

University of Utah * School of Music
MUSC 1120:001 Music Theory II (3-credit)
Spring 2017 * Room: DGH 410
Section 002: MWF 7:30a-8:20a

Instructor: Dr. Luke Dahn

Office: DGH 438

Office hours: Tuesdays 10:45-12:00 and Thursdays 1:00-2:00 (or by appt.)

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REQUIRED MATERIALS

1. Laitz, Steven. *The Complete Musician: An Integrated Approach to Tonal Theory, Analysis, and Listening*, 4th edition. (Oxford University Press, 2016). ISBN: 978-0-19-934709-4
2. Laitz, Steven. *The Complete Musician: Writing and Analysis Workbook*, 4th ed. (Workbook 1) ISBN: 978-0-19-934710-0
3. Staff paper (a notebook, or download and print some from here: <http://www.musicsheaf.com/>)
4. Pencils! Please do all analysis and compositional assignments in pencil.
5. A notebook or binder for note-taking.

CATALOGUE COURSE DESCRIPTION

The course begins with a study of the remaining species of counterpoint (3rd-, 4th- & mixed-species). It then moves on to the study of traditional diatonic 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 and 19th centuries.

Prerequisites: Successful completion of MUSC 1110 (Theory I), MUSC 1130 (Musicianship I) and MUSC 1150 (Keyboard I) **with a grade of C or better.**

Corequisites: MUSC 1140 (Musicianship II) and 1160 (Keyboard II) **For music majors only.**

COMPLETE COURSE DESCRIPTION & OBJECTIVES

The primary goal of the music theory sequence is to establish a firm grounding in the principles of Western tonal music. In this, music theory should affect virtually all aspects 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 1120 begins by establishing a comprehensive understanding of the foundations of tonal music, then introduces the basics of part-writing and in the basic principles of voice leading and harmonic syntax that are involved. In this course, the student will:

- Further develop the skill of SATB part-writing.
- Expand upon our knowledge of figured bass practice.
- Develop an understanding of harmonic expansion through first and second inversion chords.
- Build upon our counterpoint foundation by exploring Third and Fourth Species
- Learn how to recognize and construct the three-part phrase model: predominant, dominant & tonic.
- Continue developing analytical skills.

COURSE WORK

Homework Assignments (30% of overall grade)

You will be given weekly homework assignments, and all assignments must be turned in on time. Some assignments will come from the textbook chapter exercises while others will come from separate handouts. On occasion, we will work through a few homework problems in class, but we will only do this as long as I sense that everyone is coming to class well prepared.

Unfortunately, electronic submissions of written homework assignments will not be accepted. Hard copies must be submitted (unless explicit exceptions are made by the instructor).

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. 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 as soon as possible, before being graded.

Reading Assignments (0% of overall grade)

While 0% percent of your overall grade is specifically designated for the reading assignments, it will be very important that you keep up with the scheduled readings. Some homework assignments require consulting the textbook, and quizzes and tests will also contain questions related to the reading assignments. You are therefore responsible for *understanding* (i.e. not just reading) the text material.

Two Exams (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. More information regarding the content of these exams, which will both be cumulative, will be discussed in class.

Quizzes (15% of overall grade (5-6 quizzes @ 3%-2.5% each)

There will be five or six quizzes given throughout the semester. These quizzes will usually be announced ahead of time, but the instructor reserves the right to give pop quizzes. Keeping up with the readings is crucial for being prepared for such pop quizzes.

Attendance & Class work (15% of overall grade)

In my attendance log, each student receive one of 7 marks for each class:

- (blank) = Present and engaged (100% credit)
- S = Sick and was notified of sickness prior to class (excused absence: 100% credit)
- E = Excused absence for non-illness reason (i.e. University or School-sanctioned event) (100% credit)
- L = Late (50% credit or less)
- P = On phone in class (50% credit or less)
- Z = Sleeping in class (50% credit or less)
- X = Absent (0% credit)

For excused absences, late assignments will be accepted for full credit if submitted as early as possible. However, the student is still responsible for any material missed in class. If a student sleeps or uses their phone during class, partial attendance credit will be given. *I will not stop my lecture to address individual phone consultation, but know that I do see phone use, and grades will reflect such phone use.* Full engagement and preparedness is necessary for your success in this course and for the best experience for everyone. This class will be as good as you all make it!

The quality of this class depends to a significant degree on the engagement of the students. I therefore strongly encourage active participation of every member of our classroom community.

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 assigned by the student at the beginning of Week 11 (after the graded midterm exams are returned) to any of the following:

- 1) Homework – becomes 35% of overall grade
- 2) Quizzes – becomes 20% of overall grade (i.e. each exam becomes 4% of overall grade)
- 3) Midterm Exam – becomes 20% of overall grade
- 4) Final Exam – becomes 25% of overall grade
- 5) Attendance & Participation – becomes 20% of overall grade

If no decision is made by the student, this final 5% will be assigned to homework by default. Once made, decisions are irreversible.

GRADE BREAKDOWN

30%	Homework Assignments
15%	Quizzes (6 x 2.5%)
35%	Two Exams (Midterm 15%, Final 20%)
15%	Attendance & Participation
5%	TBD – To be assigned to an above category by student following midterm exam
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. 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.

ACADEMIC HONESTY

While I encourage students to have work-study partners and engage in discussions about homework assignments, ultimately all class work is to be completed entirely on one's own (unless explicit exceptions are granted) and must conform to the University of Utah's policies on academic honesty. These policies are explained at: <http://regulations.utah.edu/academics/6-400.php>

IMPORTANT DATES

Classes Begin	Mon, 1/9	Last Day to Withdraw	Fri, 3/3
Last day to add/drop	Fri, 1/20	Classes End	Tue, 4/25
MLK Day (no class)	Mon, 1/16	Final Exam Period	4/27-5/3
Presidents Day (no class)	Fri, 2/20	Final Exam	Fri, 4/28
Spring Break	3/12-3/19		

GENERAL COURSE OUTLINE—MUSC 1120

(Subject to change with advance notice)

Wk	D	Date	Syllabus
1	M	1.9	Course Introduction
	W	1.11	Chapter 7: Contrapuntal Expansions; 63 Chords
	F	1.13	
2	M	1.16	<i>MLK DAY * No Class</i>
	W	1.18	
	F	1.20	
3	M	1.23	<i>LABOR DAY * No Class</i>
	W	1.25	Chapter 8: V7 Inversions, Leading-Tone Sevenths
	F	1.27	
4	M	1.30	
	W	2.1	
	F	2.3	
5	M	2.6	
	W	2.8	Counterpoint: Third & Fourth Species
	F	2.10	
6	M	2.13	
	W	2.15	
	F	2.17	
7	M	2.20	Chapter 9: Pre-Dominant Function & Phrase Model
	W	2.22	
	F	2.24	
8	M	2.27	Chapter 10: Accented & Chromatic Embellishments
	W	3.1	
	F	3.3	
9	M	3.6	
	W	3.8	
	F	3.10	
<i>SPRING BREAK * March 12-19</i>			
10	M	3.20	Chapter 11: Six-Four Chords, Subdominant
	W	3.22	
	F	3.24	
11	M	3.27	
	W	3.29	Chapter 12: Pre-Dominant & Phrase Model
	F	3.31	
12	M	4.3	
	W	4.5	
	F	4.7	Chapter 13: The Submediant
13	M	4.10	
	W	4.12	
	F	4.14	
14	M	4.17	Chapter 14: The Mediant
	W	4.19	
	F	4.20	
15	M	4.24	
	W	4.26	<i>READING DAY * NO CLASS</i>
	F	4.28	Final Exam @ 8:00a-10:00a (DGH 410)

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.

Incomplete 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."