

**Music 122 – Beginning Harmony II**  
**Course Syllabus**

3 Units, Room #314; MW 8:35 – 10:00am

**Dr. Hope A. Davis, Instructor** (E-Mail: [hope.davis@imperial.edu](mailto:hope.davis@imperial.edu))

Office Hours:- MW – 8:00 – 8:30am AND TR 12:00 noon – 1:30pm

**Prerequisite:** MUS 120 (Beginning Harmony I) AND MUS 110 (Beginning Musicianship I)

**Note:** Students enrolled in Beginning or Intermediate Harmony should take the corresponding Musicianship course sequence (Music 110, 112, 210, and 212) when possible.

**Textbook:** (with CD's) Required – Kostka, Stefan & Payne, Dorothy. Tonal Harmony

**Workbook:** (with CD's) Suggested – Kostka, Stefan, and Payne, Dorothy.

Workbook for Tonal Harmony, 5<sup>th</sup> Edition

**Class Routine:** The student should read the appropriate text for the day's assignment PRIOR to coming to class, be able to discuss and/or ask questions about the day's assignment. Classes will start with an explanation of the text for the current assignment by the instructor, and appropriate examples modeled. This will be followed by a "Self-Test" in which the student answers questions in the textbook (also done at home before the next class). The next class will begin with a discussion of the "Self-Test" and after queries are answered, the assignment of the next section will be given. Thus, students are EXPECTED to work continuously on their own, as well as supervised.

**Homework:** The student will always have homework assignments, each class. The student will always have the "Self-Test" for the new assignment. Students with extensive musical training may find that they do approximately 1 – 2 hours of homework for each hour of class time; while students with little or no musical preparation, may find that the same homework takes between 2 to 3 hours. This will ameliorate when the musical concepts are mastered. **Also, see the Practice Websites BELOW, and do them.**

**Schedule of Assignments and Record of Grades:** Students should continuously do the Self-Tests after each section of reading/discussion. These will be discussed in class. It is strongly suggested that the student does the appropriate learning reinforcement exercises from the Workbook, **and websites below.** These will be examined by the instructor.

Weeks 1-4: Chapter 5 &6: Principles of Voice Leading, The Melodic Line, Notating Chords, Voicing a single triad, Parallel Motion, Variations Root Position Part Writing, Root Position Part Writing with repeated roots, Root Position Part Writing with roots a 4<sup>th</sup> (5<sup>th</sup>) apart, Root Position Part Writing with Roots a 2<sup>nd</sup> (7<sup>th</sup>) apart; Four-part textures, Three-part textures, Instrumental Ranges and Transpositions Harmonic Progression. The I and V Chords, the II Chord, the VI Chord, the III Chord, the VII Chord, the IV Chord

Weeks 5-9: Chapters 7&8: Common Exceptions, Differences in the Minor Mode, Progressions involving 7<sup>th</sup> chords, Harmonizing a Simple Melody Triads in the First Inversion, Bass Arpeggiation, Substituted First Inversion Triads, Parallel Sixth Chords, Part Writing First Inversion Triads (Four and Three Part Textures).  
Soprano and Bass Counterpoint; Variations

Weeks 10-13: Chapters 9& 10: Triads in Second Inversion. Bass Arpeggiation and Melodic Bass, the Cadential Six-Four, the Passing Six-Four, the Pedal Six-Four, Part-Writing  
Cadences, Phrases and Periods, Musical Form,  
Harmonic Rhythm, Motives and Phrases, Period Forms.

Weeks 14-16: Chapters 11 &12: Non- Chord Tines, Passing Tones, Neighboring Tones, Suspensions and Retardations, Appoggiaturas, Escape Tones, Anticipations and the Pedal Point.  
Review and FINAL EXAM.

<b>GRADING:</b> Class Work.....	15%
2 Exams.....	50%
Final Exam.....	35%
TOTAL.....	100%

\*\*Please Note that Make-Up Exams will be given only for Documented Extenuating circumstances. Make-ups must be taken within 1 week of the Original Test Date. No exceptions, no excuses.

Any student with a documented disability who may need educational accommodation should notify the Instructor and/or the Disabled Student Programs and Services (DSP&S) Office as soon as possible.

**Some Student Learning Outcomes (SLO) Objectives:-**Demonstrate Knowledge of Root Position part-Writing in 3-part and 4-part textures. Also, demonstrate knowledge of instrumental ranges and transpositions.

**Assessment Tools:-** Exam and Class work assignments

**Institutional Outcome:-** ISL02, ISL04, ISL01, ISL03

**Very Helpful Homework Practice Websites. Do Regularly**  
**[www.lesstutor.com/musicgenhome.html](http://www.lesstutor.com/musicgenhome.html)** (Great Information Tutorial)

**<http://www.musictheory.net>** (Great Harmony Tutorial in English)

**<http://www.teoria.com/>** (Great Harmony Tutorial in Spanish)