

## Writing Assignment #2: The Medial Caesura

This assignment differs from WA#1. It is a true *research* assignment in that it asks you to read recent literature on the topic of tonal forms and respond intelligently.

WARNING: This is a long assignment and will take more time to prepare. Manage your time accordingly.

### 1. Article reading

Read James Hepokoski and Warren Darcy's "The Medial Caesura" article posted on Blackboard. You may skim the sections on Schenkerian theory (their interest in the *Zug* and *Kopfton* are only supplemental and not a vital component of Sonata Theory, especially for our purposes). I expect you to be *very* familiar with the six examples given in the reading. If a concept seems unclear, check the examples!

### 2. Analysis

Take a close look at Example 4 in the text. You will notice that Hepokoski and Darcy have not analyzed their scores. **Please analyze the score** of this example (Haydn's String Quartet, Op. 33, no. 2 ("Joke"), i: mm. 12–32). Notice that I am asking for a few more measures than in the article. A copy of the score is on Blackboard.

- a. Your analyzed score will mark Hepokoski and Darcy's interpretation of this passage. I expect your score to be clearly marked with Roman numerals, cadences, and any and all appropriate formal labels (such as P, TR, MC, S, C, caesura fill, etc.).

### 3. Written Supplement

Provide a 250–300 word analytical statement and reaction. Your statement must include a consideration of Hepokoski and Darcy's article.

- Your arguments must be intelligent and scholarly.
- Do not tell me what you "like" or think is "weird."
- Instead, consider how convincing (or unconvincing) you find the arguments in the article.
- Think about the possibilities that Sonata Theory holds in theories of tonal forms. Construct a coherent argument that defends your position.
- You may also use part of your statement to discuss your annotated score(s).

## Formatting

Ensure ease of readability of text by adhering to **double-spacing** between lines, single spaces after periods, **12-point** Times New Roman or Helvetica fonts, and please conserve paper by printing on **both sides**.

- a. **on 11/9**: upload a PDF (ASSIGNMENTS>>>WA#2 ROUGH DRAFT); and Bring to class three (3) packets consisting of the following, stapled together:

- 1) a copy of your **paper**
- 2) a photocopy of your **analyses** (retain your original)
- 3) a blank copy of the **rubric**

b. on 11/14 Upload a PDF (ASSIGNMENTS>>>WA#2 FINAL);

Grade	Writing Mechanics	Presentation of Ideas	Form Analysis	Harmonic Analysis
<b>A (90–100%)</b>	<b>Flawless</b> SWE*; understands scholarly style**; engaging pacing	Presents key concepts clearly; original insight conveyed	Identifies <b>all</b> formal labels according to lecture slides	Identifies <b>all</b> 1st level chords; interprets 2nd level function <b>conclusively</b>
<b>B (80–89%)</b>	<b>Flawless</b> SWE; scholarly style misunderstood	Conveys information clearly; little or no original insight	Identifies <b>most</b> formal labels according to lecture slides	Identifies <b>most</b> 1st level sonorities; misinterprets 2nd level
<b>C (70–79%)</b>	SWE suffers <b>twice per page</b> ; no scholarly style present; pacing confused	Misgiven on some key concepts	Engages <b>few</b> formal labels; cadences incorrect	Accurately identifies <b>some</b> 1st level harmonies
<b>D (60–69%)</b>	SWE suffers <b>three to five times</b> per page	Misunderstands the concepts	<b>Most</b> formal labels missing or incorrect; cadences missing	Harmonic analysis is sparse
<b>F (59)%</b>	SWE suffers <b>more than five times</b> per page	Does not understand the concepts	formal is wholly missing or incorrect; cadences missing	Harmonic analysis is nonexistent

\*Standard Written English (see writing guide in Blackboard)

\*\*If you are unsure about how to write in North American *scholarly style* (or, even if you think you know), pick up the latest copy of *Music Theory Spectrum*, the *Journal of Music Theory*, or the *Journal of the American Musicological Society* and *imitate faithfully*.