University of Utah, *School of Music*
Music 2110, Theory III Syllabus - Section 002
Fall 2019 Semester

Pre-requisite: MUSC 1120 (Music Theory II)
(This course is intended for music majors only)
Credit hours: 3 Units
Section 2: MWF from 7:30 to 8:20 a.m.
Lecture Venue: DGH 416

Instructor: Dr. Michael Chikinda
Office: DGH 430
Office Hours: M 1:00 – 2:00 p.m. & T 2:30 – 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.

*The University of Utah stipulates that “a University credit hour shall represent approximately three clock hours of the student’s time a week for one semester”; since this is a three-credit course, you should devote approximately nine hours a week to it.

◊ I have an open-door policy, which means that if my door is open when there is no scheduled office hour feel students are free to come in and ask any questions that they have; indeed, questions about the course material are both welcomed and encouraged.

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**Course Overview and Objectives:** In Theory II, students studied traditional, diatonic voice-leading practices of the 18th and early 19th centuries. Theory III, by contrast, is an introduction to chromatic harmony and the expanding harmonic palette of the 19th century. The goal of this class is to gain fluency in hearing, writing, and analyzing this vocabulary. At the beginning of the term, we will review diatonic sequences and move on to study applied-dominant chords and leading-tone chords, and tonicization of – and modulation to – closely related keys. We will then delve into modal mixture (modal borrowing), expansion of modal mixture harmonies, chromatic modulation, Neapolitan chords, augmented-6th chords and diminished-3rd chords, tonal ambiguity, and the shift from asymmetry to
symmetry leading to tonality's edge in the early 20th century. At the same time, students will deepen their ability to read and to analyze excerpts from scores; after all, the "driving force" behind this class is the music literature itself, and music theory & analysis illuminates the music literature.

**Teaching and Learning Methods:** The over-all objective is to be able "to communicate quickly and accurately with other musicians," “to read and write music proficiently," and “to improve critical thinking skills.” Students will complete short part-writing exercises (that entail harmonizing melodies, figured and unfigured basses, progressions from roman numerals), generate analyses – on first and second levels – of excerpts from the literature, and complete some larger exercises based on model composition. The material in this course will lay the technical foundation for the post-tonal exploration in MUSC 3550, 20th-/21st-Century Style & Techniques, taken in the following spring semester.

**Course Evaluation:**

1. Attendance/Participation – 10%
2. *Top Hat* Platform – 15%
3. Mid-term Exam – 20%
4. Weekly Assignments – 27% (9 x 3%)
5. Final Exam – 28%

1. **Attendance/Participation:** as per university policy, regular attendance is expected (see letter ‘O’ below), and a sign-in sheet will be circulated at each class to record attendance. Students will be called on in class to share their insights about the course material; in addition, brief homework assignments will be given at the end of most classes. These homework assignments will be taken up at the following class, when students will be called upon to answer questions, put their solutions on the board, or otherwise present material to the class. In addition, weekly assignments – to be submitted for grading – will be uploaded to Canvas (see #5 below). Regular attendance will help students to complete the weekly assignments successfully and to write the exams successfully (see #3/4 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 and equally respected. To that end, 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. Lastly, in order to avoid disrupting the learning environment of the classroom, it is necessary to arrive at class on time and to leave once the class period has concluded. Accordingly, any student who arrives five minutes late, or later, will be marked late on the attendance roster; in addition, any student who arrives thirty minutes late, or later, will be marked absent on the attendance roster. Moreover, the attendance roster will also be adjusted for any student who leaves early. See “Ten Constructive Behaviors to Create a Trajectory for Success” at the bottom of the syllabus.

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 a fun way to consider the ideas discussed in class, to help students retain the material for future lectures and exams, and to receive real-time feedback. Students are required to purchase the *Top Hat* app and to bring an electronic device to each class for this purpose only. In addition, **students must be present in class to participate in the *Top Hat* questions, and the electronic device may only be taken out when it is time to answer these questions** (this requirement is not a licence to text in class).
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 **Friday, October 04**, and the final exam date for this section is **Tuesday, December 10, 8:00 – 10:00 a.m.** (Ensure to determine your entire final exam schedule **before** making travel plans for the holidays to prevent any unnecessary complications). Indeed, **it is the student’s responsibility to write the final exam on the date scheduled by the registrar**.

5. **Weekly Assignments:** A weekly assignment will be uploaded to Canvas on Fridays and collected – one week later – at the beginning of class on the following Friday (with the exception of #9, which is collected on the Monday after the Thanksgiving Break). The weekly assignments will be more detailed than the brief homework assignments – taken up in class – 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 (they are kept in a filing cabinet for safe keeping). Look for **Treasure Hunt** items listed on each assignment that will allow students to earn bonus points. 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").

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 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, September 13, the card will allow a student to hand it in on Friday, September 20.

**Nota bene:** This card may **not** be used for assignment #4 due Friday, September 27. It is crucial that all assignments are returned by Wednesday of the following week, so that they are available for review in preparation for the mid-term exam.
Weekly Schedule of Topics and Due Dates*

Week 1, Ch. 17, "Harmonic Sequences"
W, Aug. 21  Textbook, pp. 412-16 (Descending Sequences)
F, Aug. 23  Textbook, pp. 416-18 (Ascending Sequences)

Week 2, Ch. 17, "Harmonic Sequences" & Ch. 18, “Applied Chords”
M, Aug. 26  Textbook, pp. 421-24 (Sequences with 7th Chords)
F, Aug. 30  Textbook, pp. 438-42 (Applied Chords in Inversion): Assignment #1 uploaded

Week 3, Ch. 18, "Applied Chords"
M, Sept. 02  Labor Day (no class)
W, Sept. 04  Textbook, pp. 443-48 (Applied Leading-Tone Chords)
F, Sept. 06  Textbook, pp. 450-55 (Sequences with Applied Chords): Assignment #1 due,
Assignment #2 uploaded

Week 4, Ch. 19, "Tonicization vs. Modulation"
M, Sept. 09  Textbook, pp. 461-65 (Tonicization)
W, Sept. 11  Textbook, pp. 467-71 (Modulation)
F, Sept. 13  Textbook, pp. 471-76 (Modulation in Larger Contexts): Assignment #2 due,
Assignment #3 uploaded

Week 5, Ch. 21, “Modal Mixture”
M, Sept. 16  Practice discerning tonicization vs. modulation
W, Sept. 18  Textbook, pp. 510-17 (Modal Mixture & Altered Harmonies)
F, Sept. 20  Textbook, pp. 517-21 (Voice Leading Implications): Assignment #3 due,
Assignment #4 uploaded

Week 6, Ch. 21, "Modal Mixture" & Ch. 22, “Expansion of Modal Mixture Harmonies”
M, Sept. 23  Textbook, pp. 522-26 (Plagal Motions)
W, Sept. 25  Practice discerning & using modal mixture
F, Sept. 27  Textbook, pp. 532-36 (Chromatic Pivot-Chord Mod.): Assignment #4 due

Week 7, Ch. 22, "Expansion of Modal Mixture Harmonies"
M, Sept. 30  Practice using modal mixture to modulate
W, Oct. 02  Textbook, pp. 537-43 (Unprepared & Common-Tone Modulations)
F, Oct. 04  Mid-Term Exam

Week 8, Fall Break (no classes)

Week 9, Ch. 23, "The Neapolitan Chord"
M, Oct. 14  Textbook, pp. 554-59 (Neapolitan Chord)
W, Oct. 16  Textbook, pp. 559-63 (Expanding 7II)
F, Oct. 18  Practice using the Neapolitan chord: Assignment #5 uploaded
Week 10, Ch. 24, "The Augmented Sixth Chord"
M, Oct. 21 Textbook, pp. 569-73 (Augmented-Sixth Chords)
F, Oct. 25 Textbook, pp. 581-87 (Aug-Sixth Chord & Modulation): Assignment #5 due, Assignment #6 uploaded

Week 11, Ch. 24, "The Augmented Sixth Chord" & Ch. 28, "New Tendencies"
M, Oct. 28 Practice discerning and using augmented-sixth chords
W, Oct. 30 Textbook, pp. 664-70 (Tonal Ambiguity)
F, Nov. 01 Textbook, pp. 670-73 (Off-Tonic Beginning): Assignment #6 due, Assignment #7 uploaded

Week 12, Ch. 28, “New Tendencies”
M, Nov. 04 Textbook, pp. 674-78 (Enharmonic Modulation)
W, Nov. 06 Practice discerning enharmonic reinterpretation
F, Nov. 08 Textbook, pp. 680-87 (Asymmetry vs. Symmetry): Assignment #7 due, Assignment #8 uploaded

Week 13, Ch. 28, "New Tendencies" & Ch. 29, “Chromatic Sequences”
M, Nov. 11 Textbook, pp. 687-91 (Alt.-Dom. 7th Chords & CT-6th & 7th Chords)
W, Nov. 13 Practice discerning and using common-tone 6th chords & 7th chords
F, Nov. 15 Textbook, pp. 695-703 (Chromatic Sequences): Assignment #8 due, Assignment #9 uploaded

Week 14, Ch. 29, "Chromatic Sequences"
M, Nov. 18 Textbook, pp. 703-11(Other Patterns)
W, Nov. 20 Textbook, pp. 711-16
F, Nov. 22 Practice writing chromatic sequences: Assignment #9 due

Week 15, Ch. 29, "Chromatic Sequences" & Ch. 30, “Vestiges of Common Practice”
M, Nov. 25 Textbook, pp. 718-24 (The Intervallic Cell)
W, Nov. 27 Textbook, pp. 744-52 (Always the Same, but Never in the Same Way…)
F, Nov. 29 Thanksgiving Break (no class)

Week 16, Ch. 29, "Chromatic Sequences" & Review
M, Dec. 02 Textbook, pp. 752-57 (Triad Extensions)
W, Dec. 04 Review for Final Exam

*All readings are to be done in advance of the class.

Canvas: Canvas is an open source platform that organizes the course material in an online environment. Students will find important announcements, weekly assignments, and supplementary materials here. Ensure to consult Canvas on a daily basis.

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, August 19
- Last day to drop (delete) classes: Friday, August 30
- **Mid-Term Exam:** Friday, October 04
- Last day to withdraw from classes: Friday, October 18
- Holidays:
  - Labor Day, Monday, September 02
  - Fall Break, Mon.-Sat. October 07-12
  - Thanksgiving Break, Thursday and Friday, November 28-29
- Reading Day: Friday, December 06
- **Final Exam:** Wednesday, December 11, 8:00 – 10:00 a.m.
- Holiday Recess: Saturday, December 14, 2019 to Sunday, January 05, 2020

**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**

**Americans with Disabilities Act (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 this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center 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-
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://regulations.utah.edu/academics/6-100.php](http://regulations.utah.edu/academics/6-100.php))

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 pedagogical assignments in #2 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 at any time with reasonable notice to students. The instructor may also modify the schedule at any time to accommodate the needs of the class. 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) Ask questions.
6) Ask for help.
7) Take advantage of office hours or individual appointments.
8) Turn in all homework assignments.
9) Read the textbook, supplement your notes, and highlight salient passages.
10) Consider how the class material informs the music you are learning and playing/singing.