

Music Theory 2
MUSC 1302
Dr. Geyer

Spring 2019
8:50–9:40 MWF
Humanities 234

Email: bgeyer@westga.edu | Office: Humanities 334 | Office Phone: (678)839-6275
Office Hours: Please don't hesitate to make an appointment. I am happy to help!

Course Description: Continuation of MUSC 1301 to seventh chords and secondary dominant chords, chromatic harmony (augmented and Neapolitan sixth chords), through ninth, eleventh, and thirteenth chords. Students complete assignments by using traditional methods and by using the tools of music technology. MUSC 1402 must be taken concurrently.

Learning Outcomes: The student must demonstrate:

1. an understanding of and the ability to analyze and compose irregular resolutions of the dominant seventh chord, nondominant seventh chords, and secondary dominants.
 2. an understanding of and the ability to analyze and compose secondary dominant chords to modulate.
 3. an understanding of and the ability to analyze and compose common chord, common tone, and closely related key modulations, and the abrupt change of key.
 4. an understanding of and the ability to analyze and compose borrowed chords and augmented sixth chords (Fr., It., Ger.I, Ger. II) including their construction, supposed roots, resolution, and function.
 5. an understanding of and the ability to analyze and compose Neapolitan sixth chords including their derivation, resolution, and function.
 6. an understanding of and the ability to analyze and compose altered dominant seventh chords and nondominant diminished seventh chords.
 7. the ability to analyze music from open scores.
 8. an understanding of and the ability to analyze and compose chromatic third relation harmony and modulation to foreign keys (chromatic, enharmonic).
 9. an understanding of and the ability to analyze and compose ninth, eleventh, and thirteenth chords.
 10. knowledge and understandings of tuning and temperament.
-

Required Materials:

- Course Pack; I'll let you know when this is available for purchase from the bookstore.
- Medium-sized 3-ring binder, staff paper, lined paper, mechanical pencils, erasers
- Smartphone, charged and ready for class each day. **If you do not own have a smartphone, please let me know immediately and I will make sure to accommodate you.**

Unit Topics:

1. Physical Sound/Mental Music
2. Harmony and Structure
3. Jazz Theory

Work and Assessment

Assessment Types. This class has three assessment levels: low-stakes (1–2 points), medium-stakes (15–20 points), and high-stakes (30 points). These assessments are weighted on a point scale (not a percentage) of roughly 200 total semester points.

- **Low-stakes formative assessments** are given one point for satisfactory completion and no credit for incomplete or unsatisfactory work. Rarely, an especially involved assignment will be worth two points. These are worth very little, giving you a chance to learn the material without effecting your grade very much. Despite their low value, *consistent completion of low-stakes assignments is imperative to your success on higher-stakes work.*
- **Medium-stakes portfolios** are a chance to synthesize the unit's content once it has been presented and practiced, in preparation for the high-stakes assessment. They are worth between 18 and 26 semester points, depending on the number of assignment revisions (see below).

- **Medium-stakes assessments.** There will be two medium-stakes assessments, worth 20 points each—one after the first unit, which is relatively short, and another partway through the second unit, which is relatively long.
- **High-stakes summative assessments** are either projects or exams, to be determined by the instructor after discussion with the class. They form a significant portion of your grade (30 points) since they are summative, assessing your skills and knowledge after you've had a chance to work through the material carefully.

Description of Unit Makeup. Typically, units have three stages, each with a different type of assessment. The first stage involves low-stakes assignments, which we will begin in class. Any part of an assignment remaining at the end of that day's class will be due at the beginning of the subsequent class meeting.

The second stage will be a medium-stakes Portfolio, due about a week after the last low-stakes assessment. The Portfolio will include corrected and revised versions of every assignment from the unit as well as a summary of the subject matter and a self-assessment of your learning. Your portfolio must be complete; I reserve the right to hand the portfolio back to you to finish if any assignment from the unit is missing. The portfolio will lose 10% of its total value for each day it is late.

The third stage of each unit will involve a high-stakes assessment due about a week after the Portfolio—a model composition, essay, road map, or exam. We will discuss as a group how to assess the unit, though I reserve the right to make the final decision.

This semester, the typical unit will be modified in two ways: the first unit is somewhat short, so there will be no portfolio and the assessment will be medium-stakes; and the second unit is somewhat long, so there will be an additional medium-stakes assessment partway through.

Note: If you are struggling on an assignment, please do three things: (1) immediately email me at bgeyer@westga.edu to make an appointment for an office hour, (2) finish all the questions you can, and (3) move on to something else. Frustration can be an important part of the learning process. However, there is a limit to the time and emotional energy that you should pour into any single class. *I do not want you to endure significant frustration or to spend much more than an hour on any day's work; if you are struggling, you are to get help directly from me.*

Grading

Assessment	Value Per Assessment	Value Per Unit	Value Per Semester
Attendance	1		44
Low-Stakes Assignments	1	~7 (avg.)	~21
Portfolio (units 2 & 3)			
Assignment Revisions	2	~14 (avg.)	~28
Content Summary	4	4	8
Self-Assessment	2	2	4
Medium Stakes (2)	20	20	40
High Stakes (2)	30	30	60
Total		~57	~205

Your semester grade will be determined on a point system (not a percentage). Each day of punctual attendance will be worth one point. Each of the twenty low-stakes assignment will be worth one point (although this number may change, and larger assignments may be worth double).

The same low-stakes assignments will be re-graded for two points each when submitted in the portfolios, which will also include a content summary (4 points) and self-assessment (2 points) making each Portfolio worth 18–26 points (assuming seven low-stakes assignments).

Each high-stakes assessment will be worth 30 points.

Low-stakes assignments will usually be graded as “complete” (✓) or incomplete (0). Since you are required to fully correct and revise these assignments for submission with your Portfolios, I will guide you by circling incorrect answers.

For low-stakes assignments as revised for the Portfolio, and when we require more specific grades, we will use the following rubric, which measures your command over the assignment and your demonstrated commitment to the work:

- 100%: complete command and commitment
- 90%: “almost there” except for a minor problem
- 80%: Satisfactory
- 67%: Struggling
- 0%: Incomplete or unsatisfactory

Your grade will be calculated as a percentage of total points earned out of the total points available, and converted into a letter grade according to the following scale:

90–100%: A 80–89%: B 70–79%: C 60–69%: D 59% and under: F

Note: the Music Education major requires a minimum of a C in all Music Theory classes.

Peer Learning

You may not consult peers on high-stakes assessments unless they have been specifically assigned as group work. I encourage you work with peers on low-stakes assessments, with four conditions:

1. Write all collaborators’ names on your paper.
2. Work with no more than two other people on any assignment.
3. Each student completes their own work; teamwork is for consultation or checking completed answers once all group members have done a problem, not for copying answers.
4. Most importantly: *make group work a learning experience, not a short-cut*. Remember: if you provide anyone with an answer, you’re robbing them of the opportunity to learn on their own!

I reserve the right to revoke peer learning privileges if I find that they are causing problems in individual cases. **The departure from any of these procedures will be treated as a violation of UWG’s academic integrity policy, and they will be reported.**

Attendance

I will take attendance at the start time of each class meeting. If you are in the room, you will count as present. I will not differentiate between excused and unexcused, or late and absent. Each

day's attendance is worth one semester point, which equates to well under a percentage point. If you are usually present and punctual, a few absences will have very little effect on your grade; if you are frequently late or absent, it will be detrimental. (Incidentally, the role of low-stakes assignments follows the same thinking: if you're consistent, a few missed assignments will not impact your grade drastically.)

Expectations: The Learning Process

One of the chief values I hope to teach you is the importance of forming your own intellectual personhood. I have observed in many students an unfortunate habit of looking to their peers before attempting to form their own understandings. While I recognize the value of peer learning, it is a mistake to lean too heavily on stronger (or more responsible) students. College is a privilege that comes with an individual responsibility to treasure and protect your personal intellectual development.

Perhaps due to the emphasis on testing in P-12 schools, many of my students have had a product-driven approach to learning: they want to get correct answers right away. To be an effective college student in my classroom, you must work to develop a process-oriented approach, which means paying attention to the small details, the big picture, and the connections between those levels. Take control of your own learning by being bold in the questions you ask and refusing to let the process slip by you. If you are missing parts of the process, you must come directly to me, your instructor, because no one else in the room has been through the entire process yet. As a process-based learner, your grade will take care of itself, and you will prepare yourself to become a lifelong learner.

This dedication to learning, and the resulting success in this subject matter, depends on your actions outside of the classroom. I can't control whether you find time to prepare for each class, or whether you get to class on time—yet these are the factors that will control your learning most directly. One of the most important skills for you to develop is organization, and your effectiveness in that area is requisite to your effectiveness in college in general. If you are having trouble getting organized, please feel free to use me as a resource.

While organization is important, I acknowledge that events in your life can sometimes impact your ability to control your own actions. Please communicate with me (no need to be really specific if it's personal) if there is an external factor effecting your performance as a student in my class; if you don't tell me, all I can know is that you were late or unprepared. Context matters to me, and I can't know your story unless you tell me.

You should also know that UWG has many resources that I can help you find. If you ever need to talk to a mental health professional (which I am not), please be aware that we have a free Counseling Center (<https://www.westga.edu/counseling/>) with drop-in hours. You wouldn't leave a broken bone untreated; treat your mind with the same attention as your body.

Common Language for UWG Syllabi: For policies pertaining to all classes (including this one) please go to <https://www.westga.edu/UWGSyllabusPolicies/>.

Schedule

(Subject to Change)

1. Physical Sound/Mental Music
2. Harmony and Structure
3. Jazz Theory

Unit 1: Physical Sound/Mental Music

Low Stakes Assessments: 1/7–1/18

Medium-Stakes Summative Assessment: 1/30

(No high-stakes assessment this unit)

(No class 1/21 for Martin Luther King Day or 1/25 for GMEA)

Unit 2: Harmony and Structure

Low-Stakes Assessments: 2/1–2/18, 2/27–3/4

Medium-Stakes Assessment: 2/25

Medium-Stakes Portfolio: 3/11

High-Stakes Assessment: 3/27

(No class 3/18–3/22 for Spring Break)

Unit 3: Jazz Theory

Low-Stakes Assessments: 3/29–4/12

Portfolio: 4/19

High-Stakes Assessment: 4/29