.414".)

**Section 001:** Post your response to the appropriate Discussion Page in Canvas **by 8:00am on the day the reading is due.**

**Section 003:** Post your response to the appropriate Discussion Page in Canvas **by 10:00am on the day the reading is due.**

### Two Exams (Midterm 15%, Final 15%)

There will be two scheduled exams (a midterm and a final), both of which will contain a take-home portion and an in-class portion, and both will involve both analysis and part-writing. More information regarding the content of these exams, which will be cumulative, will be discussed in class. The Midterm Exam is scheduled for Friday, October 7. The Final Exam date is listed on the course calendar below.

### Attendance & Participation (15%)

The quality of this class depends on your attendance and engagement. We will regularly have class discussions, complete small group activities, and work together on assignments. Consider it your responsibility to be a regular contributor to *your* class. (It's not *my* class.) I value your engagement so much that 15% of your grade is determined by it.

### 5% TBD Grade

Understanding that students have different learning styles and that each student excels at different types of assignments, the final 5% of the overall grade will be applied at the end of the semester to whichever category has the highest average:

- 1) Homework – becomes 40% of overall grade
- 2) Midterm Exam – becomes 20% of overall grade
- 3) Final Exam – becomes 20% of overall grade

### GRADE BREAKDOWN SUMMARY

15%	Attendance & Participation
35%	Homework Assignments
30%	Two Exams (Midterm 15%, Final 15%)
15%	Reading Responses
5%	TBD – To be assigned to the above category with the highest grade at the end of semester
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

### IMPORTANT DATES

Classes begin:	Monday, August 22	Last day to withdraw:	Friday, October 21
Last day to add & drop:	Friday, September 2	Thanksgiving break:	November 25-27
Labor Day:	Monday, September 5	Classes end:	Thursday, December 8
Fall break:	October 9-16	Final exam period:	December 12-16

**MUSC 2110 SCHEDULE****Fall 2022***(subject to change with advance notice)*

<b>Wk</b>	<b>D</b>	<b>Date</b>	<b>Syllabus</b>	<b>Reading Responses</b> (due in Canvas 8:00am)	<b>Assignments</b> (due in class on date listed)
<b>1</b>	M	8.22	Course Introduction		
	W	8.24	Ch. 17 - Harmonic Sequences	pp.410-418	
	F	8.26			
<b>2</b>	M	8.29	Ch. 18 - Applied Chords; V/x		
	W	8.31		<b>R1</b> pp.435-442	
	F	9.2			
<b>3</b>	M	9.5	<i>NO CLASS * LABOR DAY</i>		<b>A1</b> (Ch. 18A)
	W	9.7	viiio/x	<b>R2</b> pp. 443-455	
	F	9.9			
<b>4</b>	M	9.12	Ch. 19 - Tonicization and Modulation		<b>A2</b> (Ch. 18B)
	W	9.14		<b>R3</b> pp. 461-476	
	F	9.16			
<b>5</b>	M	9.19	Review/Application of Ch.17-19		<b>A3</b> (Ch. 19)
	W	9.21		<b>R4</b> pp. 543-552	
	F	9.23			
<b>6</b>	M	9.26	Ch. 21 - Mode Mixture		<b>A4</b> (Ch.17-19)
	W	9.28		<b>R5</b> pp. 509-526	
	F	9.30			
<b>7</b>	M	10.3	Midterm Preparation		<b>A5</b> (Ch. 21)
	W	10.5			
	F	10.7	<b>MIDTERM EXAM</b>		
<i>10/10-10/14 * FALL BREAK</i>					
<b>8</b>	M	10.17	Ch. 22 - Chromatic Modulation		
	W	10.19		<b>R6</b> pp.531-543	
	F	10.21			
<b>9</b>	M	10.24	Ch. 23 - Neapolitan		<b>A6</b> (Ch. 22)
	W	10.26		<b>R7</b> pp. 554-563	
	F	10.28			
<b>10</b>	M	10.31	Ch. 24 - Augmented 6ths		<b>A7</b> (Ch. 23)
	W	11.2		<b>R8</b> pp. 568-578	
	F	11.4			
<b>11</b>	M	11.7	Ch. 24 - More +6 Concepts		<b>A8</b> (Ch. 24A)
	W	11.9		<b>R9</b> pp. 578-589	
	F	11.11			
<b>12</b>	M	11.14	Ch. 28 - New = Tendencies (Pt.1)		<b>A9</b> (Ch. 24B)
	W	11.16		<b>R10</b> pp.663-678	
	F	11.18			
<b>13</b>	M	11.21	Ch. 28 - Pt. 2; Altered Dominants, cto7		<b>A10</b> (Ch. 28A)
	W	11.23		<b>R11</b> pp.680-691	
	F	11.25	<i>THANKSGIVING * NO CLASS</i>		
<b>14</b>	M	11.28	<i>Theory Into Practice: Analysis</i>		<b>A11</b> (Ch. 28B)
	W	11.30			
	F	12.2			
<b>15</b>	M	12.5	Final Exam Preparation		
	W	12.7			
	F	12.9	<i>READING DAY * NO CLASS</i>		
	M	12.12	<b>SECTION 001: FINAL EXAM: 8:00a-10:00a</b>		
	Th	12.15	<b>SECTION 003: FINAL EXAM: 10:30a-12:30p</b>		

## UNIVERSITY POLICY STATEMENTS

### Official COVID-19 Campus Guidelines

University leadership has urged all faculty, students, and staff to **model the vaccination, testing, and masking behaviors** we want to see in our campus community. These include:

- Vaccination
- Masking indoors
- If unvaccinated, getting weekly asymptomatic coronavirus testing.

#### Vaccination

- **Get a COVID-19 vaccination if you have not already done so.** Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks.
- Many in the campus community already have gotten vaccinated:
  - More than 80% of U. employees
  - Over 70% of U. students
- Visit <http://mychart.med.utah.edu/>, <http://alert.utah.edu/covid/vaccine>, or <http://vaccines.gov/> to schedule your vaccination.

#### Masking

- While masks are no longer required outside of Health Sciences facilities, UTA buses and campus shuttles, **CDC guidelines now call for everyone to wear face masks indoors.**
  - Check the CDC website periodically for masking updates—<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated-guidance.html>
  - Treat masks like seasonal clothing (i.e. during community surges in COVID transmission, masks are strongly encouraged indoors and in close groups outside).

#### Testing

- **If you are not yet vaccinated, get weekly asymptomatic coronavirus tests.** This is a helpful way to protect yourself and those around you because asymptomatic individuals can unknowingly spread the coronavirus to others.
  - Asymptomatic testing centers are open and convenient:
    - Online scheduling
    - Saliva test (no nasal swabs)
    - Free to all students returning to campus (required for students in University housing)
    - Results often within 24 hours
    - Visit [alert.utah.edu/covid/testing](http://alert.utah.edu/covid/testing)
- **Remember: Students must self-report if they test positive for COVID-19** via this website: <https://coronavirus.utah.edu/>.

## ACCOMODATIONS AND POLICIES

### Center for Disability & Access

801-581-5020

[disability.utah.edu](http://disability.utah.edu)

ADA Statement

#### 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.

#### Faculty and Student Rights and Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning. PPM 6-316. Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning. PPM 6-400.

#### 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).

#### Accommodations Policy

Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

#### Wellness Statement

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](http://www.wellness.utah.edu); 801-581-7776.

#### Non-Contract Note

"The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification."