**MUS 122 and MUS 122L: Music Theory 2**
**Course Syllabus**
**Spring 2012**

**Course Meeting Time (Section 01):** Mondays, Wednesdays, and Fridays, 10:30-11:30 AM
**Lab:** Tuesday and Thursday, 11:50-12:30

**Course Meeting Time (Section 02):** Mondays, Wednesdays, and Fridays, 12:50-1:50 AM
**Lab:** 10:10-10:50 AM

**Professor:**
Dr. Jason Howard
Office: Patterson Hall Studio B
Office Hours: Tuesdays and Thursdays, 9:30 AM to 10:00 AM; Mondays and Fridays, 11:30 AM to Noon, and by appointment
Office Phone: 724-946-7025
E-mail: howardj@westminster.edu

**Course Description:** Music Theory 2 is the second of four semesters of the music theory sequence. Topics to be covered will include: satb voicing, common-practice harmonic function, phrase and cadence structure, and chromatic harmony. Students will apply their knowledge of these topics by demonstrating their aural skills through melodic, harmonic, and rhythmic dictation, sight-singing, performance, composition, and improvisation. Students will also be introduced to technologies used in the study of music theory. This course is prerequisite for all other theory courses except MUS 121 and may be waived only upon satisfactory performance on the music theory diagnostic exam. MUS 121 is prerequisite for this course; students must also register for the co-requisite lab, MUS 122L. A letter grade of at least C- must be attained in MUS 122 in order for the course to count toward the music major.

**Course outcomes:** Students will be able to define, identify, analyze and manipulate advanced harmonic, rhythmic and melodic material.

Students will be able to define, identify, analyze and manipulate basic musical forms.

Students will be able to compose for SATB using music notation software.

Students will be able to aurally identify various sonic structures including, but not necessarily limited to, intervals, triads, seventh chords, melodic patterns, rhythmic patterns, and harmonic patterns.

Students will perform prepared and unprepared rhythms and melodies.

**Assignments and Exams:** In general, assignments consist of workbook exercises, analyses of music literature, and computer-assisted, interactive exercises. Other assignments of reasonable length that do not conform to the above categories may also be required. It is

absolutely essential to complete all homework assignments, as skills are acquired most effectively through consistent, repetitive practice.

Exams consist of three cumulative written tests and a cumulative final exam.

**Composition Project:** The Composition Project consists of two main parts: a composition for soprano, alto, tenor, and bass; and a written description of the composition. The composition serves as a vehicle for demonstrating acquired skills and knowledge including proper use of voicing, voice leading, chord progression, cadence structure, and phrase structure. Since the project must be completed using computer notation software, students will also develop the ability to use this type of software. The written description will include a discussion of the chord progression, cadence structure, and phrase structure used in the composition. This written description will develop the student's ability to verbally describe musical phenomena.

**Grading:** The final grade in MUS 122 and its Aural Skills Lab is combined, where 65 percent of the grade is based on work in Written Theory and 35 percent is based on work in Aural Skills.

Written Theory Grading (60):
1. Homework (10 percent) 10 percent of final grade
2. Three cumulative tests (11 percent each, for a total of 33 percent of the final grade)
3. Cumulative Final Exam (12 percent of the final grade)
4. Composition Project (5 percent)

Aural Skills Grading (40 percent total):
1. Eight MacGamut assignments (1.25 percent each, for a total of 10 percent of final grade)
2. Five Singing/rhythm Quizzes (3 percent each, for a total of 15 percent of the final grade)
3. Two cumulative aural tests (5 percent each, for a total of 10 percent of the final grade)
4. Cumulative Final Aural Exam (5 percent of the final grade)

Grading Scale:

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|---|---|---|---|
| 93-100 | A | 73-76 | C |
| 90-92 | A- | 70-72 | C- |
| 87-89 | B+ | 67-69 | D+ |
| 83-86 | B | 63-66 | D |
| 80-82 | B- | 60-62 | D- |
| 77-79 | C+ | Below 60 | F |

Students must attain a grade of C- or higher in order for this course to count toward the music major.

Note on due dates and late work: All written assignments are due at the beginning of the class period unless stated otherwise. Late homework assignments will not be accepted, unless the student has missed class due to an *excused* absence. In addition, homework

assignments will not be accepted after class. Likewise, a missed test will count as a zero percent, unless he student has missed due to an *excused* absence. This course follows the policy regarding exams and excused absences that is outlined in the Westminster College Undergraduate Catalogue.

**Textbooks and Course Materials:** Students are responsible for obtaining a copy of each of the following items, which may be bought at the Westminster College bookstore.

- *The Musician's Guide to Theory and Analysis, Second Edition* by Jane Piper Clendinning and Elizabeth West Marvin. Purchase the entire "Essential Theory Package," which includes the textbook, the workbook, the anthology, and a DVD.
- *Progressive Sight Singing,* Second Edition
- *MacGAMUT 6* aural skills software. This may be purchased directly from MacGamut at www.macgamut.com.

**Attendance Policy:** The attendance policy in this course follows the College policy, which is outlined in the Westminster College Undergraduate Catalogue. Students are expected to attend all classes. Research has shown that performing well in a course is associated with high attendance. Students should be aware that "showing up" is highly valued not only in this course and College, but in the workforce and society in general. Professors, bosses, other authority figures, and even colleagues generally have lower opinions of those who do not show up, and these opinions often matter as much or more than grades, particularly when they take the form of recommendations.

I will not accept any assignments from students who have missed class due to an unexcused absence. In addition, I will not re-teach—either in class or during office hours—material missed due to an unexcused absence.

I may excuse absences for the following reasons: course-related field trips; illness that is documented by a doctor's note (not including the "self-reported sick in room" notice from the Student Health Center); death or serious illness in the immediate family as is verified by someone other than the student; appearance in court; co-curricular and extracurricular activities recognized and/or sponsored by the College; or another extraordinary reason as deemed appropriate by me. Students must make arrangements with me regarding the completion of missed work from excused absences.

No food or drink is permitted in keyboard labs.

**E-mail and Computer Use:** I will be e-mailing students in the course critical information and will also be posting important files to network accounts. Students are required to use the Westminster.edu e-mail account and network accounts, or must have their e-mails forwarded from Westminster.edu to another account. In addition, students are required to check e-mail with reasonable frequency, preferably every day, as important course updates may occur via e-mail rather than in class, in an effort to preserve valuable class time. If e-mail accounts are too full or over quota, I will NOT resend e-mails; students are required to monitor the quotas on their accounts.

**Academic Honesty:** While students are encouraged to study and work in groups on homework assignments, copying work for the sake of turning in assignments on time is a breach of the College's policy on academic integrity. In addition, the standards in this course conform to the College's policy, which states: "Academic dishonesty is a profound violation of the expected code of behavior. It can take several forms including, but not limited to, plagiarism, cheating, misrepresentation of facts or experimental results, unauthorized use of or intentional intrusion into another's computer files and/or programs, intentional damage to a computer system, and unauthorized use of library materials and privileges. Academic dishonesty in any of these forms will not be tolerated. Students who engage in academic dishonesty face penalties such as failure in the course involved or expulsion from the College. All instances of academic dishonesty will be reported to the Dean of the College."

**Student Support Services and Special Accommodations:** Students who have special needs that may affect their academic or personal life should seek resources on campus to assist them, such as Disability Support, the Learning Center, Diversity Services, and Library Instruction. In this course, accommodations consistent with college policy will be made for students who are utilizing appropriate support services. After consulting with the appropriate support service, students are encouraged to speak with me in a confidential appointment about necessary accommodations.

**Note on Cellphone Use: Cellphones must be silenced during class.**

**SCHEDULE OF CLASS MEETINGS, TOPICS, AND ASSIGNMENTS (subject to change):**

| Week 1: | ***Assignments are due on the day on which they appear.*** |
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| Jan. 17: Introduce syllabus | |
| Jan. 18: Begin Ch. 12 | |
| Jan. 19: Ear-training; Singing | |
| Jan. 20: Ch. 12 Continued | HW 1: WKBK: pp. 137-139, all |
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| Week 2: | |
| Jan. 23: Ch. 12 Continued | HW 2: pp. 140-142, all |
| Jan. 24: Ear-training; Singing | |
| Jan. 25: Complete Ch. 12; Begin Ch. 13 | HW 3: pp. 143-145, all |
| Jan. 26: Ear-training; Singing | |
| Jan. 27: Ch. 13 Continued | HW 4: pp. 149-152, all |
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| Week 3: | |
| Jan. 30: Ch. 13 Continued | HW 5: pp. 153-156, all |
| Jan. 31: Ear-training; Singing | |
| Feb. 1: Ch. 13 Continued | HW 6: pp. 157-158, all |
| Feb. 2: ***Singing Quiz 1*** | ***Singing Quiz 1*** |
| Feb. 3: Complete Ch. 13 | HW 7: pp. 159-160, all |
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| Week 4: | |
| Feb. 6: Review for Test No. 1 | |
| Feb. 7: Ear-training; Singing | ***MacGamut 1*** |
| Feb. 8: ***WRITTEN TEST 1*** | ***WRITTEN TEST 1*** |
| Feb. 9: Ear-training; Singing | |
| Feb. 10: Begin Ch. 14 | |
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| Week 5: | |
| Feb. 13: Ch. 14 Continued | HW 8: pp. 161-164, all |
| Feb. 14: Review for Aural Test 1 | ***MacGamut 2*** |
| Feb. 15: Ch. 14 Continued | HW 9: pp. 165-168, all |
| Feb. 16: ***Aural Test 1*** | ***Aural Test 1*** |
| Feb. 17: Complete Ch. 14; Begin Ch. 15 | HW 10: pp. 169, 170, 173, 174 all |
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| Week 6: | |
| Feb. 20: Ch. 15 Continued | |
| Feb. 21: Ear-training; Singing | |
| Feb. 22: Ch. 15 Continued | HW 11: pp. 175-178, all |
| Feb. 23: ***Singing Quiz 2*** | ***Singing Quiz 2*** |
| Feb. 24: Complete Ch. 15 | HW 12: pp. 179, 182, all |
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| Week 7: | |
| Feb. 27: Review for Test 2 | |
| Feb. 28: Ear-training; Singing | ***MacGamut 3*** |
| March 1: ***WRITTEN TEST 2*** | ***WRITTEN TEST 2*** |
| March 2: Ear-training; Singing | |
| March 3: Begin Ch. 18 | |
| Week 8 | |
| March 5: ***Spring Break*** | ***Spring Break*** |
| March 6: ***Spring Break*** | ***Spring Break*** |
| March 7: ***Spring Break*** | ***Spring Break*** |
| March 8: ***Spring Break*** | ***Spring Break*** |
| March 9: ***Spring Break*** | ***Spring Break*** |
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| Week 9: | |
| March 12: Ch. 18 continued | |
| March 13: Ear-training; Singing | |
| March 14: Ch. 18 Continued | HW 13: pp. 205-208, all |
| March 15: Ear-training; Singing | |
| March 16: Complete Ch. 18 | HW 14: pp. 211-214, all |
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| Week 10: | |
| March 19: Begin Ch. 16 | |
| March 20: Ear-training; Singing | ***MacGamut 4*** |
| March 21: Ch. 16 Continued | HW 15: pp. 183-186 |
| March 22: ***Singing Quiz 3*** | ***Singing Quiz 3*** |
| March 23: Complete Ch. 16 | HW 16: pp. 187-191 |
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| Week 11: | |
| March 26: Review for Test No. 3 | |
| March 27: Review for Aural Test 2 | ***MacGamut 5*** |
| March 28: ***WRITTEN TEST 3*** | ***WRITTEN TEST 3*** |
| March 29: *Aural Skills* ***Test 2*** | ***Aural Test 2*** |
| March 30: Begin Ch. 17 | |
| Week 12: | |

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| April 2: Ch. 17 Continued | HW 17: pp. 195-198, all |
| April 3: Ear-training; Singing | |
| April 4: Ch. 17 Continued | HW 18: pp. 199-202, all |
| April 5: ***Easter Break*** | |
| April 6: ***Easter Break*** | |
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| Week 13: | |
| April 9: ***Easter Break*** | |
| April 10: Complete Ch. 17 | HW 19: pp. 203-204, all |
| April 11: Begin Ch. 20 | |
| April 12: ***Singing Quiz 4*** | ***Singing Quiz 4*** |
| April 13: Ch. 20 Continued | HW 20: pp. 227-229, all |
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| Week 14: | |
| April 16: Ch. 20 Continued | HW 21: pp. 230-232, all |
| April 17: Ear-training; Singing | ***MacGamut 6*** |
| April 18: Complete Ch. 20 | HW 22: pp. 233-235, all |
| April 19: | |
| April 20: Begin Ch. 21 | |
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| Week 15: | |
| April 23: Ch. 21 Continued | HW 23: pp. 237-239, all |
| April 24: | ***MacGamut 7*** |
| April 25: Ch. 21 Continued | HW 24: pp. 240-242, all |
| April 26: Ear-training; Singing | |
| April 27: Complete Ch. 21 | HW 25: pp. 243-245, all |
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| Week 16 | |
| April 30: ***Composition Project*** | ***Composition Project*** |
| May 1: ***Singing Quiz 5*** | ***Singing Quiz 5*** |
| May 2: Review for Final | Review for Final |
| May 3: Review for Aural Final | ***MacGamut 8*** |
| May 4: Review for Final | Review for Final |
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| Week 17 | |
| May 7: 3:00-5:30 | |
| May 8: 8:00-10:30 | ***SECTION B WRITTEN and Aural FINALS*** |
| May 9: ***Reading Day*** | |
| May 10: 3:00-5:30 | ***SECTION A WRITTEN and Aural FINALS*** |