

Syllabus, Fall 2017

MUSC 320, Section 01: Musical Form and Analysis

Linfield College, Department of Music

Class Meeting Time: Mon/Wednesdays 10-10:50 a.m.

Location: Miller Fine Arts Complex (MFAC), 128

Credits: 2

MWI

Professor: Andrea Reinkemeyer, DMA

Office: VBMC 142, Phone: (503) 833-2571

Office Hour: TBA or by appointment

Email: areinkem@linfield.edu

REQUIRED TEXTS

- Mozart, W. *Later Symphonies: Full orchestral scores of Symphonies 35-41, from the Breitkopf & Härtel complete works edition*. New York: Dover Publications (1974). ISBN: 978-0-486-23052-8
- Benjamin, T., Horvit, M., Nelson, R., & Walker, R. *Music for analysis: Examples from the common practice period and the twentieth century (7th ed.)*. New York: Oxford University Press (2010). ISBN: 978-0-195-37983-9

REQUIRED SUPPLEMENTAL MATERIAL:

Supplemental handouts and listening assignments will be provided via the Blackboard Course Shell.
Staff paper, pencils, colored pencils, straight edge, eraser, binder

OPTIONAL:

- Ed. Deborah Stein. *Engaging Music: Essays in Music Analysis*. New York: Oxford University Press (2005).
- Berry, W. *Structural functions in music*. New York: Dover Publications, 1987.
- Berry, Wallace. *Form in Music*, (first or second edition). New Jersey: Prentice-Hall, Inc. 1966, 1986.
- Santa, M. *Hearing Form: Musical analysis with and without the score (2nd ed.)*. New York: Routledge (2017). *Anthology for hearing form: Musical analysis with and without the Score (2nd ed.)*, 2017.

OBJECTIVES:

Course Catalog Description: Survey of all major musical forms with a comprehensive discussion of appropriate analytical techniques and practical application to analytical projects. Two hours each week.
Prerequisite: 311 and consent of instructor. 2 credits. (MWI)

To achieve these goals, students will focus on identifying the forms of music through listening and analysis. Students will demonstrate their understanding of the course materials through analysis assignments, class discussion, oral presentations, written papers, and quizzes.

GRADING:

Student grades will be determined as follows:

Category	Percentage
Daily Homework Assignments	25%
Large Assignments / Teaching Topics	25%
Quizzes	20%
Final Project Paper & Presentation	30%

Daily Homework Assignments: Detailed instructions will be given for each assignment. Examples include: a reflection/critique on the assigned reading or teaching topic, concert review, brief analysis assignments, library research, or paper draft.

Large Assignments / Teaching Topic Presentations: Detailed instructions will be given for each assignment. Examples include: a complete harmonic and formal analysis of a piece of music or a Teaching Topic

assignment. For the latter, you will prepare and present a short lesson, five to ten minutes, on the assigned theoretical concept. The purpose of this assignment is to demonstrate your understanding of the concept, prepare a handout that clearly demonstrates the topic, and gain practice teaching.

Quizzes: Quizzes will cover topics discussed in class.

Final Paper and Presentation: Over the semester, you will write a ten- to twelve-page, formal analysis paper exploring at least one substantial piece of music. This project will be presented to the class at the end of the semester.

Attendance and punctuality are expected and required. Any more than three absences during the term may result in a full letter grade drop; excessive tardiness will also negatively impact your grade. If you must miss class, it is your responsibility to obtain any notes and/or assignments from your peers.

Make-up/Late Work Policy: Late assignments will not be accepted and will earn an automatic zero. If an absence occurs on an assignment's due date, submit your work via Blackboard prior to our class meeting.

LINFIELD COLLEGE:

Disability Statement. Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations please contact Learning Support Services (LSS), as early as possible to request accommodation for your disability. The timeliness of your request will allow LSS to promptly arrange the details of your support. LSS is located in Melrose Hall 020 (503-883-2562). We also encourage students to communicate with faculty about their accommodations.

LC Learning Outcomes. MUSC 320 Musical Form and Analysis is designated as a Writing-Intensive Course in the Major (MWI). In order to earn a MWI for this course, you must submit relevant exemplars of your work to Taskstream by the last day of finals week, as discussed in the Linfield College Course Catalog.

In addition to the Inquiry Seminar, all students must complete the approved upper-division Writing-Intensive class, or sequence of classes, designated for their respective majors by their home departments. This requirement serves to enhance students' mastery of the formats, conventions, and habits of mind appropriate to the major's disciplinary investigations.

The Inquiry Seminar introduces students to the practices of inquiry, which form the foundation for the intellectual communities of the academy and the larger society. The Linfield Curriculum continues this process within various modes of inquiry. The overarching goal of Major Writing Intensive courses is to further develop the student's ability to conduct inquiry within the various majors at the college—recognizing the importance of the writing process to the process of inquiry—and express the results of that inquiry in disciplinarily appropriate writing.

Therefore, courses designated as MWI pay explicit attention to writing and writing instruction while engaging students in all phases of the writing process. Furthermore, writing assignments are a significant portion of the course work and the course grade. In MWI courses:

1. Students frame key questions important to the understanding of their discipline.
2. Students answer such questions in writing appropriate to the conventions of their discipline and compelling to an intended audience.

3. Students develop or further refine an iterative writing process that includes prewriting activities (e.g. discussion, research, literature review) drafting, revising and editing, and that is appropriate for their chosen discipline.
4. Students receive significant instruction and feedback helping them in the various steps of this process.

Academic Integrity. Academic dishonesty in any form will result in the grade of F with possible further consequences as determined by the Dean. This course adheres to the college policy on academic honesty, as published in the Linfield College Course Catalog. Linfield College operates under the assumption that all students are honest and ethical in the way they conduct their personal and scholastic lives. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Anything less is unacceptable and is considered a violation of academic integrity. Furthermore, a breach of academic integrity will have concrete consequences that may include failing a particular course or even dismissal from the college.

Violations of academic integrity include but are not limited to the following:

- *Cheating:* Using or attempting to use unauthorized sources, materials, information, or study aids in any submitted academic work.
- *Plagiarism:* Submission of academic work that includes material copied or paraphrased from published or unpublished sources without proper documentation. This includes self-plagiarism, the submission of work created by the student for another class unless he or she receives consent from both instructors.
- *Fabrication:* Deliberate falsification or invention of any information, data, or citation in academic work.
- *Facilitating Academic Dishonesty:* Knowingly helping or attempting to help another to violate the college's policy on academic integrity.

Unless otherwise noted, all work should be your own. If you need help, please contact me!

Commitment to Diversity and Inclusion. Linfield College honors human rights and academic freedom, celebrates diverse cultures, fosters a climate of mutual respect, and promotes an inclusive environment that affirms the value of all persons. Dimensions of diversity can include sex, race, age, national origin, immigration status, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. In a multi-perspective intellectual space, challenges to our beliefs and ideas are part of the learning process and can provide opportunities for growth. Reasoning, thoughtfulness, and open dialogues that honor the dignity of everyone is expected.