

Duke University Music 161, Spring 2022
Introduction to Music Theory
Wednesdays and Fridays 12-1:15 pm, Biddle 104

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Office Hours: Mondays and Wednesdays, 11 am-12 pm, or by appointment.

Course Description:

This introductory course covers the fundamentals of music theory and music literacy through exploration of European classical repertoire, popular music idioms, written theory exercises, and the development of basic aural skills. Topics include clefs, key signatures, major and minor scales, time signatures, meter, intervals, triads, seventh chords, inversions, basic Roman numeral analysis, and form. Students also write short compositions that explore dynamics, phrasing, texture, dissonance treatment, harmonic function, formal function, and cadential syntax.

Required Materials:

- *Music in Theory and Practice*, vol. 1, 10th edition, by Bruce Benward and Marilyn Saker
 - Textbook ISBN: 9781260055825
 - Workbook ISBN: 9781260493535
- Staff paper (available online to print, <https://static.musictheory.net/pdf/blank.pdf>)
- Pencils with working erasers—*all assignments to be completed in pencil*

Course Format:

- Lectures and in class work based on textbook and workbook
- Homework that builds on concepts taught in the classroom
- Weekly listening and discussion assignment
- In-class musicianship exercises to gain first-hand experience with aural theory and music performance
- Three quizzes, one midterm exam, and one final exam
- Dictation and composition portfolio

Quizzes:

Short in-class exams that will take up a portion of class time. These will cover topics previously discussed in class.

Midterm and Final:

These exams will take the entire class period. They will cover topics previously discussed in class. The midterm (February 16, in class), and the final exam (Friday, April 29, 9am-12pm).

Weekly Listening and Leading Discussion:

- Each week, one student will propose a piece that the entire class listens to, and on every Friday, for the last 15 minutes, the student will lead a discussion of the work they proposed and share with us what they find unique/interesting in it. Discussions will be held on each Friday (before the midterm exam; after the midterm, discussions will be held every class).
- It should be relatively low-key and informal. The instructor will study the piece with students and chime in if necessary.

Portfolio Project:

Students will curate a portfolio over the course of the semester. The portfolio should consist of one transcription of a song of your choice and a short original composition. Students should propose pieces they wish to transcribe to their instructor first and start working on them upon approval of the instructor. The duration of your portfolio should be about 2-4 minutes long.

Upon completion of the portfolio, students will team up with another student in the class and rehearse the two pieces in the portfolio in preparation for the final concert. The final concert will be held on the last day of the class.

Grading:

- Class participation, regular homework assignments: (40%)
- Three in-class quizzes (10%)
- Midterm exam (10%)
- Leading in-class discussion (10%)
- Portfolio (10%)
- Performance (5%)
- Final exam (15%)

How Coursework Is Graded:

Scale: A+ = 96-100 / A = 93-95 / A- = 90-92 / B+ = 87-89 / B = 84-86 /
 B- = 81-83 / C+ = 78-80 / C = 75-77 / C- = 72-74 / D+ = 69-71 /
 D = 66-68 / D- = 63-65 / F = 0-62

NOTE: This course cannot be taken S/U, only for letter grade.

Attendance Policy & Assignments:

Attendance at each class meeting is required. Each unexcused absence in excess of 2 lowers your grade 5%. Tardiness is also frowned upon because it inevitably disrupts class. Tardiness of over 15 minutes counts as 1/2 absence. Furthermore, late assignments are not accepted. They will earn a zero unless excused by the instructor, *in advance if at all possible*, for an emergency or religious holiday. In-class quizzes cannot be made up. Although I will not assign you a zero for the missed quiz, the “quiz” portion of your grade at the end of the semester will be based on the average of the quizzes you did take.

Personal Pronoun Use:

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name, unless they have added a “preferred name” in their DukeHub profile. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For more information and support, visit Duke’s Center for Sexual and Gender Diversity website (<https://studentaffairs.duke.edu/csgd>).

Academic Integrity:

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity.

- **To uphold the Duke Community Standard:**

- **I will not lie, cheat, or steal in my academic endeavors**
- **I will conduct myself honorably in all my endeavors; and**
- **I will act if the Standard is compromised.**

Tentative Weekly Schedule

We will cover *Music in Theory and Practice*, vol. 1, 10th edition, by Bruce Benward and Marilyn Saker. Instructor will also provide additional materials for students to work on. Additional materials will made available on sakai.duke.edu.

The Discussion Leader slots are to be discussed and filled after the first week.

Week 1: January 7

- Read: Introduction, The Materials of Music: Sound and Time
- Discussion Leader: Instructor

Week 2: January 12 & January 14

- Read: Chapter 1, Basic Notation of Pitches, Staves, Clefs, Octaves, Accidentals, Enharmonic Equivalents, Half-Step Motion, Rhythm, Meters, Durations, and Dynamics
- Discussion Leader: Student sign up

Week 3: January 19 & January 21

- Read: Chapter 2, Scales, Tonality, Key, Modes
- Discussion Leader: Hannah Long
- Quiz I announced and discussed
- **Drop/Add ends on 1/19**

Week 4: January 26 & January 28

- Read: Chapter 3, Intervals and Transposition
- Discussion Leader: Student sign up
- Quiz II announced and discussed
- **Quiz I 1/26 in class, Key Signatures**

Week 5: February 2 & February 4

- Read: Chapter 4, Chords
- Discussion Leader: Student sign up
- Quiz III announced and discussed
- **Quiz II 2/2 in class, Intervals**

Week 6: February 9 & February 11

- Read: Chapter 5, Cadences and Nonharmonic Tones
- Discussion Leader: Student sign up
- Midterm announced and discussed
- **Quiz III 2/9 in class, Chords (ID only)**

Week 7: February 16 & February 18

- Read: Chapter 6, Melodic Organization
- Discussion Leader: Student sign up

- **MIDTERM: Wednesday, February 16, In Class**

Week 8: February 23 & February 25

- Read: Chapter 7, Texture and Textual Reduction
- Discussion Leader(s): Student sign up
- Portfolio Project (Transcription) discussed and assigned

Week 9: March 2 & March 4

- Read: Chapter 9, Voice Leading in Four-Part Chorale Writing
- Notation softwares
- Discussion Leader(s): Student sign up
- **Transcription Proposal Due: 3/4, before 5pm**
 - Names of the pieces and URL of the recordings you wish to use (with time stamps).

Week 10: March 9 & March 11

- **Spring break, NO CLASS**

Week 11: March 16 & March 18

- Read: Chapter 10, Harmonic Progression and Harmonic Rhythm
- Discussion Leader(s): Student sign up

Week 12: March 23 & March 25

- Read: Chapter 11, Dominant Seventh Chord
- Discussion Leader(s): Student sign up
- Portfolio Project (Composition) discussed and assigned
- **Last day to withdraw with W on 3/23**

Week 13: March 30 & April 1

- Read: Chapter 8, Species Counterpoint
- Discussion Leader(s): Student sign up
- Portfolio Project Concert announced and discussed

Week 14: April 6 & April 8

- Read: Chapter 16, Two-Part (Binary) Form; Chapter 17, Three-Part (Ternary) Form
- Discussion Leader(s): Student sign up
- **Portfolio Due: April 6, Compile and submit ONE .pdf document before class**

- **Concert Program Due: 4/8, before 5pm**
 - Names of pieces; transcriber/composer; names of the performers; role of the performers

Week 15: April 13 & April 15

- Final Exam Review
- Discussion Leader: Student sign up
- **Portfolio Project Concert, 4/15 in class**

FINAL EXAM: Friday, April 29, 9am-12pm

Other Important Resources

Accommodations & Extenuating Circumstances:

Duke University is prepared to make reasonable academic adjustments and accommodations to allow students with documented disabilities full participation in the same programs and activities available to students without disabilities. More information can be found at <https://access.duke.edu/students>

If you think you need accommodations please do not wait to ask for help. If you believe you may have a physical or mental impairment that substantially limits one or more of your major life activities, you should consult the [Student Disability Access Office website](#), specifically the undergraduate (or prospective) student information. The documentation process to establish disability may be complicated and take time, so you would do well to begin the process early, perhaps even before you matriculate at Duke.

If you have extenuating circumstances that are not covered by Services for Students with Disabilities, you may be eligible for services offered through the [Academic Resource Center](#). The ARC also offers academic support services (including tutoring and academic skills instruction) and AD/ HD counseling for any student with a documented learning disability and/or attention deficit disorder.

Furthermore, it is always a good idea to discuss your situation with your instructor as soon as possible, *before* you fall irrevocably behind. Even in the worst of situations, we can often work together to make a plan for your success.

Counseling and Mental Health Center:

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. It is never too late to ask for support.

CAPS helps Duke Students enhance strengths and develop abilities to successfully live, grow and learn in their personal and academic lives. CAPS offers many services to Duke undergraduate, graduate, and professional students, including brief individual and group counseling, couples counseling and more. CAPS staff also provide outreach to student groups, particularly programs supportive of at-risk populations, on a wide range of issues impacting them in various aspects of campus life. For more information, visit <https://studentaffairs.duke.edu/caps>.

Title IX and Institutional Equity:

Title IX is a federal law that protects against sex and gender based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. Duke University and Duke University Health System (“Duke”) are committed to encouraging and sustaining a learning and work community free from discrimination, harassment, and related misconduct. Duke is committed to an inclusive community that respects and values all of its members, including (but not limited to) undergraduate students, graduate and professional students, postdoctoral fellows and medical residents, faculty, and staff (including house staff). The Office for Institutional Equity (OIE) is responsible for administering the Prohibited Discrimination, Harassment, and Related Misconduct Policy (“Policy”) and its implementing procedures.

This Policy prohibits discrimination and harassment on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex (including pregnancy), sexual orientation, or veteran status (collectively, “protected status” or “protected characteristics”). This prohibition includes discrimination and harassment based on the perception of an individual’s protected status, even if that perception is incorrect. The Policy also prohibits related misconduct, such as sexual assault, relationship violence, and stalking. This Policy applies to all operations of Duke University.

The Policy also prohibits retaliation against an individual: (1) who files a complaint or report of discrimination, harassment, or related misconduct; (2) against whom a complaint is filed; (3) who participates in the reporting, investigation, or adjudication of possible violations of this Policy, or exercises any other right under this Policy; or (4) who engages in good faith opposition to what the individual reasonably believes to be discrimination, harassment, or related misconduct under this Policy.

Duke encourages all individuals to seek the support of on- and off-campus resources, regardless of when or where the incident occurred. These resources can provide guidance on reporting options and information about available resources. In general, Duke provides two ways to raise concerns about possible Prohibited Conduct, **Confidential Resources** and **Non-Confidential Reporting Options**. For more information, visit <https://oie.duke.edu/knowledge-base/policies-statements-procedures/policy-prohibited-discrimination-harassment-and>.

TWP Writing Studio:

Writing and research are the cornerstones of the Duke curriculum. The Thompson Writing Program (TWP) helps students develop as writers from their first through senior years at Duke and beyond. The TWP Writing Studio is dedicated to working with writers both within Duke and the broader Durham community. The studio facilitates writers' critical and creative thought through collaborative, non-evaluative consultations, workshops, writing groups, and events. In all of their work, TWP Writing Studio actively seek to support diverse, inclusive writing communities. For more information, visit <https://twp.duke.edu/twp-writing-studio>.