MUTC 5362: Theory Pedagogy
3 Credit Hours • Fall 2020 • Online

Professor
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Department
School of Music

Office
Music Building 251

Office Hours
Virtual (via Zoom) Fri. 9:00-12:00 or by appointment. Friday times are first-come first-served; you do not need to tell me you are coming in advance. See the Zoom Office Hours link posted on Brightspace for access.

Contact Policy
E-mail is the best way to contact me. (Please do not call my office.) When you e-mail me, please include your name and the name of this course. I welcome questions and meetings requests. If you are requesting an individual meeting outside of the normal office hours listed above, please list at least three options of possible meeting days/times that work with your schedule. I typically reply to e-mails received on a weekday within 24 hours. I typically reply to e-mails received on Saturday or Sunday on the following Monday.

Course Description
This course surveys classroom strategies and techniques for teaching undergraduate music theory. This will include a survey of the available textbooks, discussion of the ordering of theory topics, pedagogical ideas for assisting students with specific difficulties and practical experience with in-class teaching.

Program Learning Outcomes
- Students will demonstrate knowledge of applicable repertoire and pedagogical fundamentals in their area of study.
- Students will analyze and synthesize musical information from a variety of sources and present their findings in written form.

Student Learning Outcomes
- Students will analyze the issues, materials, and approaches of modern theory pedagogy.
- Students will gain experience teaching music theory.
- Students will develop and assemble materials useful for future applications and teaching positions.

Important Note
This online course involves two synchronous, live-streamed sessions: the first on Saturday, October 17th, and the second on Saturday, November 7th. Please put these dates on your calendar now. The exact time will be selected based on a survey conducted in week 1.
Required Materials

- Materials posted on Brightspace [https://d2l.sfasu.edu/](https://d2l.sfasu.edu/)
- Zoom (This is a videoconferencing (and recording) program available for free to SFASU students at [https://sfasu.zoom.us/](https://sfasu.zoom.us/). This can be installed on a computer, iPad, or cell phone.)

Grading Rubric

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Letter Grades</th>
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<tbody>
<tr>
<td>Discussion/Reviews/HW</td>
<td>40%</td>
<td>A  90-100%</td>
</tr>
<tr>
<td>Teaching Demos (5%/10%/10%)</td>
<td>25%</td>
<td>B  80-89%</td>
</tr>
<tr>
<td>Anthology</td>
<td>20%</td>
<td>C  70-79%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>15%</td>
<td>D  60-69%</td>
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<td></td>
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<td>F  below 60%</td>
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Credit Hour Justification

MUTC 5362 “Music Theory Pedagogy” (3 credits) is a 15-week online class. Students have substantial weekly reading assignments and discussion boards. Students prepare and deliver three teaching demonstrations. Over the course of the semester, students also assemble and annotate an anthology of musical excerpts useful for classroom teaching and compile a teaching portfolio. Engaging content and completing assignments require at a minimum 9 hours of work each week.

Assignments

**Anthology**

Over the course of the semester, you will assemble an anthology of excerpts suitable for teaching core music theory. Instructions will be provided separately. Choose repertoire of interest to you that is not commonly included in modern theory textbooks and anthologies. Your anthology will be shared with the entire class at the end of the semester.

**Readings, Discussion Boards, Reports**

Nearly every week will feature one or more discussion boards on the assigned readings and videos. These will most often be broken into two stages, usually with one long original post due on Wednesday and multiple short follow-up posts due on Saturday. In most modules, individual course members will be responsible for leading the discussion of a particular reading. Contributions to discussions will be graded on a 10-point scale as follows:

- 9-10  Meaningful engagement with materials and classmates, original thought
- 7-8   Mostly summary with occasional factual errors
- 5-6   Minimal completion of activity with factual errors
- 0-4   Incomplete or mostly off-topic

Just as it would be in a live classroom, my role in the discussions is that of facilitator, not lecturer. The questions I have provided on each board are designed both to orient the discussion toward some of the main concepts from the reading while also introducing open-ended questions to allow individual members of the class to tailor discussion toward concepts they found particularly interesting or confusing. To that end, I will interact with each thread at least twice. My first check-in
will shortly follow the deadline of initial student posts to guide the general direction of the
discussion and address any elements the discussion leaders flag as unclear. My second check-in will
take place near the deadline for the final student posts, at which point I will respond to and
contextualize points raised by members of the class.

Your role is to be an active participant in each discussion. What elements interest you? What
questions do you have? What do you like (or dislike) about a particular approach or observation (and
why)? You are not expected to have all the answers, but you are expected to respond to the readings
and your colleagues in a manner that demonstrates both collegiality and depth of thought. Please
resist the temptation to post paraphrases of the same response on multiple threads of a given
discussion board; find something unique to contribute to each thread. This is perhaps easiest to do
when reading the posts of your classmates closely. The goal of each discussion is to move beyond
summary to assess the advantages and limitations of a particular approach, making connections with
other approaches.

While discussion boards constitute the bulk of the regular homework grades, there will also be a few
assignments featuring short summaries or reports submitted to a dropbox.

Teaching Demos
This course involves three teaching demonstrations, each with slightly different requirements.
Specific instructions and assignments will be given in the associated module, but an overview is
provided below.

- **Demo #1: Fundamentals**, ca. 10 minutes. Design and record a video introducing your
assigned topic, and upload a link to your completed video for grading and peer review. This
video will be lecture oriented, as appropriate for either the first presentation of a topic in
class or for a video in a “flipped” classroom.

- **Demo #2: Core Theory**, ca. 20 minutes. **The date for this required virtual meeting is
Saturday, October 17th.** The class will be divided into groups, and each group will be
assigned a two-hour time window based on an availability survey. Using Zoom, you will
teach your assigned topic and provide feedback to the other members in your group.

- **Demo #3: Aural Skills**, ca. 20 minutes. **The date for this required virtual meeting is
Saturday, November 7th.** The class will be divided into groups, and each group will be
assigned a two-hour time window based on an availability survey. Using Zoom, you will
teach your assigned topic and provide feedback to the other members in your group.

Portfolio
At the end of the semester you will submit a teaching portfolio. Some of the materials will have
already been submitted earlier in the semester (such as sample lesson plans, a CV, and a teaching
philosophy), and some will be newly written (such as the reflective essay). More information will be
provided towards the end of the semester.

Late Policy
You are expected to submit all assignments on time. This course depends on timely discussion.
Consequently, late discussion posts will receive no more than half credit. Other graded assignments
submitted up to a week late will be penalized by 10%. Any submission over a week late will receive
zero credit. Final projects (the anthology and the portfolio) must be submitted on time to allow for
end-of-term grading.
Academic Integrity (A-9.1)
You are expected to complete all homework, quizzes, and exams independently. DO NOT collaborate with other students on assignments unless instructed to do so. If you have a question regarding the directions or the content of an assignment, please e-mail me with your query or to schedule a meeting. Any student caught cheating, plagiarizing, copying another student’s work, or willingly allowing another student to copy his/her own work will automatically receive a zero for the assignment or exam.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The
instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.
Course Schedule • All assignments are due at 11:59 PM Central Time on the indicated due date.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Due Date</th>
<th>Reading &amp; Graded Assignment (DB = Discussion Board)</th>
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<tbody>
<tr>
<td>1</td>
<td>Overview</td>
<td>Wed. Aug 26</td>
<td>Introductions DB Pt. 1; Journals/Routledge DB Pt. 1</td>
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<td>Sat. Aug 29</td>
<td>Introductions DB Pt. 2; Journals/Routledge DB Pt. 2; Zoom Sessions Quiz</td>
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<td>2</td>
<td>Philosophy</td>
<td>Wed. Sept 2</td>
<td>Teaching Tips DB Pt. 1; Rogers ch. 1-2 DB Pt. 1; Norton ch. 1 &amp; 23 DB Pt. 1</td>
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<td>Sat. Sept 5</td>
<td>Teaching Tips DB Pt. 2; Rogers ch. 1-2 DB Pt. 2; Norton ch. 1 &amp; 23 DB Pt. 2</td>
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<td>3</td>
<td>Strategies and Curriculum</td>
<td>Wed. Sept 9</td>
<td>Rogers ch. 6-7 DB Pt. 1; Objectives DB Pt. 1</td>
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<td>Sat. Sept 12</td>
<td>Rogers ch. 6-7 DB Pt. 2; Objectives DB Pt. 2; Anthology Preview</td>
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<td>4</td>
<td>Fundamentals I</td>
<td>Wed. Sept 16</td>
<td>Rogers ch. 3, pp. 33-44 &amp; Colletti 2014 DB Pt. 1; Fundamentals Textbook DB Pt. 1</td>
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<td>Sat. Sept 19</td>
<td>Rogers ch. 3, pp. 33-44 &amp; Colletti 2014 DB Pt. 2; Fundamentals Textbooks DB Pt. 2</td>
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<td>5</td>
<td>Fundamentals II</td>
<td>Wed. Sept 23</td>
<td>Fundamentals Teaching Observations; Videos Norton ch. 18</td>
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<td>Sat. Sept 26</td>
<td>Teaching Demo 1 Pt. 1</td>
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<td>6</td>
<td>Repertoire and Approaches</td>
<td>Wed. Sept 30</td>
<td>Teaching Demo 1 Pt. 2; Anthologies DB Pt. 1</td>
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<td>Sat. Oct 3</td>
<td>Anthologies DB Pt. 2; Norton ch. 14-17/19-22 (selections)</td>
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<td>7</td>
<td>Core Theory I</td>
<td>Wed. Oct 7</td>
<td>Rogers ch. 3, pp. 44-73; Rogers ch. 4 &amp; Norton ch. 5 DB Pt. 1; Theory Textbooks DB Pt. 1</td>
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<td>Sat. Oct 10</td>
<td>Rogers ch. 3, pp. 44-73; Rogers ch. 4 &amp; Norton ch. 5 DB Pt. 2; Theory Textbooks DB Pt. 2</td>
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<td>8</td>
<td>Core Theory II</td>
<td>Wed. Oct 14</td>
<td>Core Theory Teaching Observations; Lesson Plans</td>
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<td>Sat. Oct 17</td>
<td>Teaching Demo 2 <strong>LIVE SESSION</strong></td>
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<td>9</td>
<td>Form and Counterpoint</td>
<td>Wed. Oct 21</td>
<td>(Inman 2017) Norton ch. 3-4 DB Pt. 1; Norton ch. 2 DB Pt. 1</td>
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<td>Sat. Oct 24</td>
<td>Norton ch. 3-4 DB Pt. 2; Norton ch. 2 DB Pt. 2</td>
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<td>Sat. Oct 31</td>
<td>Rogers ch. 5 DB Pt. 2; Smith 1991, Marvin 2008, &amp; Palkki 2010 DB Pt. 2</td>
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<td>11</td>
<td>Aural Skills II</td>
<td>Wed. Nov 4</td>
<td>Sight-Singing Textbooks DB Pt. 1</td>
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<td>Sat. Nov 7</td>
<td>Sight-Singing Textbooks DB Pt. 2; Teaching Demo 3 <strong>LIVE SESSION</strong></td>
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<td>12</td>
<td>Keyboard and Composition</td>
<td>Wed. Nov 11</td>
<td>Norton 11-12 DB Pt. 1; N. Rogers 2013 DB Pt. 1</td>
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<td>Sat. Nov 14</td>
<td>Norton 11-12 DB Pt. 2; N. Rogers 2013 DB Pt. 2</td>
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<td>13</td>
<td>Post-Tonal</td>
<td>Wed. Nov 18</td>
<td>Norton ch. 6 &amp; 10 &amp; Kleppinger 2010 DB Pt. 1</td>
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<td>Sat. Nov 21</td>
<td>Norton ch. 6 &amp; 10 &amp; Kleppinger 2010 DB Pt. 2; Anthology Draft</td>
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<td>14</td>
<td>Professional Development</td>
<td>Wed. Dec 2</td>
<td>Interview DB Pt. 1; CV DB Pt. 1; Teaching Philosophy DB Pt. 1</td>
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<td>Sat. Dec 5</td>
<td>Interview DB Pt. 2; CV DB Pt. 2; Teaching Philosophy DB Pt. 2</td>
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<tr>
<td>15</td>
<td>Anthology and Portfolio</td>
<td>Wed. Dec 9</td>
<td>Anthology and Portfolio</td>
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Category 1: Writings about Pedagogy

Books: General Pedagogy

Books: Theory Pedagogy

Online Journals
*Journal of Music Theory Pedagogy* (Articles/E-Journal/Resources) [https://music.appstate.edu/about/jmtp](https://music.appstate.edu/about/jmtp)

Articles
**Category 2: Textbooks**

**Fundamentals and Core Written Theory**

**Post-Tonal**

**Aural Skills**

**Anthologies**


**Form**

Counterpoint

Keyboard