

**Department:**

Music

**Course Description:**

A study of the harmonic systems used in musical composition from approximately 1650 to 1900, including mastery of scales, keys, intervals, rhythms, and basic triads. Embellished, fourpart writing will be studied. Students will be introduced to triad inversions, nonchord tones, secondary chords, and dominant seventh chords. Students will analyze chorales, hymns, and representative literature from recognized style periods.

**Course Competencies:**

The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups for this course as approved by the Kansas Board of Regents. **(Kansas Regents Shared Number Course and Title: KSRN Course MUS1030 Music Theory II.)**

Upon completion of this course, students will be able to:

1. Analyze music and construct musical examples demonstrating appropriate voice leading principles and chord inversions.
2. Demonstrate continued integration of diatonic harmony in both analysis and application, incorporating triads and seventh chords.
3. Distinguish and explain phrase structures and cadences.
4. Identify and incorporate non-chord tones into musical examples.

**Course Content:**

- A. Cadences, phrases, and periods
- B. Non-chord tones
  1. Passing tones
  2. Neighbor tones
  3. Suspensions
  4. Appoggiaturas
  5. Escape tones
  6. Anticipations
  7. Pedal point
- C. Diatonic Seventh chords
- D. Chromaticism
- E. Secondary dominant chords
- F. Modulations using common chords
- G. Sequential Modulation
- H. Modulation by Common Tone
- I. Monophonic Modulation
- J. Direct Modulation

## Learning Assessments:

Assessment of the above competencies will be accomplished through the use of in class and homework assignments, as well as written exams. In addition, some part writing will be assigned, where appropriate.

## Instructional Materials:

Text: Kostka, Stefan and Dorothy Payne. Tonal Harmony with an Introduction to Twentieth Century Music. 7th edition. Includes workbook and CD. McGrawHill, 2013

### **Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition**

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

### **A Note on Harassment, Discrimination and Sexual Misconduct**

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).