**Music 3422/3042: Music Theory IV**

**Spring 2023**

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| **Instructors** | **Section** | **Meeting times** | **Email** |
| Dr. Anna Gawboy  | All | M, 9:10 and 12:40 (lecture) | Gawboy.2@osu.edu |
| GTA | 030  | WF 12:40-1:35 (recitation) | Gta.1@osu.edu |
| GTA | 040  | WF 9:10-10:05 (recitation) | Gta.2@osu.edu |
| GTA | 020  | WF 12:40-1:35 (recitation) | Gta.3@osu.edu |

**NASM Standards.** Music Theory I-IV contributes toward your achievement of learning standards articulated by the National Association of Schools of Music, *Handbook* Section VIII.B, 2-3: “Common Body of Knowledge and Skills,” required for all music majors. See <https://nasm.arts-accredit.org/accreditation/standards-guidelines/basic-competency-index/> for more information.

**Course Overview:** Music Theory IV builds upon skills developed in Music Theory I-III, with a special focus on extended tonal techniques and chromatic harmony, modality, advanced rhythmic techniques, and timbre.

**Prerequisites:** You may enroll in this class if you have one of the following:

1) a C- or better in Theory III (MUSIC 3421/3042);

2) a passing score on the EM credit examination for Theory III;

3) transfer credit for Theory I, II, and III. *If you are a transfer student, please contact your instructor immediately so they may catch you up on material covered in Theory I-III that you may be missing due to curricular differences*.

**Course sequence information**: You must obtain a C- or better AND pass three fluency exams to pass Theory IV. If you do not pass Theory IV this spring, you will have an opportunity to retake Theory IV the following spring semester.

**EM credit:** If you have had substantial previous training in chromatic harmony and 20th century compositional techniques, you may obtain credit for Theory IV by passing the EM credit test. Contact the supervising instructor if you are interested in taking the EM test.

**Course Goals:**

1. Develop fluency with the following basic elements:
	1. Convert pitch notation into integer notation
	2. Divide the octave into interval cycles based on the M2 (ic2), m3 (ic3), and M3 (ic4).
	3. Write diatonic modes of Dorian, Phrygian, Lydian, Mixolydian
2. Identify and analyze various extended tonal techniques including alterations to the phrase model, chord progressions based on transformations, and symmetrical division of the octave.
3. Identify and analyze various compositional techniques related to the use of diatonic modes, pentatonic, blues scales, and other modes.
4. Identify and analyze various atonal techniques.
5. Describe and analyze specialized uses of rhythm, timbre, and texture in 20th and 21st century repertoire across a range of genres and styles.
6. Show your understanding of course content through short composition projects.
7. Reflect on your learning and progress toward course goals throughout the semester.

**Textbook information:** The repertoire we study will the main “text” for this course. All links to online resources, materials and handouts will be available on Carmen. You will need to subscribe to Spotify Premium (student version) in order to access class playlists, but you will not need to purchase a printed textbook or workbook.

**Credit hours and time commitment:** This is a 3 credit-hour course that meets for one hour of combined lecture and two hours of active recitations per week. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credithours), an average student should expect to do up to 6 hours of independent study and homework outside of in-person meeting times in order or receive a grade of C (average).

**Class Lectures will require good note-taking and listening skills.  Your midterms, final exams, and/or papers will cover material from your textbook, the lectures, or both.  You will need to employ excellent study skills to master the material. You are expected to attend class lectures as the content in these meetings will be reviewed and discussed in your recitation section.**

**Recitations have smaller class sizes than lectures.  Recitations usually consist of a smaller subset of students from a larger lecture course.  In recitation, you have the opportunity to ask questions, get clarification on the lecture/notes, learn how to solve difficult homework problems, and take quizzes.  You might be required to participate in discussions about the lecture or course materials.  Go to recitation prepared to be an active participant.  Note-taking skills are important in recitation, but what is crucial is that you have done your readings and/or assignments so that you can participate in class discussions.**

**Grading:** Upon successful completion of fluency exams, your course average will be calculated according to the following percentages:

Preparation/participation/reflection: 10%

Homework Assignments and Applied Analyses: 30%

Composition exercises: 30%

Quizzes: 20%

Final exam: 10%

 A (93-100%) B+(87-89%) C+ (77-79%) D+(67-69%) E (0-62%)

 A- (90-92%) B (83-86%) C (73-76%) D (63-66%)

 B- (80-82%) C- ( 70-72%)

**Feedback** on assignments is delivered through a number system:

A **3** means that you understand the material deeply and your work is perfect or

almost so!

A **2** means that you understand the material, but your work contains some errors.

Try to figure out what you need to fix for next time, and see the instructor for help if needed.

A **1** means you tried, but don’t understand the material, or you’ve completed little

work-- please see instructors during office hours.

A **0** means you didn’t try to learn or there was no work turned in.

Carmen will convert these scores to the OSU standard scheme in order to calculate your final grade in the course. Failing one or more fluency exams limits your final grade in the course to D+.

**Preparation and attendance:** Your daily schedule and course materials will be posted on the Canvas server. You are responsible for completing any assigned materials ahead of the due date, including reading, watching, or listening to any material that will help you prepare for class. We will use class time to deepen understanding of concepts and practice skills. Wednesday and Friday are recitation days in which you will work on graded assignments with the support of your instructor and peers. If absences are a persistent problem, you may have difficulty understanding and completing course material. Your attendance is expected, and attendance will be taken daily.

**Office hours:** Each instructor associated with the course, including Dr. Gawboy, will hold one office hour per week where you may receive extra help. These will be scheduled according to the availability of individual instructors and needs of students. Teaching assistants’ contracts limit their total weekly hours that may be spent on instruction. If you feel that you need additional out-of-class assistance beyond the time that is available, please contact Dr. Gawboy.

**Communication:** If you must be absent from class meetings, reach out to your instructor right away. If you have a serious issue that is impacting your learning, please let your instructor and/or Dr. Gawboy know so that we can make arrangements that are appropriate to the circumstances.

**Instructor feedback and response time**

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call 614-688-4357 (HELP)at any time if you have a technical problem.

* **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
* **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.

**Fluency exams:** If you wish to pass this class, you must pass timed exams on the topics below. Each exam will be automatically graded in Carmen, and you may take each exam as many times as needed to obtain a passing grade. The results of the fluency exams should represent your own learning, so you are expected to complete them without consulting with other students. An alternative exam format is available for any student upon request. Please write to Dr. Gawboy, the course coordinator, for details.

* 1. Convert pitch notation into integer notation
	2. Divide the octave into interval cycles based on the M2 (ic2), m3 (ic3), and M3 (ic4).
	3. Write diatonic modes of Dorian, Phrygian, Lydian, Mixolydian.

We will work on building these skills during class meetings. You are also expected to put effort into building individual fluency outside of class. *Time spent on fluency-building will vary depending on the students’ prior experience.*

**Diagnostic Quizzes** (Goals 2-3)**:** Your understanding of course content will be assessed weekly through short low-stakes diagnostic quizzes delivered online. The purpose of these quizzes is primarily to provide you and your instructor with information regarding your understanding. Quizzes will open on Monday morning and close on Friday at 5:00 pm. The results of the diagnostic quizzes should represent your own learning, so you are expected to complete them without consulting with other students. *Estimated outside class time for an average student to obtain a “C”:* 5 minutes per week

**Weekly reflections (**Goal 7)**:** You will be asked to complete a short weekly reflection online. The purpose of the reflections is for you to consolidate your understanding, identify areas of improvement or weakness, and communicate with your instructor on a regular basis. Reflections will open on Monday morning and close Sunday at midnight. You are expected to represent your own experience in weekly reflections.

**Cumulative Quizzes** (Goal 2)**:** There will be a several short online quizzes test your knowledge and understanding of course content. Quiz topics will be posted in advance on the Carmen classes server. The results of the Cumulative quizzes should represent your own organization of information and learning, so you are expected to complete them without consulting with other students.

**Homework (Goal 3):** You will be given short analysis assignments throughout the semester. Each assignment will draw upon the week’s content and will be due the following Monday. In most weeks, you will workshop the first part of the assignments in small groups the Friday prior to the due date, then complete the rest on your own. Make sure you schedule adequate time to complete part 2—do not attempt to begin your assignment Sunday night before the Monday deadline.

**Composition exercises:** You will complete three short compositions: 1) An 8-measure piece using extended tonal techniques, scored for four voices/instruments 2) An 8-measure composition for 2-3 instruments using modal techniques; 4) A one-minute electronic or acoustic composition that focuses on timbre as the primary musical parameter.

**Applied analyses:** At the end of each main unit, you will be asked to find a musical example of the various techniques we have been discussing from the repertoire from your instrument and post a score excerpt, link to a recording, and a short analysis on the Carmen classes server.

**Final Exam:** Your knowledge of course content will be assessed through a timed final exam, delivered at the end of the semester during the scheduled final exam time for your section.

**Weekly schedule:** In a typical week, your schedule will look something like this:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Monday** | **Wednesday** | **Friday** |
| In-Person Meetings | Review of previous week’s assignment; introduction to new topic(s) | Focused work in small sections; introduction of weekly assignment; on some weeks there will be a cumulative quiz on last week’s material. | Collaborative work in small groups on Part 1 of graded assignment |
| Independent work outside of class: | Brief readings and/or video; first attempt at diagnostic quiz | Read weekly assignment and listen to music; second attempt at diagnostic quiz if needed. | Part 2 of graded assignment, complete weekly reflection |

**Late Work Policy:** Over the course of the semester, you are permitted to turn in up to three assignments late without a penalty to your grade. Please communicate with your instructor ahead of time, if possible. Under normal circumstances, we will expect late work to be turned in by the class meeting following the date it was originally due.

**Ohio State’s Academic Integrity Policy**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s [Code of Student Conduct](https://studentconduct.osu.edu/) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

[Committee on Academic Misconduct](https://go.osu.edu/coam) (go.osu.edu/coam)

[Ten Suggestions for Preserving Academic Integrity](https://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)

[Eight Cardinal Rules of Academic Integrity](https://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

**Technology Support**

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

* **Self Service and Chat**: [go.osu.edu/it](http://go.osu.edu/it)
* **Phone:** 614-688-4357 (HELP)
* **Email:** servicedesk@osu.edu

**Accessibility Accommodations for Students with Disabilities**

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue**.

### Disability Services Contact Information

* Phone: 614-292-3307
* Website: [slds.osu.edu](https://slds.osu.edu/)
* Email: slds@osu.edu
* In person: [Baker Hall 098, 113 W. 12th Avenue](http://www.osu.edu/map/building.php?building=095)

**Accessibility of Course Technology**

This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

[CarmenCanvas accessibility](https://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)

Streaming audio and video

[CarmenZoom accessibility](https://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Collaborative course tools

**Counseling Services:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org.

**Buckeyes ACT:** Buckeyes ACT is a comprehensive, community-wide plan to address sexual assault, sexual misconduct, and relationship violence. All OSU employees are required to report instances of sexual misconduct to the Title IX coordinator in the Office of Institutional Equity. The survivor will then receive resources to help them understand their choices, but they are not obligated to participate in further processes. For more information, please visit <https://titleix.osu.edu/>.

**Statement on Diversity**: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Course schedule (Subject to change)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic** | Assignment | Project |
| 1 | Review |  |  |
| 2 | Extended Tonality: Modulation to distantly-related keys | 1 |  |
| 3 | Extended Tonality: NeoRiemannian transformations | 2 |  |
| 4 | Extended Tonality: Enharmonic reinterpretations |  |  |
| 5 | Extended Tonality: Equal division of the octave |  | Composition 1 |
| 6 | Modality: Introduction to diatonic modes | 3 |  |
| 7 | Modality: Modal harmony | 4 |  |
| 8 | Modality: Blues and pentatonic tonality |  |  |
| 9 | Modality: Other modes |  | Composition 2 |
| 10 | Introduction to atonality | 5 |  |
| 11 | Advanced rhythmic techniques | 7 |  |
| 12 | Advanced rhythmic techniques | 8 |  |
| 13 | Timbre and texture | 9 |  |
| 14 | Timbre and texture |  |  |
| 15 | Review |  | Composition 3 |

**Summary of NASM Goals, Section VIII.**

**B. Common Body of Knowledge and Skills.**

**1. Performance.**

* Skills requisite for artistic self-expression
* Understanding of repertoire in performance area
* Sight reading, general musicianship
* Lead and collaborate in matters of musical interpretation
* Keyboard competency

**2. Musicianship Skills and Analysis.**

* Understand common elements and organizational patterns of music
* Perform aural, verbal, visual analyses
* Take aural dictation
* Apply theoretical understanding to own area of specialization (composition, performance, scholarly, pedagogy)
* Place music in its stylistic context

**3. Composition/Improvisation.**

* Create original or derivative music
	+ Original compositions or improvisations
	+ Variations/improvisations on existing materials
	+ Experimentation with various sound sources
	+ Imitation of musical styles
	+ Manipulating common elements in non-traditional ways
* Relate creative activity to work in major field.

**4. History and Repertory**

* Students must understand music history and repertoires through the present time, including the “study and experience of musical language and achievement” of one musical style outside the primary area of specialization

**5. Synthesis.** “By the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.”

**C. Results.**

* Entry-level competence in major area
* Significant technical mastery
* Capability to solve professional problems independently
* Coherent set of artistic/intellectual goals evident in work
* Ability to form and defend value judgments about music
* Communicate musical ideas, concepts, requirements to professionals and laypersons