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.

Requisites

Prerequisites:
MUSC 1301 and MUSC 1401
Corequisites:

Contact Information

Instructor: Dr. Ben Geyer

Email: bgeyer@westga.edu
Office: HUM 334

Office Hours

Email for appointment.
Humanities 334

For any class business, please email me to schedule an appointment. We will meet at the earliest mutually available time.

Meeting Times

Lecture

Monday, Wednesday, Friday, 8:50 AM to 9:40 AM, HUM 234

No class for Martin Luther King, Jr. Day on 1/20, GMEA on 1/24, or Spring Break on 3/16-3/20

Materials

Course Pack

Author: Dr. Ben Geyer
Edition: 2020
Availability: Campus Bookstore

The instructor will make photocopies until the Course Pack will be available at the bookstore, sometime after the beginning of the semester.

Basic Materials
Medium-sized three-ring binder
Manuscript paper
Lined paper
Mechanical pencils
Good erasers

These materials are required at every class meeting and to complete your homework.

**Electronic Device**

Electronic device, charged and ready for class each day. If you do not own a device or if you run into a problem with your device, please email me immediately and I will help you find a solution.

**Headphones**

Device speakers lack much of the low frequency range, so you will need headphones to get a full picture of what music sounds like. You will sometimes be required to bring headphones to class. It makes sense (though it isn't required) to invest in a good pair if possible. I love the ones I bought for $70–80 (Grado SR-60).

**Recordings**

You’ll need a way to access popular music digitally - either a streaming subscription or a budget for downloading.

**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.

**Evaluation**

**Criteria**

Assessments are weighted on a point scale (not a percentage) of 213 total semester points. Each unit has three stages involving assessments of increasing weight, giving you a chance to learn the material before you earn the majority of your points for a unit.

**Stage 1 - Low-Stakes.** Stage 1 occupies roughly six class meetings in which I introduce a topic along with a corresponding low-stakes assignment, generally due at the beginning of the following class meeting. These assignments are “formative”—designed to help you learn a skill, not to assess your competence on it—and they are therefore worth only one semester point (about 0.5%
of your semester grade). Even if you do not fully understand an assignment, your learning process and our learning community depend on your organization and effort in completing it on time. I therefore grade low-stakes assignments according to completion: they earn 100% (a check mark) for satisfactory and on-time completion (regardless of correctness), but they earn no credit for incomplete, late, or unsatisfactory work. Occasionally a quiz or in-class activity may count as a low-stakes assignment, or demanding assignments may be worth two semester points.

**Stage 2 - Medium-Stakes.** Stage 2 involves a medium-stakes Portfolio meant to help you synthesize what you learned in Stage 1. Medium-stakes projects are worth 18–20 points and are due 2–3 class meetings after the last low-stakes assignment. Portfolios include corrected and revised versions of every assignment from the unit (worth two points each), as well as a summary of the subject matter in your own words (four points) and a self-assessment of your learning (two points). The portfolio will lose 10% of its total value for each day it is late and it must be complete: I will not assign a grade until I have all components, and I may assign a late penalty to the entire portfolio for even one missing component. It is your responsibility to make sure you include all required components. I will provide a detailed brief for each portfolio before you begin to work on it.

**Stage 3 - High-Stakes.** After learning the unit’s material through low-stakes formative assessments and synthesizing it through a Portfolio, you will demonstrate your competence in it through a high-stakes “summative” assessment weighted at thirty semester points. In this class high-stakes assessments will include a model composition for Unit 1 and an exam for Units 2 and 3.

**Attendance and Preparation.** I will take attendance at the start time of each class meeting and assign one point (around 0.5% of your semester grade) to each student who is in the room and in possession of all required course materials. I do not differentiate between excused and unexcused absences, because in-class learning is an essential component of the class. I also do not differentiate between lateness and absence. It is built into the grading scheme that a small number of absences will have negligible effect on your grade. In my view, you are entitled to a few personal days per semester; please try to take them when no new material is introduced. *If you are frequently absent, your grade will suffer more because of the learning opportunities you miss than because of the attendance points you lose.* Finally, the single exception to this attendance policy is for high-stakes assessments: you may not be allowed to make up a high-stakes assessment without a university-sanctioned and properly documented excuse.

**Grading Summary**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Value Per Assessment</th>
<th>Value Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>1</td>
<td>45</td>
</tr>
<tr>
<td>Low-Stakes Assignments</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Medium-Stakes Portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment Revisions</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Content Summary</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>High Stakes</td>
<td>30</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>213</td>
</tr>
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**Grading Rubric.** Medium-stakes and high-stakes projects will be graded either on a percentage of correct questions or on 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

Breakdown
Final Grade Calculation. Your final semester 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.

Assignments

Schedule

<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4</td>
<td>Introduction to the European Common Practice</td>
<td>Martin Luther King Jr. Day - no class 1/20</td>
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<tr>
<td>1/6-2/7</td>
<td></td>
<td>GMEA - no class 1/24</td>
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<tr>
<td>Unit 5</td>
<td>Jazz</td>
<td>Spring break: 3/16-3/20</td>
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<tr>
<td>2/10-3/13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 6</td>
<td>Thoroughbass</td>
<td>Last day of class: 4/27</td>
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<tr>
<td>3/23-4/27</td>
<td></td>
<td><em>No final exam required</em></td>
</tr>
</tbody>
</table>

Course Policies and Resources

Intellectual Personhood

I wish to help you develop "intellectual personhood," which involves commitment to the learning process rather than the product. The product-driven approach to school is about getting correct answers immediately regardless of the learning that takes place, and it gets in the way of your personal development. To focus on the process, try to be continuously aware of what we're learning, why we're learning it, and the deeper concepts it connects to. There is nothing wrong with mistakes, and the syllabus is specifically designed to allow you to make mistakes without penalty during Stage 1 of each unit. However, please be disciplined enough to address your struggles as soon as you notice them: take control of your own learning by being bold in your questions and asking for help when you need it. If you are missing parts of the process, I expect you to come directly to me because I'm the one who designed the process, and I take responsibility for it. Please trust that if you commit to process-based learning, your grade will take care of itself and you will understand the material more deeply in the long run.

Academic Integrity

Please focus on your individual student–teacher relationship with me, not your relationships with your peers. When students struggle in this class and lean too heavily on stronger students, it can keep them from developing on their own. However, if you are conscious of how you approach it, peer-based learning can be incredibly valuable. I therefore encourage you work with peers on low-stakes assessments as long as you sincerely honor six conditions:
1. Work with no more than two other people on any assignment.
2. Write all collaborators’ names on your paper.
3. Each student completes their own work: teamwork is for consultation on the process for completing a problem or checking completed answers once all group members have done a problem, and absolutely not for copying answers. If you understand and your peer doesn’t, think as a teacher and help them learn rather than giving the answer.
4. Most importantly: make group work a learning experience, not a short-cut. This is subjective, but I expect you to approach this condition with integrity.
5. You may not consult peers on high-stakes assessments unless they have been specifically assigned as group work.
6. I reserve the right to revoke peer learning privileges if I find that they are causing problems for individual learners.

The departure from any of these procedures will be treated as a violation of UWG’s academic integrity policy. However, as long as you make a good faith effort to understand and follow these conditions, you should not hesitate to work with your peers.

Communication

If the policies for this course seem strict, it’s because we are all members of a learning community and we rely on each other to create a thriving environment. The class will work best if everyone is on their game. However, I understand that you may encounter personal circumstances beyond your control. If there is any problem (class-related or otherwise) that effects your ability to be comfortable and successful in this class, please do not hesitate to set up a time to talk with me in person (arranged through email). I will not push you to share personal details, but I’m happy to listen if you’d like. I also may be able to help by giving you advice or connecting you to the many resources we have on campus. I am on your side, and I have some discretion to exercise compassion in the way I enforce course policies. However, I can only account for your personal situation if you keep me in the loop about your learning and the things that may affect it.

Resources

Information on Wellness: https://www.westga.edu/music/wellness/

🏠 Institutional Policies

Online Courses

UWG takes students’ privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online (https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares (http://www.westga.edu/UWGCares/) site. Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services (https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.
Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.