University of Utah School of Music
Music 1120, Theory II Syllabus - Section 002
Spring 2020 Semester

Pre-requisite: successful completion of MUSC 1110 (Theory I) with a grade of ‘C’ or better
Credit hours: 3 Units
Section 002: MWF from 08:35 to 9:25
Lecture Venue: DGH 410

Instructor: Dr. Michael Chikinda
Office: DGH 430
Office Hours: M 1:00 – 2:00 p.m., T 2:00 – 3:30 p.m. (or by appointment)*
Office Phone: (801) 581-7813
Email: m.chikinda@utah.edu

Required Text and Workbook:

Required Top Hat Membership: this online resource is required and will be allocated a grade (see #2 under course evaluation).

Required Materials:
Manuscript paper and pencils with erasers; students are strongly encouraged to take detailed notes on manuscript paper, including examples, solutions, etc., given in class. Students who mistakenly believe that they only need adopt a passive posture in the classroom (i.e., sitting and observing without taking notes, asking questions, or offering solutions) will not earn a satisfactory grade in this course.

The Ancillary Resource Center is found at https://oup-arc.com/access/laitz4e

Recommended Text:
Music Theory Staff Paper, which is available in the campus bookstore
https://www.youtube.com/watch?v=PEtTkksKaFk

*I have an open-door policy, which means that if my door is open when there is no scheduled office hour feel free to come in and ask any questions that you might have; indeed, questions are both welcomed and encouraged.

Course Overview and Objectives: In Theory II, we begin with a review of the material on 1-st & 2-nd species counterpoint in Chapter 2 and then proceed to 3-rd, 4-th, & mixed-species cptpt. Next, we study melodic embellishment (diminution) in Chapter 10. After that, we will become acquainted with the pre-dominant function and the phrase model in Chapters 9, 11, 12, 13, & 14. At this point in the semester, we study one of the most important topics this year: tonal syntax, the
period, and the sentence in Chapters 15 & 16, which will prepare students for the study of form. The notion of tonal syntax will be reinforced with both part-writing exercises and analysis; thus, it is essential that you keep up with the assigned readings and with the weekly assignments. The semester will culminate with the study of binary form in Chapter 20. While it is always important to take notes in class, students who do not take precise notes during this module will not succeed with the weekly assignments because they will be required to reproduce the templates presented in the lecture. This topic will conclude our study of diatonic harmony before commencing a study of chromaticism in the fall (MUSC 2110).

**Course Evaluation:**

1. Attendance & Participation – 10%
2. *Top Hat* Platform – 15%
3. Mid-term Exam – 20%
4. Final Exam – 25%
5. Weekly Assignments – 30% (10 x 3%)

**1. Attendance & Participation:** brief homework assignments will be given at the end of most classes. These homework assignments will then be taken up in the following class; students will be called upon in class to answer questions, put their homework-assignment solutions on the board, or otherwise present material to the class (see the weekly schedule below). Participation is an essential component of the course, and students must be in class to participate. In addition, weekly assignments – to be submitted for grading – will be uploaded to *Canvas* (see #5 below). If a student is absent from a class, it is the responsibility of the student to make up any course material that was missed, which entails meeting with the professor during an office hour – or making an individual appointment – and consulting with colleagues in the class who were present; it is not appropriate to ask the professor to re-present the missed material at a subsequent lecture because it delays the progress of the entire class. To be sure, in order to be a good “class participant,” students must routinely ask questions of the professor, of colleagues in the class, and of oneself: “do I have a firm grasp of this material?” By regularly attending class, participating in class discussion & the *Top Hat* questions, and engaging with the course material, students create an environment in which everyone is actively involved. Moreover, if a student wishes to express an opinion that contrasts with one expressed either by a colleague or the professor, please do so succinctly and courteously so that everyone is respected. Lastly, in order to avoid disrupting the learning environment of the classroom, it is imperative to arrive at class on time. Accordingly, any student who arrives seven minutes late, or later – or who temporarily leaves class for a period lasting seven minutes or longer – will be marked *late* on the attendance roster; in addition, any student who arrives twenty-five minutes late, or later – or who permanently leaves class early – will be marked *absent* on the attendance roster. It is important to remember that an academic class is **not** an open house, and students should not come and go on a whim.

**2. *Top Hat* Platform:** The *Top Hat* platform will be used to encourage class participation (see above) and to reinforce concepts presented in the lecture. Indeed, this will be an enjoyable way to consider the ideas discussed in class, to help students to retain the material for future lectures and exams, and to receive real-time feedback. Moreover, students get full credit for participating – it is not graded for correctness. Students are required to purchase the *Top Hot* app and to bring an electronic device to each class for this purpose only (this requirement is **not** a licence to text in class; indeed, texting in class is both disruptive and disrespectful!).

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3/4. Exams: There will be two (2) exams: a mid-term and a final. While each exam is cumulative, the final exam will place a special emphasis on the most recent material. The mid-term exam date for this section is Monday, March 02 – during the regular class period – and the final exam date for this section is Thursday, April 23 from 8:00 to 10:00 a.m. in DGH 410. Ensure to determine your entire final exam schedule before making any travel plans for the summer break in order to avoid unnecessary complications. Indeed, it is the student’s responsibility to take the final exam on the date scheduled by the registrar.

5. Weekly Assignments: A weekly assignment will be uploaded to Canvas on Wednesdays and collected – a week & a half later – at the beginning of class on the following Friday (with the exception of #6, which is uploaded on the Friday before the spring break and is due two weeks later). The weekly assignments will be more detailed than the brief homework assignments and will be graded for credit. The open file-folder symbol, 📁, in the weekly schedule indicates those dates on which a weekly assignment is due. These assignments will address the material covered in the lectures and should be used as study guides for the exams. Weekly assignments are due at the beginning of class on the "due date," and, with the exception of the "Get Out of Jail Free Card" (see below), late assignments will not be accepted. If a student misses a class at which a graded assignment is returned, it is the responsibility of the student to come to the instructor’s office to retrieve the assignment because they are kept in a filing cabinet for safe keeping. Look for Treasure Hunt items on the ‘Announcement’ board in Canvas that will allow students to earn bonus points on these assignments. Lastly, adopting a collaborative approach to discuss concepts presented in class – or to review topics in the textbook – is beneficial; however, it is expected that the weekly assignments submitted for credit will be done independently (for more information, please see the section on "Student Responsibilities").

![Get Out of Jail Free Card](image)

This “Get out of Jail Free” card may be used once during the term to hand in a weekly assignment late. Here is how this munificent offer works: simply cut out the card and staple it to the top of your homework assignment. You may then hand in the assignment one week after the official due date without penalty. For example, if the assignment is due on Friday, January 24, the card will allow you to hand it in on Friday, January 31.
Nota bene: This card may not be used for assignment #10 due Friday, April 19. I want to ensure that all assignments are returned during the last week of classes so that they are available to be used in preparation for the final examination.

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### Weekly Schedule of Topics and Due Dates

*(All textbook readings are to be done in advance of the class)*

| Week 1, Review: Ch. 2, "Review of 1- & 2- Species Ctpt. & Intro. to 4- Species Ctpt." |
|---|---|
| M, Jan. 06 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Textbook, pp. 87 – 101 (re-read) |
| W, Jan. 08 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Class Handouts |
| F, Jan. 10 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Class Handouts |

| Week 2, “Intro. to 3- Species & Mixed-Species Counterpoint.” |
|---|---|
| M, Jan. 13 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Class Handouts |
| W, Jan. 15 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Class Handouts, Assignment #1 uploaded |
| F, Jan. 17 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Class Handouts |

| Week 3, Ch. 10, “Diminution: Melodic Embellishment” |
|---|---|
| M, Jan. 20 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;*Martin Luther King Jr. Day (no class)* |
| W, Jan. 22 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Textbook, pp. 280 – 87, Assignment #2 uploaded |
| F, Jan. 24 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Textbook, pp. 288 – 97, Assignment #1 due |

| Week 4, Ch. 9, “The Pre-Dominant Function & The Phrase Model” |
|---|---|
| M, Jan. 27 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Textbook, pp. 263 – 67 |
| W, Jan. 29 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Textbook, pp. 267 – 73, Assignment #3 uploaded |
| F, Jan. 31 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Textbook, pp. 273 – 77, Assignment #2 due |

| Week 5, Ch. 11, “6/4 Chords – Unaccented & Accented” |
|---|---|
| M, Feb. 03 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Textbook, pp. 304 – 08 |
| W, Feb. 05 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Textbook, pp. 308 – 15, Assignment #4 uploaded |
| F, Feb. 07 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Writing the Cadential 6/4, Assignment #3 due |

| Week 6, Ch. 11, “Revisiting the Subdom.” & Ch. 12, “The Pre-Dominant Refines the Phrase Model” |
|---|---|
| M, Feb. 10 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Textbook, pp. 316 – 17 |
| W, Feb. 12 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Textbook, pp. 318 – 21, Assignment #5 uploaded |
| F, Feb. 14 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Textbook, pp. 325 – 28, Assignment #4 due |

| Week 7, Ch. 12 cont., “The Pre-Dominant Refines the Phrase Model” |
|---|---|
| M, Feb. 17 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;President’s Day (no class) |
| W, Feb. 19 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Textbook, pp. 329 – 33 |
| F, Feb. 21 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Textbook, pp. 333 – 36, Assignment #5 due |

| Week 8, Ch. 12 cont., & Review for the Mid-Term |
|---|---|
| M, Feb. 24 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Textbook, pp. 337 – 41 |
| W, Feb. 26 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Reinforcing the Phrase Model |
| F, Feb. 28 &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;Review for the mid-term exam |
Week 9, Ch. 13, “The Submediant: A New Diatonic Harmony”
M, Mar. 02 Mid-Term Exam
W, Mar. 04 Textbook, pp. 348 – 55
F, Mar. 06 Textbook, pp. 355 – 62, Assignment #6 uploaded

Week 10, Spring Break (March 08 – 14, no classes)

Week 11, Ch. 14, "The Mediant, the BRD, & a Synthesis of Diatonic Relationships"
M, Mar. 16 Textbook, pp. 367 – 70
W, Mar. 18 Textbook, pp. 372 – 74, Assignment #7 uploaded
F, Mar. 20 Textbook, pp. 374 – 76, Assignment #6 due

Week 12, Ch. 15, “The Period” **
M, Mar. 23 Textbook, pp. 379 – 84
W, Mar. 25 Textbook, pp. 384 – 89, Assignment #8 uploaded
F, Mar. 27 Analyzing the Period, Assignment #7 due

Week 13, Ch. 15 cont. & Ch. 16, “The Sentence & Other Small Musical Structures”
M, Mar. 30 Composing a Period – Model Composition
W, Apr. 01 Textbook, pp. 394 – 98, Assignment #9 uploaded
F, Apr. 03 Analyzing the Sentence, Assignment #8 due

Week 16 cont. & Ch. 20 “Binary Form”
M, Apr. 06 Composing a Sentence – Model Composition
W, Apr. 08 Textbook, pp. 400 – 405, Assignment #10 uploaded
F, Apr. 10 Textbook, pp. 483 – 85, Assignment #9 due

Week 17, Ch. 20 cont.
M, Apr. 13 Textbook, pp. 485 – 89,
W, Apr. 15 Analyzing Binary Forms
F, Apr. 17 Composing Binary Forms – Model Composition, Assignment #10 due

Week 16, Review for the Final Exam
M, Apr. 20 Review

Th, April 23 Final Exam from 8:00 to 10:00 a.m. in DGH 410

**It is essential to take accurate notes at this and subsequent lectures because I will modify Laitz’ diagrams. Students are expected to include these modifications in the diagrams they complete.

Keyboard skills: knowledge and use of the keyboard is essential for checking homework assignments and playing examples in the text. Always know how your work sounds!

Minimum grade of ’C’ required in Music Courses
A grade of C or better is required in any music course to be counted toward graduation of a music major in the Bachelor of Music, or the Bachelor of Arts, degree programs. Students receiving a C- or lower in any music course must repeat that course and should not continue in the sequence until they have satisfactorily completed that course.
Important Dates:

- Classes begin on Monday, January 06
- Last day to drop (delete) classes: Friday, January 17
- **Mid-Term Exam**: Monday, March 02
- Last day to withdraw from classes: Friday, March 06
- Holidays:
  - Martin Luther King Jr. Day, Monday, January 20
  - President’s Day, Monday, February 17
  - Spring break, Sun.-Sat. March 08-14
- Classes end on Tuesday, April 21
- **Final Exam**: Thursday, April 23, 8:00 – 10:00 a.m. in DGH 410

**Letter Grade Breakdown**
(Passing grades are highlighted in green)

- **A**: 94% – 100%
- **A-**: 89% – 93%
- **B+**: 86% – 88%
- **B**: 83% – 85%
- **B-**: 79% – 82%
- **C+**: 76% – 78%
- **C**: 73% – 75%
- **C-**: 70% – 72%
- **D+**: 66% – 69
- **D**: 63% – 65%
- **D-**: 60% – 62%
- **E**: ≤ 59%

**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 need accommodations in the class, reasonable prior notice must be given to the Centre for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for such accommodations. All written information in the course can be made available in alternative format with prior notification to the Centre for Disability Services.

**Email Policy**
"A University assigned student email account shall be the University’s official means of communication with all University of Utah students. The University reserves the right to send official communications to students by email with the full expectation that students will receive email and read these emails in a timely fashion."  [https://financialaid.utah.edu/policies/email.php](https://financialaid.utah.edu/policies/email.php)

**Faculty and Student Rights and Responsibilities**
All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (Policy 6-400), 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 (Policy 6-316), 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.

Defining Plagiarism: "Plagiarism means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression."  (Policy 6-400, Student Code).
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 offence subject to the same kinds of accountability and the same kinds of support applied to offences against other protected categories such as race, national origin, colour, 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 Co-ordinator in the Office of Equal Opportunity and Affirmative Action (801) 581-3865, or the Office of the Dean of Students (801) 581-7066. For support and confidential consultation, contact the Centre for Student Wellness (801) 581-7776. To report to the police, contact the Department of Public Safety (801) 585-2677 (COPS).

Q. Accommodations Policy (http://regulations.utah.edu/academics/6-100.php)
“Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within, and among, academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an accommodation. Accommodations requested on such grounds will not be granted. The University recognizes that students' sincerely-held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors. The University assumes no obligation to ensure that all students are able to complete any major. It is the student's obligation to determine – before the last day to drop courses without penalty – when course requirements conflict with the student's sincerely-held core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a content accommodation from the instructor. Though the University provides – through this policy – a process by which a student may make such a request, the policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing, and the student must deliver a copy of the request to the office of the department Chair or, in the case of a single-department college, to the office of the Dean. The student's request must articulate the burden the requirement would place on the student's beliefs.”

Campus Safety
The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Center for Wellness & University Counselling Center
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; and the University Counselling Center: http://counselingcenter.utah.edu, 801-581-6826.

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 #5 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 meant to serve as an outline and guide for the course, and it is not a binding legal contract. Please note that the instructor may modify it – including the Weekly Schedule of Topics – at any time with reasonable notice to the students. Should students have any questions or concerns about the syllabus, it is their responsibility to contact the instructor for clarification.”

Ten Constructive Behaviors to Create a Trajectory for Success...

1) Attend class routinely.
2) Arrive to class on time.
3) Stay for the entire class period (which is only 50 minutes).
4) Take notes in class.
5) Read the textbook, supplement your notes, and highlight salient passages.
6) Ask questions.
7) Ask for help.
8) Take advantage of office hours or individual appointments.
9) Turn in all homework assignments.
10) Consider how the class material informs the music you are learning and playing/singing.