Music Theory IV
MUSC-2302
Spring 2020  Section 01  3 Credits  01/04/2020 to 05/05/2020  Modified 01/05/2020

Description

Continuation of MUSC 2301. Forms and analytic techniques of Romantic and Impressionist music. Introduction to styles, forms, and analytic techniques of twentieth-century music, including serial, jazz, and electronic. Students complete assignments by using traditional methods and by using the tools of music technology.

Requisites

Prerequisites:
MUSC 2301

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

Monday, Wednesday, Friday, 11:00 AM to 11:50 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

Music Theory 3 Course Pack

Author: Dr. Ben Geyer
Edition: 2019
Availability: Campus Bookstore

We will continue to use last semester's course pack. Please notify me if you do not have access to a copy.

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 may 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 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 examples of eighteenth-century counterpoint, including inventions and fugues.
2. an understanding of and the ability to analyze sonata allegro forms.
3. a theoretical understanding of and the ability to analyze examples of extended tonality, atonality, and serialism.
4. a theoretical understanding of and the ability to analyze music from the Romantic period and the twentieth century employing acquired theoretical knowledge.

**Evaluation**

**Criteria**

**Course Content**

For three semesters, we have studied a range of tools for analysis. In this last semester, we will practice choosing and applying those tools to real repertoire, preparing you to independently analyze whatever music you may perform or teach as a professional. We will work with a wide variety of repertoire, aiming to build agility as analysts and improve fluency with the tools we have learned. Rather than studying a new topic in each class, the course will be structured around the repertoire, focusing on two to three pieces each week. We will listen, perform, discuss, annotate, reduce, diagram, mind-map, road-map, and pursue any other avenue to analysis that makes sense.

After Spring Break, we will spend our last few weeks on a Music Theory Pedagogy unit. Music theory has been taught in a very similar way for centuries, but theory professors are now recognizing some problems with the traditional curriculum; many of my counterparts at other institutions have begun to adapt and modify their courses to accommodate the realities of the 21st century musical world. This unit will involve discussions on pedagogical philosophy, as well as practical assignments involving syllabus design, text book review, and a teaching demonstration.

**Work and Assessment**

Units 1-2. You should expect to prepare for every class period in some way. This will sometimes involve listening, studying a score, and providing some basic details about a piece. Other times it may involve reading or writing, or conventional types of theory assignments such as part-writing or form diagrams. Assignments will be worth one semester point, but may count for two points for especially involved work. You will additionally produce two high-stakes analyses (30 points each), each of which will...
require a proposal (3 points), a revision of that proposal graded on improvement (3 points), a final project (30 points), and a revision of that project (15 points, graded on improvement). Each of you will meet with me for a ten-minute feedback meeting between the initial proposal submission and the proposal revision.

You will choose your own pieces for study, but they must come from different repertoires and use distinct analytical tools. Set theory, voice-leading analysis, formal analysis, and jazz time-span analysis are examples of distinct tools that you may choose from, but you may also use other tools with my approval. As soon as you realize that you need guidance in choosing a piece or approaching your analysis, please set up an office hour.

**Pedagogy Unit.** The Pedagogy unit will also include assignments for class preparation, worth one point each. It will also involve three mini-projects worth fifteen points each: a syllabus, a textbook review, and an in-class teaching demonstration. I will provide assignment details at the beginning of the unit.

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<thead>
<tr>
<th>Assessment</th>
<th>Value Per Assessment</th>
<th>Value Per Semester</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>1</td>
<td>41</td>
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<tr>
<td>Low-Stakes Assignments</td>
<td>1</td>
<td>~21</td>
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<tr>
<td>Project Proposals (2)</td>
<td>3</td>
<td>6</td>
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<td>Project Proposal Revisions (2)</td>
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<td>6</td>
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<td>Projects</td>
<td>30</td>
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<tr>
<td>Project Revisions</td>
<td>15</td>
<td>30</td>
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<tr>
<td>Syllabus</td>
<td>15</td>
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<td>Textbook Review</td>
<td>15</td>
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<td>Teaching Demo</td>
<td>15</td>
<td>15</td>
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<td><strong>Total</strong></td>
<td><strong>~209</strong></td>
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Unless otherwise noted, I will grade according to 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

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<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
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<tr>
<td></td>
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<td>Due Dates:</td>
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<td></td>
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<td>• Proposal: 1/29</td>
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<td>• Proposal Revision: 2/5</td>
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<td>• Project: 2/14</td>
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<td>• Project Revision Due: 2/21</td>
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<td>Other Notable Dates</td>
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<td>• Feedback Meetings: 1/30-2/3</td>
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<td>• Martin Luther King Jr. Day - no class 1/20</td>
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<td>Unit 1</td>
<td>Form (Cont'd)</td>
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<td>1/6-2/14</td>
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<td>Due Dates:</td>
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<td>• Proposal: 3/6</td>
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<td>• Proposal Revision: 3/13</td>
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<td>• Project: 3/30</td>
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<td>• Project Revision Due: 4/6</td>
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<td>Other Notable Dates</td>
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<td>• Feedback Meetings: 3/9-3/11</td>
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<td>• Spring Break: 3/16-3/20</td>
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<td>Unit 2</td>
<td>Applied Analysis</td>
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<td>2/17-3/30</td>
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<td>Due Dates:</td>
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<td>• Textbook Review: 4/15</td>
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<td>• Syllabus: 4/27</td>
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<td>• Teaching Demonstrations: Scheduled for class time at roughly the last week of the semester</td>
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<td>Other Information:</td>
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<td>• Last day of class: 4/27</td>
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<td>• No final exam required</td>
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<td>Unit 3</td>
<td>Pedagogy</td>
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<td>3/30-4/27</td>
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### 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 that 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 affects 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/](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 site. Online counseling 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.

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

**University Writing Center:** The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@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
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.

Additional Items