

# Music 3321: Form and Analysis I

Syllabus, Fall 2022

**Instructor:** Dr. Daniel Goldberg

**Office Hours:** by appointment via [danielgoldberg.youcanbook.me](https://danielgoldberg.youcanbook.me) or email

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## Class Meetings

MW, 4:40–5:55, ZFA 103

## Course Description

This course is a seminar on the organization of musical compositions, typically taken after completion of the four-part sequence of harmony courses. Students will analyze phrases, sections, and complete movements with an emphasis on instrumental forms including fugue, variations, rondo, sonata, lieder, and sets of multiple movements. Notation and styles of Western music from the seventeenth to nineteenth centuries are the primary focus. Coursework includes preparation for and participation in in-class discussions; homework assignments involving listening, analysis, reading, and writing; final presentations; and midterm and final exams.

## Course Skills

Students of Form and Analysis I will develop skills including:

- Identifying musical forms from scores and by ear
- Analyzing harmony, motives, and rhythm across entire sections or movements
- Communicating musical descriptions clearly orally and in prose
- Evaluating, critiquing, and defending written and spoken arguments about music
- Reconciling conflicting or ambiguous features of form

## Course Materials

- Stein, ed. *Engaging Music: Essays in Music Analysis*. Oxford: Oxford University Press, 2005.
- Perusall. Created by Eric Mazur, Gary King, Brian Lukoff, and Kelly Miller, 2015.
  - Students do not need to purchase Perusall. To begin using the website for this course:
    1. Go to <https://perusall.com> and click on the button that says, “Get Started Using Perusall.”
    2. Create a student Perusall account.
    3. Enter the course code GOLDBERG-AN94L to access the materials for this course.
  - For more detailed guidelines, refer to the “Students: Getting Started” section at <https://support.perusall.com/help>.
- Assignments and other materials and information will be posted on the course website on HuskyCT.

## Grading Summary

25% Class preparation and participation

40% Four written homework assignments and one final presentation (8% each)

35% Midterm and final exams

## **Attendance and Participation**

Attendance is mandatory as a prerequisite for participation and entails arriving in class at or before the start time. Active engagement in all in-class exercises and adequate preparation for class are likewise required and will be emphasized over correctness of responses. Mistakes are part of learning and will not be penalized unless they evince lack of preparation.

Grading and missing class. This class meets 27 times this semester, so each class meeting is worth 1/27th of the attendance and participation grade. Arriving late or otherwise missing a substantial part of a class meeting will result in a grade reduction of at least two points on the six-point scale below for that meeting. Up to three missed classes will be excused for any reason without affecting your grade.

## **Class Preparation**

Specific listening and/or reading tasks will be assigned as preparation for most class meetings. This preparation is required and forms part of the participation grade; failure to prepare for class will result in a grade reduction comparable to arriving late.

Class preparation will normally be completed and assessed in Perusall. In order for your class preparation to count, you must complete all of the assigned listening or reading and add at least two thoughtful and clearly explained comments or questions to the score or text. Other students will be able to see your annotations, which will be evaluated by Perusall and may come up during class.

## **Homework Assignments**

In addition to regular preparation, the course includes four written homework assignments typically involving diagrams, score annotations, and prose. Details about each assignment will be posted on the HuskyCT course site. Assignments will be evaluated on the six-point scale described below.

Students will work in pairs when completing homework assignments. The same two students may not work together on more than one assignment, and pairs are strongly encouraged to go over all of their answers with each other before turning in the assignment.

Late assignments may be turned in no more than four days after the deadline (i.e., by the end of the day on Thursday for an assignment due on a Monday) and will receive a deduction of two points on the grading scale. Thus, a late assignment that would have earned a 6 had it been completed on time would instead receive a 4.

## **Final Presentation**

Near the end of the semester students will give brief presentations demonstrating their mastery of concepts and analytical techniques practiced in the course. The topic of the presentation will be a piece of the student's choice, selected with the instructor's approval in a meeting outside of class. Presentations will be graded using the six-point scale below. Further guidelines will be provided on the course website.

## **Midterm and Final Exams**

Coursework includes cumulative midterm and final exams, held in class and during the final exam period, respectively. Information to assist with preparation will be provided prior to each exam.

If a student must miss the midterm exam, the absence only counts as one of the two allowable absences if the student contacts the instructor as far in advance as possible to provide an acceptable

reason for the absence and to request to make up the exam. Only exceptional circumstances justify missing the midterm exam.

If a student must miss the final exam, the student is required to contact the Dean of Students Office as far in advance as possible to request permission to reschedule the exam. See <http://dos.uconn.edu/finals-rescheduling/> for rescheduling policies. Once permission is granted, the student should contact the instructor to arrange a new exam time. Students who fail to attend an exam without receiving advance approval of the instructor (in the case of the midterm) or the Dean of Students Office (in the case of the final) will receive no credit for the exam.

### Grading Scales

Overall letter grades for the course will be determined according to the following scale:

A: 93–100%	C: 73–76.99%
A-: 90–92.99%	C-: 70–72.99%
B+: 87–89.99%	D+: 67–69.99%
B: 83–86.99%	D: 63–66.99%
B-: 80–82.99%	D-: 60–62.99%
C+: 77–79.99%	F: 0–59.99%

Assignments and presentations will be evaluated using the six-point scale listed below. This scale is not a fraction or percentage system; that is, 4 is *not* equivalent to 4/6 or 66.7%. Instead, the numbers are comparable to letter grades.

Grade	Description	Equivalent in Course Grade Calculation
6	demonstrates strong understanding of concepts, with no or minor errors as well as evidence of creative engagement with the task	100%
5	executed well, showing good understanding, but with one substantial error or a few small errors	90%
4	multiple substantial errors, but still shows a reasonably good grasp of underlying concepts; evidence of full effort	80%
3	shows effort, but serious errors or sloppy execution call the command of underlying concepts into question	70%
2	shows only partial effort and preparation; struggles with old as well as new skills	60%
1	incomplete or unacceptable work	30%
0	not handed in	0%

### Academic Misconduct

Group study is acceptable and encouraged, and preparation for class in Perusall is meant to be collaborative. Students will also work in pairs to complete assignments, but each pair of students should work on the assignment with each other without input from any other students. Students may consult one another in general terms in order to clarify concepts, but any additional collaboration on assignments or presentations is unacceptable. Do not show your work to any other students before turning it in, and do not ask to see another student's or group's work. On exams, no form of consultation or collaboration is permitted. For further information on UConn's policies and procedures, refer to <http://community.uconn.edu/academic-misconduct/>. If you do not understand the task that an assignment requires, ask the instructor for clarification by email as soon as possible.

**Covid Safety Measures**

Until further notice, wearing masks/face coverings in the classroom is strongly recommended but not required. Although social distancing is not required inside classrooms for vaccinated individuals, please be respectful of the wishes of anyone who prefers to maintain social distancing, including during in-class activities.

Information about what to do if you test positive for COVID-19 or you are informed through contact tracing that you were in contact with someone who tested positive, as well as answers to other important questions, can be found here: <https://studenthealth.uconn.edu/updates-events/coronavirus/>

**Disability**

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>. The instructor will make every reasonable effort to accommodate disabilities according to the guidelines provided by the CSD. Accommodations must be approved by the CSD in order to be implemented.

**Discrimination and Harassment**

Every individual involved in this course will treat all others respectfully and fairly. If you are treated inappropriately due to your identity or for any other reason, please contact the instructor or another authority.

All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at [equity.uconn.edu](http://equity.uconn.edu) and [titleix.uconn.edu](http://titleix.uconn.edu).

**Distress and Mental Health**

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health](#) (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor, or contact the office at (860) 486-4705, or <https://studenthealth.uconn.edu/> for services or questions.

If life circumstances are affecting your ability to focus on courses, you can email the Dean of Students at [dos@uconn.edu](mailto:dos@uconn.edu) to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

For further information about University policies, see <http://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>.

### **Class Schedule**

Topics for each class meeting are listed below. This schedule may be adjusted over the course of the term, but dates of class meetings, assignment due dates, and exams will not change except under extraordinary circumstances.

#### Week 1

Monday, August 29: Introduction, Fugue

Wednesday, August 31: Fugue

#### Week 2

**Monday, September 5: NO CLASS MEETING**

Wednesday, September 7: Fugue

#### Week 3

Monday, September 12: Ground Bass, Schmalfeldt Reading

Wednesday, September 14: Ground Bass, Classical Phrase Structure

#### Week 4

Monday, September 19: Phrase Structure, Binary Form, **Assignment 1 Due**

Wednesday, September 21: Theme and Variations, Schemata, Gjerdingen Reading

#### Week 5

Monday, September 26: Theme and Variations, Ternary

Wednesday, September 28: Ternary

#### Week 6

Monday, October 3: Rondo, **Assignment 2 Due**

Wednesday, October 5: Sonata-Rondo

Week 7

**Monday, October 10: Midterm Exam**

Wednesday, October 12: Sonata, Hepokoski and Darcy Reading

Week 8

Monday, October 17: Sonata

Wednesday, October 19: Sonata, Guck Reading

Week 9

Monday, October 24: Multi-Movement Sonata, **Assignment 3 Due**

Wednesday, October 26: String Quartet, Harmonic Transformations

Week 10

Monday, October 31: Harmonic Transformations, Symphony

Wednesday, November 2: Symphony

Week 11

Monday, November 7: Concerto, **Assignment 4 Due**

Wednesday, November 9: Lieder, Krebs Reading

Week 12

Monday, November 14: Lieder, Schachter Reading

Wednesday, November 16: Lieder

**Meet about Presentation Topic by Friday, November 18**

THANKSGIVING RECESS

Week 13

Monday, November 28: Lieder, Review

Wednesday, November 30: Presentations, Review

Week 14

Monday, December 5: Presentations

Wednesday, December 7: Presentations

**Final Exam Date TBA, December 12 to 18**

### **Bibliography of Assigned Readings**

Gjerdingen, Robert O. 2007. *Music in the Galant Style*. Oxford: Oxford University Press.

Guck, Marion A. 2005. "Dramatic Progression in Haydn Sonata No. 46 in A-flat, *Adagio*." In *Engaging Music: Essays in Music Analysis*, edited by Deborah Stein, 180–90. New York: Oxford University Press.

Hepokoski, James, and Warren Darcy. 2006. *Elements of Sonata Theory: Norms, Types, and Deformations in the Late-Eighteenth-Century Sonata*. Oxford: Oxford University Press.

Krebs, Harald. 2015. "Functions of Piano Introductions in the Lieder of Josephine Lang." In *Women and the Nineteenth-Century Lied*, edited by Aisling Kenny and Susan Wollenberg, 85–122. London: Routledge.

- Schachter, Carl. 2005. "Motive and Text in Four Schubert Songs." In *Engaging Music: Essays in Music Analysis*, edited by Deborah Stein, 110–21. New York: Oxford University Press.
- Schmalfeldt, Janet. 2005. "In Search of Purcell's Dido." In *Engaging Music: Essays in Music Analysis*, edited by Deborah Stein, 149–63. New York: Oxford University Press.