Course Syllabus

University of Utah School of Music

Introduction to Music Theory

MUSC 1460-90 (3 credit hours)

There are no pre- or co-requisites for this course.

Instructor: Dr. Cathryn Clayton

Email: Through Canvas Inbox (preferred) or c.clayton@utah.edu

Office: DGH 158

Office Hours: via email or by phone

Phone: 801-699-3446

Course Meeting Times: This is an online course. Students will be expected to spend approximately 9-12 hours each week working on the material in this course and emailing the professor with any additional questions. Class discussion postings where students can interact and get help from one another on difficult topics are encouraged. The two exams will be given at a testing center. Students will need to click on Schedule Exams on the left of the homepage in Canvas to set up an exam appointment at a testing center nearest them.

COURSE DESCRIPTION: Designed for undergraduate non-music majors, Introduction to Music Theory will examine the language of Western music (music theory). Students will explore and gain an understanding of musical elements including pitch, dynamics, rhythm, mode, texture, and tempo. In addition, students gain an understanding of melodies, phrases, and harmonies by learning to write scales, key signatures, and chords. Further, students will use their creativity to write melodies in specific modes and harmonize melodies with their knowledge of chords.

CONTENT OVERVIEW: Introduction to Music Theory is a course designed to create an increased understanding and knowledge of the basic components that are used to compose music in the Western world. This course allows students the opportunity to not only increase their
understanding of music theory, but apply it in creative projects that allow them to compose melodies and harmonies of their own. Finally, this course provides the students with an understanding of the language of music and the complexities that are found within the music they hear.

TEACHING AND LEARNING METHODS: Active learning is employed through the vehicles of the interactive CD ROM which has been loaded into Canvas, Written Assignments, Quizzes, Discussion Postings, and Exams. In addition, students are encouraged to frequently email the professor throughout the semester with questions and observations about the course material. Discussion postings to the class regarding topics throughout the semester are encouraged.

COURSE OBJECTIVES: Highlighted below are the course objectives and the assignments that have been devised to help you achieve these objectives. Each assignment will also enhance your ability to think critically.

1A) Objective 1: You will be able to identify and understand the language and the key components that make up the music that you hear every day, including pitch, dynamics, rhythm, and tempo.

1B) Assignment designed to achieve Objective 1: You will study the first two chapters of the CD ROM associated with this course, complete interactive practice drills, and quizzes that test your knowledge of this material. The interactive practice drills and the quizzes in this course will ground you in the critical thinking utilized in music theory and composition. These chapters include discussions of staff notation (pitch), note and rest values (rhythm), meter signatures (rhythm), tempo, and dynamics. As the world-renowned pianist, Murray Perahia, said in a Master class on the campus of the University of Utah in October, 2007, “J.S. Bach making a discovery in music theory and composition was no different that Albert Einstein making a discovery in the realm of Physics.”

2A) Objective 2: You will be able to identify and write the key signatures and scales most often employed in Western music: major, minor, modal, pentatonic, octatonic, whole-tone, 12-tone, and chromatic.

2B) Assignment designed to achieve 2: You will study the third and fourth chapters of the CD ROM associated with this course and complete interactive practice drills and quizzes that test
your knowledge of this material. These chapters discuss major, minor, modal, pentatonic, octatonic, and chromatic scales and how to create melodies in these scales.

3A) Objective 3: You will understand the intervals that make up the harmonies of Western Music.

3B) Assignment designed to achieve Objective 3: You will study the fifth and sixth chapters of the CD ROM associated with this course and complete interactive practice drills and quizzes that test your knowledge of this material. These chapters discuss intervals of the unison, second, third, fourth, fifth, sixth, seventh, and octave.

4A. Objective 4: You will be able to identify and compose chords (triads and seventh chords) that are used in Western music. Furthermore, you will learn the practice of harmonic analysis using Roman Numerals.

4B. Assignment designed to achieve Objective 4: You will study chapters seven through twelve of the CD ROM associated with this course and complete interactive practice drills and quizzes that test your knowledge of this material. These chapters discuss triads and their inversions, seventh chords and their inversions, how to harmonize a melody with chords, and harmonic analysis using Roman numerals.

Required Course Materials:

The materials for this course have been loaded into Canvas. You do not need to purchase the CD ROM below, but you may choose to for the practice drills and interactive exercises. (It costs approx. $23) This CD ROM is one of the best textbooks that is available. However, it is becoming outdated and the author does not want to update it for a new edition. The author has given us permission to load the reading materials into Canvas. However, not all of the links for listening or practice drills will work. This is why you may want to purchase the CD ROM. It will give you access to the practice drills, however the listening examples are still not available even if you have the CD ROM. I have therefore put together lecture videos for you to watch in Canvas.

The textbook is called Introduction to Music Theory by Vicki Curry. (This is an interactive CD ROM.)

If you choose, this can be purchased at XanEdu Publishing. It costs $19.95. The website is at http://www.xanedu.com/higher-education/educators/custom-books-catalog/introduction-to-music-theory-an-interactive-multimedia-textbookworkbook-on-cd-rom/
You can also order it through the Campus Book Store. It may take up to 7-10 days to be delivered.

Or, you can use the materials from the CD ROM in Canvas and not purchase the CD ROM separately.

You will also need Finale Notepad Download (There is a free 2012 or 2013 version) Needed to complete assignments. Download at

http://www.finalemusic.com/notepad/default.aspx

*You do NOT need an expensive version of this software (the 2014 version). If you have trouble finding the free version, please email the professor.

Use the above link or the link on the homepage of the class to get Finale Notepad. The link on the CD ROM is outdated.

**Grading:**

Requirements will be weighted as follows:

Course participation/discussion postings  9 points

Creative Projects 80 points

Written Assignments 36 points

Pre-test quizzes 60 points

Midterm Exam 100 points

Final Exam 100 points

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Total % out of 376

Grading Scale:

A 93-100 %  A- 90-92 %  B+ 87-89 %  B 83-86 %

B- 80-82 %  C+ 77-79 %  C 73-76 %  C- 70-72 %

D+ 67-69 %  D 63-66 %  D- 60-62 %  E< 60 %
CALENDAR:

(FOR QUIZ and ASSIGNMENT DUE DATES – PLEASE SEE CANVAS)

Scroll to the bottom of this page in Canvas for precise due dates.

Below is a rough outline of the weeks in which you will want to complete the lessons on the CD ROM so that you do not get behind in the course.

If you find that you are getting behind or not understanding the material, please email the professor or TA and let us work with you to better understand as you are going along. It is very difficult for us to teach you the entire semester's material in the few days before an exam.

NOTE* As you are reading the sections, please email or call me with questions. You may always work ahead. For exact due dates, please scroll to the bottom of this page in Canvas.

**Week 1:** Classes Begin: Pick up CD Rom from Bookstore. Post a discussion message and tell me about yourself...what is your major, why do you want to take this class, etc. (Please use the Canvas Inbox email link). Please read the syllabus and go over the tools on the CD ROM and WebCT. Begin reading lesson 1 and do practice drills. Please post an introduction of yourself to the class. (3 pts.)

**Week 2:** Complete Written Assignment 1.1. Grade Written Assignment 1.1 (The assignment and key are on the CD ROM) You will need to print the written assignment and fill it out, then self-grade it using the key provided on the CD ROM. You will not turn this in, but will post a message in Canvas letting me know that you completed the assignment and asking any questions that you might have about the material in this lesson. Take the Lesson 1 Quiz on Canvas.

**Week 3:** Read through lesson 2. Do practice drills for lesson 2. Complete written assignment 2.1 and grade it. Make sure you understand this information. Take the Lesson 2 Quiz on Canvas.
Week 4: Read through lesson 3. Do practice drills for lesson 3. Complete written assignment 3.1 and grade it. **Download finale-notepad.** Take the Lesson 3 Quiz on Canvas.

Week 5: Read through lesson 4. Do practice drills for lesson 4. Complete written assignment 4.1 and grade it. **Submit Preliminary Project.** Take the Lesson 4 Quiz on Canvas.

Week 6: Read through lesson 5. Do practice drills for lesson 5. Complete written assignment 5.1 and grade it. Take Lesson 5 Quiz on Canvas. **Submit project A.**

Week 7: Read through lesson 6. Do practice drills for lesson 6. Complete written assignment 6.1 and grade it. **Submit project B.** Take Lesson 6 Quiz in Canvas.

Week 8: Review Material in Lessons 1-6. Make sure you have practiced all practice drills. Take Sample Midterm Exam on the CD ROM. This will most closely resemble the midterm exam. The exam is a paper exam (not multiple choice). You will need to bring a pencil and your University of Utah ID to the testing center. There will be a copy of a keyboard provided for you during the exam for scratch paper. Post a response to discussion 1. **Take Midterm Exam in Testing Center near you.** (Be sure that you have registered for the midterm exam for an appointment time by clicking on “Schedule Exams” on the left side of the Canvas homepage.) You may take this exam early, but it must be taken by the due date.

Week 9: Read lesson 7 and do practice drills. Take lesson 7.1 written assignment and grade it. Take Lesson 7 Quiz in Canvas.

Week 10: Read lesson 8 and do practice drills. Take lesson 8.1 written assignment and grade it. Take Lesson 8 Quiz in Canvas.

Week 11: Read lesson 9 and do practice drills. Take lesson 9.1 written assignment and grade it. Take Lesson 9 Quiz on Canvas.
**Week 12:** Read lesson 10 and do practice drills. Take lesson 10.1 written assignment and grade it. **Submit project C.** Take Lesson 10 Quiz on Canvas.

**Week 13:** Read lesson 11 and do practice drills: Complete written assignment 11.1 written assignment and grade it. Take pre-final exam quiz on the CD ROM.

**Week 14:** Read lesson 12 and do practice drills: Complete written assignment 12.1 written assignment and grade it. Take Lesson 12 Quiz on Canvas.

**Week 15:** Review material for Final Exam. Make sure you have done all practice drills. Take Sample Final Exam on the CD ROM. This exam will be in the same format as the midterm exam. Help your classmates and post a response to “Discussion 2”.

**Week 16:** **Take Final Exam.** (This is a comprehensive exam, though it will not include 7th chords, or 7th chord inversions.) Please click on Schedule Exams on the left side of the page in Canvas to schedule the Final Exam. You may take this exam early, but it must be taken by the last day of the final exam period.

Email: Please check your Canvas Inbox email frequently as I will often send you reminders of when assignments are due. I will communicate with students in the class via email. I will check my email at least once every day, except on weekends. Please don’t hesitate to email me with any questions that you might have. I have listed my phone number as well. If you have a question, and you need an immediate response, don’t hesitate to call me.

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**Non-Contract Note**

“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.”

**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 Union Building, 581-5020
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, and I will do so, 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.

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.

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).

ASUU Tutoring Center

The ASUU Tutoring Center provides individual tutoring ($7 per hour) and group tutoring sessions ($4 per hour) for currently enrolled University of Utah students. Students can receive assistance for a wide range of subjects at a reasonable rate, thanks to the Associated Students of the University of Utah who help defray the cost of tutoring. Tutoring is very flexible. Depending on the availability of the tutor you select, appointments may be set for any time including evenings and weekends, and always at a location that is convenient for the tutor and student. For additional information call 801-581-5153 or visit the ASUU Tutoring Center in Rm. 330 SSB. [http://tutoringcenter.utah.edu](http://tutoringcenter.utah.edu).
Learners of English as an Additional/Second Language (suggested)
If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (http://linguistics.utah.edu/esl-program/); the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

Office of Equity and Diversity (suggested)
The University of Utah is deeply committed to enhancing the success of diverse faculty, students, and staff, as part of our broader goal to enrich the educational experiences and success of all members of our University community. We recognize that a diverse and inclusive University enriches the educational experiences of all students, and enhances our excellence as a world-class institution for 21st Century learners. The Office for Equity and Diversity is proud to lead the University’s efforts to support the success and achievement of faculty, students, and staff who self-identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, members of the Lesbian, Gay, Bisexual, Transgender and Questioning community, and women in underrepresented fields. http://diversity.utah.edu, 801-581-7569.