

University of Utah * School of Music
MUSC 3540:001 Form & Analysis (3-credit)
Spring 2016 * Room: DGH 410
Section 001: MWF 8:35a-9:25a

Instructor: Dr. Luke Dahn

Office: DGH 430

Office hours: Monday & Wednesday 1:30-2:45 (...or by appt.) (...or just knock on my office door anytime)

Email: lukedahn@gmail.com (preferred) or luke.dahn@utah.edu Office phone: 801-585-3720

REQUIRED MATERIALS

1. MUSC 3540 Course Pack Anthology. (Available in the bookstore.)
2. Staff paper (a notebook, or download some here: <http://www.musicshelf.com/>)
3. Pencils! Please do all analysis and compositional assignments in pencil.
4. Colored pencils (at least 4 colors). These will help in clearly analyzing scores.
5. 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*, 3rd Edition. (Oxford, 2012)
2. Mathes, James. *The Analysis of Musical Form*. (Pearson, 2007)
3. Hepokoski, James and Warren Darcy. *Elements of Sonata Theory*. (Oxford University Press, 2011)

CATALOGUE 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 2110 and MUSC 2130.

Corequisites: "C" or better in MUSC 2140.

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. A study of form is perhaps one of the most challenging topics to address because of the historical plethora of competing terms in use and the conflation of issues of style/genre with issues of form (for instance, sonata as a genre vs. sonata as a governing principle in form). In addition, this junior-level course will mark a departure in the type of work done in the theory sequence from Theory I to Theory III: whereas students were expected to complete exercises in both part writing and analysis in the first three courses, there will be an emphasis on analysis in this course (as the title suggests) supplemented by model composition. Furthermore, as this is a junior-level course, students will be expected to put a great deal of thought in the analysis assignments as the type of issues addressed will be more nuanced than before. Thus, a pursuit "of the correct answer" is not the objective here; rather, it is a pursuit of "which explanation or interpretation seems most apt/meaningful for the piece under consideration."

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 Course Pack: It will be essential that you bring your MUSC 3540 Course Pack Anthology to class each day, as we will use it regularly in class.

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 in class, but we will only do this as long as I sense that everyone is coming to class well prepared. Homework can either be submitted as a hard copy in class, or it can be scanned and submitted electronically via Canvas or email.

Readings & Responses (10% 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: You are required to write responses to 10 of the readings throughout the semester. Your responses can take any form: something from the reading you liked, something you disagreed with, something you didn’t understand, something that seemed contradictory among the various text sources, etc. Your response need not be long, but you **must** reference at least something in the each of the reading sources demonstrating that you’ve read the material and thought about it. And you **must** specify the paragraph or page your comments refer to. Full (100%) credit will be given so long as these requirements are kept. However, do keep in mind that you are required to do all the readings regardless of whether you write a response.

Responses **must be submitted by 11:59 the night before their due dates**. (Example: Reading Assignment #1 is listed for Friday, January 15, which means that it must be submitted by Thursday, January 15 at 11:59pm.)

NB: If you submit responses to all 14 reading assignments, you will receive 2 extra credit points toward your final grade.

Two Exams (40% of overall grade (20% each*))

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.

*NB: After the midterm (and before the finale), you may elect to alter the distribution of the two exams to either 15%/25% or 25%/15%. (Canvas gradebook will not reflect adjusted distributions, but adjusted distributions will be made in the instructor’s own gradebook.)

Quizzes (15% of overall grade)

There will be five quizzes given throughout the semester. These quizzes may be taken individually or in groups (format and group assignments to be determined by the instructor). These quizzes will usually contain an aural component in addition to a written one.

Attendance & Participation (10% of overall grade)

Attendance and participation are expected. Attendance will be taken each class, and an attendance & participation grade will be given each week. Absences will not be excused unless I am notified prior to class. Students late to class will be given half attendance credit for that day.

GRADE BREAKDOWN

| | |
|-------------|----------------------------|
| 25% | Homework Assignments |
| 10% | Readings & Responses |
| 15% | Quizzes (5 x 3%) |
| 40% | Two Exams (20% each*) |
| 10% | 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

OTHER COURSE POLICIES

1. No laptops in class (unless otherwise specified). Laptops are distracting for students using them, for students around them, and for the instructor. Plus, many studies have shown that humans do not multi-task well (just one: <http://www.facultyfocus.com/articles/teaching-professor-blog/multitasking-confronting-students-with-the-facts/>), including one study showing that laptops directly lead to lower grades (Sana, Faria, Tina Weston, and Nicholas Cepeda. “Laptop multitasking hinders classroom learning for both users and nearby peers.” *Computers & Education*, Vol. 62, March 2013, pp.24-31).
2. Phones are distracting to everyone in class. Please don’t use them!! Your text can wait.
3. Please communicate! If you have a disability, an illness, a question, a concern, a lack of understanding of a concept, a word of encouragement, please let me know. I have an “open door” policy at all times. The best ways to contact me are stopping by during my office hours and email.

GENERAL COURSE OUTLINE—MUSC 3540

(Updated 2/7)

(Subject to change with advance notice)

| Wk | D | Date | Syllabus | Assignment (R = reading; A = assignment) |
|---------------------------------|---|------|--|---|
| 1 | M | 1.11 | Introduction & Preliminaries | |
| | W | 1.13 | Period Forms | |
| | F | 1.15 | | R1: Laitz 297-307, 317-321; Mathes 44-49 |
| 2 | M | 1.18 | <i>MLK DAY * NO CLASS</i> | A1 DUE |
| | W | 1.20 | Sentence & One-Part Forms | R2: Laitz 310-314; Mathes 42-44, 99-102 |
| | F | 1.22 | | |
| 3 | M | 1.25 | Binary Form | R3: Laitz 389-395; Mathes 102-109 |
| | W | 1.27 | | A2 DUE |
| | F | 1.29 | | |
| 4 | M | 2.1 | Quiz #1 (Binary Forms) | |
| | W | 2.3 | | |
| | F | 2.5 | | R4: Laitz 494-500; Mathes 124-131 |
| 5 | M | 2.8 | Ternary Form | |
| | W | 2.10 | | |
| | F | 2.12 | | A3 DUE |
| 6 | M | 2.15 | <i>PRESIDENTS' DAY * NO CLASS</i> | |
| | W | 2.17 | | R5: Laitz 501-514; Mathes 131-139 |
| | F | 2.19 | Quiz #2 (Ternary Forms) | |
| 7 | M | 2.22 | Sonata Form | R6: Hepokoski Ch.2 |
| | W | 2.24 | | A4 DUE |
| | F | 2.26 | | R7: Laitz 537-549 |
| 8 | M | 2.29 | | A5 DUE |
| | W | 3.2 | Coda; Slow Introduction | |
| | F | 3.4 | Midterm Distributed | A6 DUE |
| 9 | M | 3.7 | 19 th Century Sonata Form | R8: Mathes 183-192 |
| | W | 3.9 | | |
| | F | 3.11 | MID-TERM EXAM | |
| <i>SPRING BREAK (3/12—3/20)</i> | | | | |
| 10 | M | 3.21 | RONDO FORMS Introduction | |
| | W | 3.23 | Five-part & Seven-part Rondos | R10: Laitz 521-533; Mathes 221-226 |
| | F | 3.25 | | A7 DUE |
| 11 | M | 3.28 | Quiz #3 (Rondo Forms) | |
| | W | 3.30 | VARIATION FORMS Continuous Variations | R11: Mathes 246-253 |
| | F | 4.1 | | |
| 12 | M | 4.4 | Sectional Variations | A8 DUE |
| | W | 4.6 | | R12: Mathes 258-268 |
| | F | 4.8 | CONTRAPUNTAL GENRES Invention & Canon | A9 DUE |
| 13 | M | 4.11 | | R13: Mathes 274-282 |
| | W | 4.13 | Quiz #4 (Invention & Canon) | |
| | F | 4.15 | Fugue | A10 DUE |
| 14 | M | 4.18 | | R14: Mathes 283-295 |
| | W | 4.20 | Quiz #5 (Fugue) | |
| | F | 4.22 | | A11 DUE |
| 15 | M | 4.25 | Review | |
| | W | 4.27 | <i>READING DAY * NO CLASS</i> | |
| | F | 4.29 | FINAL EXAM @ 8:00-10:00am | |

UNIVERSITY POLICY STATEMENTS

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; 801-581-7776.

Incompletes policy

(I) Incomplete grade. Given for work not completed due to circumstances beyond your control. You must be passing the course and have completed at least 80% of the required coursework. Arrangements must be made between you and the instructor concerning the completion of the work. You may not retake a course without paying tuition. If you attend class during a subsequent term, in an effort to complete the coursework, you must register for the course. Once the work has been completed, the instructor submits the grade to the Registrar's Office. The "I" will change to an "E" if a new grade is not reported within one year. A written agreement between the student and the instructor may specify the grade to be given if the work is not completed within one year. Copies of the agreement are kept by the instructor and the academic department.

O. Attendance Requirements (<http://www.regulations.utah.edu/academics/6-100.html>)

1. The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor.
2. Students absent from class to participate in officially sanctioned University activities (e.g., band, debate, student government, intercollegiate athletics) or religious obligations, or with instructor's approval, shall be permitted to make up both assignments and examinations. The University expects its departments and programs that take students away from class meetings to schedule such events in a way that will minimize hindrance of the student's orderly completion of course requirements. Such units *must* provide a written statement to the students describing the activity and stating as precisely as possible the dates of the required absence. The involved students *must* deliver this documentation to their instructors before the absence.
3. Except in cases of sudden illness or emergency, students shall, in advance of the absence, arrange with the instructor to make up assignments (see policy on assignments in #4 of the course evaluation section above).
4. Unexpected University facility closures due to weather, emergency or disaster may occur from time to time. Students may be required to complete coursework missed due to these or other class cancellations; however, instructors requiring mandatory make-up sessions may not penalize students if they are unable to attend due to time conflicts, etc.

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."