MUTH 5370: Analytical Techniques III Summer I, 2020

Name of Instructor: Dr. David Bard-Schwarz  
Pronouns: he / him  
Office Location: MU 104  
Phone Number: 565 369-7299  
Office Hours: Tuesdays noon to 2 p.m.  
Email: David.Schwarz@unt.edu

Communication Expectations

Please communicate with me via the Canvas email feature; I’ll check email several times each teaching day (and often as well on days during the week when I don’t teach); on the weekends I shall check email Sunday evenings after 6 p.m.

Course Description

In this class you will write papers based on the musical language of a threshold piece (written at the turn of the 20th Century that have some tonal and some atonal characteristics), an atonal work, a serial work, and a postmodern work using appropriate analytical techniques. You will also post graded discussion comments based on prompts I provide.

Course Structure

You will write four analytical papers--one for each of the four modules (they add up to 80 points). There will be four weekly graded discussion boards (5 points each; 5 x 4 = 20 points) to open up the course to your responses, enable you to pose questions, and for you to interact with colleagues.

Course Prerequisites or Other Restrictions

There are no required prerequisites for this course. However, in order to be successful in this course you will need to:

- Devote at least 5 hours of work to the course each day.
- Use a robust internet connection and computer to communicate with colleagues as well as study and upload assignments.
- Network with your fellow students in the discussion boards.

Course Objectives

Upon successful completion of the course, you will write thesis-driven analyses of musical works from the turn of the 20th Century (threshold works), atonal works, serial works and postmodern works. More specifically:

For Threshold works, you will
• distinguish and analyze both tonal and atonal elements of music
• write an analytic paper that is thesis-driven to demonstrate an interpretation of how you understand a threshold work's musical language

For atonal works, you will
• write an analytic paper that is thesis-driven to demonstrate an interpretation of how you understand an atonal work's musical language

For 12-tone works, you will
• write an analytic paper that is thesis-driven to demonstrate an interpretation of how you understand a serial work's musical language

For postmodern works, you will
• write an analytic paper that is thesis-driven to demonstrate an interpretation of how you understand how all or some of these elements cohere as elements of a work's musical language

The discussions at the ends of each module will enrich your knowledge of our course through interacting with fellow students--always wonderful in online studies! And you will moreover gain the skill to inform your composition, analysis, and / or performance of music with a greater sense of security, understanding, and confidence than you might possess now as you are reading this statement.

Materials
There are no required texts, although if you wish to supplement our work with a contemporary theory text, I'd recommend Joseph N. Straus, *An Introduction to Post-Tonal Theory*. Third Edition (Upper Saddle River, NJ: Prentice Hall, 2005).

Important note about music scores: Since many of the works we shall discuss are under copyright, I am unable to include PDF files for them on this website. Instead, I point all of you to one of two sources for obtaining these scores (there may be others such as commercial sites such as amazon.com, for example): 1) IMSLP, and 2) the UNT library. Whenever we approach a work for which you need to acquire the score through one of these two means, I'll include the following text: **PLEASE ACQUIRE THIS SCORE** in bold in purple. Thank you! This is a necessary action to protect both me and the University against copyright infringement! :)

Teaching Philosophy
I believe in making this course interesting, relevant, culturally sensitive to equity and diversity, and thorough in terms of teaching you professional level mastery of the techniques of music analysis.

It is my responsibility to provide you with clear, concise, and competent materials for each day’s work within each module; these include pdf scores (where appropriate), videos (that are single
shots with no internal editing, perfect audio and visual assets, and captioning), audio and video assets of the relevant works, and perfectly clear written assignments that I will return via Canvas graded with comments within one week of submission.

It is your responsibility to do each day’s work thoroughly, to communicate concerns that you have via the Canvas email feature, to participate actively in discussion boards, to submit assignments on time, to consider my written comments on papers, and to respond to them following the return of each written assignment.

Course Technology & Skills

To successfully engage with the materials of this course you will need:

- Computer
- Reliable internet access
- Speakers
- Microphone

Computer Skills & Digital Literacy

You will also need to be familiar and comfortable with:

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using presentation and graphics programs

Technical Assistance

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm)
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:
- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm
Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328)

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:
• While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
• Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
• Ask for and use the correct name and pronouns for your instructor and classmates.
• Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
• Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
• Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
• Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
• Avoid using “text-talk” unless explicitly permitted by your instructor.
• Proofread and fact-check your sources.
• Keep in mind that online posts can be permanent, so think first before you type.

Course Requirements

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<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percentage of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Module 1 – Towards Modernism Paper</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Module 2 – Atonality Paper</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Module 3 – Serialism Paper</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Module 4 – Postmodern Paper</td>
<td>20</td>
<td>20</td>
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<tr>
<td>Discussions (5 points each; 4 x5 = 20)</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>100</td>
<td>100</td>
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## Grading

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point/Percentage Range</th>
<th>Descriptive Criteria</th>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Points for Papers</th>
<th>Comments</th>
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<tbody>
<tr>
<td>A</td>
<td>10 points for 1st paper; 25 points for 2nd and 3rd papers; 18 for 4th paper</td>
<td>Clear and effective incorporation of methods discussed in lecture; crystal-clear musical-theoretical thesis; very clear precision and accuracy of musical evidence; very critical commentary on evidence; perfect address to paper's audience, purpose, voice; clear &quot;I&quot;-driven argument; clear sentence, paragraph, and essay-level coherence; very clear unfolding of your thesis; the pitch-class / pitch binary is crystal-clear throughout.</td>
</tr>
<tr>
<td>B</td>
<td>8 points for 1st paper; 23 points for 2nd and 3rd papers; 16 for 4th paper</td>
<td>Clear and effective incorporation of methods discussed in lecture; musical-theoretical thesis is clear; good and accurate use of musical evidence; critical commentary on evidence good but not complete; adequate address to paper's audience, purpose, voice; clear &quot;I&quot;-driven argument; clear sentence, paragraph, and essay-level coherence with adequate transitions; good unfolding of your thesis; the pitch-class / pitch binary not clear throughout but this absence does not weaken the argument substantially.</td>
</tr>
<tr>
<td>C</td>
<td>6 points for 1st paper; 21 points for 2nd and 3rd papers; 14 for 4th paper</td>
<td>The methods discussed in lecture are barely present; the thesis is blurry or not present; the musical evidence is cluttered and / or vague; critical commentary on evidence is either missing or not critical; the paper does not address its audience, purpose, voice; &quot;I&quot;-driven argument is absent; sentence, paragraph, and essay-level coherence is missing; the thesis unfolding suffers a bit in light of the last point; there is no pitch-class / pitch binary in the paper.</td>
</tr>
<tr>
<td>Grade</td>
<td>Points</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
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<tr>
<td><strong>D</strong></td>
<td>4 points for 1&lt;sup&gt;st&lt;/sup&gt; paper; 18 points for 2&lt;sup&gt;nd&lt;/sup&gt; and 3&lt;sup&gt;rd&lt;/sup&gt; papers; 12 for 4&lt;sup&gt;th&lt;/sup&gt; paper</td>
<td>The methods discussed in lecture are absent; there is no thesis; the musical evidence is absent or so unclear as to be useless in support of an argument; there is no critical commentary; the paper does not address its audience, purpose, voice; &quot;I&quot;-driven argument is absent; sentence, paragraph, and essay-level coherence is missing; the thesis unfolding suffers a bit in light of the last point; there is no pitch-class / pitch binary in the paper.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>0</td>
<td>The methods discussed in lecture are absent and there is no attempt at music analysis; there is no thesis; there is no musical evidence; there is no critical commentary; the paper does not address its audience, purpose, voice; &quot;I&quot;-driven argument is absent; sentence, paragraph, and essay-level coherence is absent; the work is incoherent; there is no pitch-class / pitch binary in the paper.</td>
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Grading Criteria for Discussion

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>A</strong> = 5 points</td>
<td>Full engagement with the prompt and its relevance for the music under discussion in addition to references of colleagues’ posts</td>
<td></td>
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<tr>
<td><strong>B</strong> = 4 points</td>
<td>Engagement with the prompt and its relevance for the music under discussion without references of colleagues’ posts</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong> = 3 points</td>
<td>Superficial engagement with the prompt and its relevance for the music under discussion without references of colleagues’ posts</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong> = 2 points</td>
<td>Little engagement with the prompt and its relevance for the music under discussion without references of colleagues’ posts</td>
<td></td>
</tr>
<tr>
<td><strong>F</strong> = &lt;2 points</td>
<td>Not posted</td>
<td></td>
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Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course.

Course Policies

Face Coverings

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Attendance

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Late Work

I will not accept late work in this course. All work turned in after the deadline will receive a grade of zero unless the student has an excused absence and provides documentation with 48 hours of the missed deadline.

Assignment Policy

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.
Instructor Responsibilities and Feedback

UNT Policies
Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and
Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect

Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-5652648.
Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:
(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (https://policy.unt.edu/policy/07-002).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:
• The work is used only once.
• The work is not used in its entirety.
• Use of the work does not affect any potential profits from the work.
• The student is not identified.
• The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission. 
Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

   Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings. No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Academic Support & Student Services
Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

• Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
• Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
• UNT Care Team (https://studentaffairs.unt.edu/care)
• UNT Psychiatric Services (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
• Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names
A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

• UNT Records
• UNT ID Card
• UNT Email Address
• Legal Name

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns
Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person’s pronouns?
- How do I correct myself or others when the wrong pronoun is used?

Additional Student Support Services

• Registrar (https://registrar.unt.edu/registration)
• Financial Aid (https://financialaid.unt.edu/)
• Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
• Career Center (https://studentaffairs.unt.edu/career-center)
• Multicultural Center (https://edo.unt.edu/multicultural-center)
• Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
• Pride Alliance (https://edo.unt.edu/pridealliance)
• UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

• Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
• Academic Success Center (https://success.unt.edu/asc)
• UNT Libraries (https://library.unt.edu/)
• Writing Lab (http://writingcenter.unt.edu/)