MTC 562: Theory Pedagogy
MWF 10:00-10:50 AM Music Building 153
3 Credit Hours / Spring 2020

Professor
Dr. Samantha Inman
E-mail
inmans@sfasu.edu
Department
School of Music
Office
Music Building 251
Office Hours
Tues. 1:30-3:30, Thurs. 9:00-12:00, or by appointment. To request a meeting, please e-mail me a list of days and times you are available. In the body of your e-mail, please include the course name and a description of the general reason for meeting so I can best be prepared to help you.

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 tutoring and in-class teaching.

Program Learning Outcomes
- Students will demonstrate knowledge of applicable repertoire and pedagogical fundamentals.
- 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.

Required Materials
- Materials posted on Brightspace [https://d2l.sfasu.edu/](https://d2l.sfasu.edu/)

Grading Rubric
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Letter Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion/Reviews/HW</td>
<td>30%</td>
<td>A (90-100%)</td>
</tr>
<tr>
<td>Teaching Demos (5%/10%/15%)</td>
<td>30%</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>20%</td>
<td>D (60-69%)</td>
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<tr>
<td></td>
<td></td>
<td>F (below 60%)</td>
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Credit Hour Justification
MTC 5362 “Music Theory Pedagogy” (3 credits) typically meets three times each week in 50-minute segments for 15 weeks. Students have substantial weekly reading assignments. 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. These activities average at a minimum 6 hours of work each week outside of classroom hours.

Assignments
This course is part seminar and part practicum, not a lecture course. You will be teaching, observing undergraduate classes, participating in lessons designed by your peers, discussing readings, and crafting materials.

Readings
Twice in the semester, you will serve as the discussion leader of an assigned reading. In addition to actively leading the discussion in class, this involves writing an abstract of the reading along with about five questions that will be shared with your classmates. The handout should include your name, the complete citation for the reading, a 200-400-word abstract, and your discussion questions. Good discussion questions require much more than a one-word answer. The goal is to start with summary of content but then move on to assess the advantages and limitations of a particular approach, making connections with other approaches and repertoires. Your grade will be based on the completeness of the abstract, the quality of the questions, and the effectiveness of your leadership in the discussion. At least one hour before the scheduled discussion begins, upload your handout to the “Discussion Leader Handouts” discussion board on Brightspace.

Anthology
Over the course of the semester, you will assemble an anthology of 25 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.

Teaching Observations
You are expected to observe six class meetings from undergraduate theory courses at SFA. Reports on these will be broken into two groups of three. See as many different instructors and as many different types of classes as your schedule permits. Reports limited to only one or two instructors will not receive full credit. See the complete course listings on the registrar website.

The template for your report is available on D2L. (I recommend that you keep all of your reports in the same document, so copy and paste the template given as needed.) The prose report must contain at least one substantial paragraph assessing both strengths and weaknesses in the class meeting you observed, taking into account the principles we have been discussing in class. This paragraph may also include comments on teaching style, for different approaches work for different personalities. Good teaching comes in many flavors. Be polite and professional both in your reports and in your interactions with these professors and classes. Always remember that you are a guest, and seek to draw as little attention to yourself while visiting.
Unless your schedule makes this impossible, you are required to select one of my classes for one of your observations. For the report on my course only, you may substitute questions and comments on what surprised you most for the assessment paragraph.

Observation Report #1: 3 meetings of aural skills. Eligible classes are listed below.

<table>
<thead>
<tr>
<th>MTC</th>
<th>Course</th>
<th>Instructor</th>
<th>Days</th>
<th>Time</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>152</td>
<td>Aural Skills II</td>
<td>Coe, R. Joshua</td>
<td>MWF</td>
<td>9:00 AM - 9:50 AM</td>
<td>MUSC 125</td>
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<tr>
<td>152</td>
<td>Aural Skills II</td>
<td>Coe, R. Joshua</td>
<td>MWF</td>
<td>10:00 AM - 10:50 AM</td>
<td>MUSC 170</td>
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<tr>
<td>152</td>
<td>Aural Skills II</td>
<td>Roth, Kayla</td>
<td>MWF</td>
<td>8:00 AM - 8:50 AM</td>
<td>MUSC 125</td>
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<tr>
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<tr>
<td>252</td>
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<td>Amato, Alexander</td>
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<td>8:00 AM - 8:50 AM</td>
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<td>MWF</td>
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<td>252</td>
<td>Aural Skills IV</td>
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<td>MUSC 108</td>
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Observation Report #2: 3 meetings of written theory. Eligible classes are listed below.

<table>
<thead>
<tr>
<th>MTC</th>
<th>Course</th>
<th>Instructor</th>
<th>Days</th>
<th>Time</th>
<th>Room</th>
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<tbody>
<tr>
<td>462</td>
<td>Counterpoint</td>
<td>Amato, Alexander</td>
<td>MWF</td>
<td>11:00 AM - 11:50 AM</td>
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<tr>
<td>461</td>
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<td>MWF</td>
<td>9:00 AM - 9:50 AM</td>
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<tr>
<td>162</td>
<td>Theory II</td>
<td>Amato, Alexander</td>
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<td>8:00 AM - 9:15 AM</td>
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<tr>
<td>162</td>
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<td>9:30 AM - 10:45 AM</td>
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<tr>
<td>162</td>
<td>Theory II</td>
<td>Gaviria, Carlos</td>
<td>TR</td>
<td>9:30 AM - 10:45 AM</td>
<td>MUSC 153</td>
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<tr>
<td>162</td>
<td>Theory II</td>
<td>Gaviria, Carlos</td>
<td>TR</td>
<td>11:00 AM - 12:15 PM</td>
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<tr>
<td>162</td>
<td>Theory II</td>
<td>McGowan, Michael</td>
<td>TR</td>
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<tr>
<td>162</td>
<td>Theory II</td>
<td>McGowan, Michael</td>
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<td>262</td>
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<td>Coe, R. Joshua</td>
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<tr>
<td>262</td>
<td>Theory IV</td>
<td>Nelson, Kirsten M</td>
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<tr>
<td>262</td>
<td>Theory IV</td>
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<td>11:00 AM - 12:15 PM</td>
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<tr>
<td>262</td>
<td>Theory IV</td>
<td>Roth, Kayla</td>
<td>TR</td>
<td>8:00 AM - 9:15 AM</td>
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<tr>
<td>262</td>
<td>Theory IV</td>
<td>Roth, Kayla</td>
<td>TR</td>
<td>9:30 AM - 10:45 AM</td>
<td>MUSC 152</td>
</tr>
</tbody>
</table>

At least two days before the class session you hope to observe, please e-mail the instructor asking permission. Part of this is to avoid attempting an observation on a test day.

Dr. Amato  amatoag@sfasu.edu  Prof. Coe  coerj1@sfasu.edu
Prof. Gaviria  gaviriaca@sfasu.edu  Prof. McGowan  james.mcgowan@sfasu.edu
Dr. Nelson  knelson@sfasu.edu  Prof. Roth  rothkd@sfasu.edu
Teaching Demos
Three times this semester, you will teach a lesson on an assigned topic to the rest of the class, who will be impersonating undergraduates. During class, you are expected to provide and receive constructive criticism regarding strengths and weaknesses. For each of your teaching demos, you are responsible for submitting a lesson plan, any handouts or projections used, and a corresponding homework of your own design. You must incorporate real music into each lesson, possibly including one or more excerpts from your anthology.

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. 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.

Course Schedule (subject to change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Project Due</th>
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<tr>
<td>1</td>
<td>W</td>
<td>1/15</td>
<td>Introductions</td>
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<td>F</td>
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<td>1/17</td>
<td>Journals and Strategies</td>
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<td>2</td>
<td>W</td>
<td>1/22</td>
<td>Philosophy</td>
<td>Rogers ch. 1-2</td>
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<td>Philosophy</td>
<td>Norton ch. 1 &amp; 23</td>
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<td>3</td>
<td>M</td>
<td>1/27</td>
<td>Curriculum</td>
<td>Rogers ch. 6-7</td>
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<td>W</td>
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<td>1/29</td>
<td>Fundamentals</td>
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<td>1/31</td>
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<td>4</td>
<td>M</td>
<td>2/3</td>
<td>Anthologies &amp; Repertoire</td>
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<td>Anthology Preview</td>
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<td>Demo 1: Fundamentals</td>
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<td>2/7</td>
<td>Online Activity: Repertoire</td>
<td>Norton ch. 14-17</td>
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<td>5</td>
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<td>2/12</td>
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<td>F</td>
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<td>2/14</td>
<td>Aural Skills: Overview</td>
<td>Rogers ch. 5</td>
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<td>6</td>
<td>M</td>
<td>2/17</td>
<td>Aural Skills: Solmization</td>
<td>Smith 1991 &amp; Palkki 2010</td>
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<td>Norton ch. 9</td>
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<td>Aural Skills Books</td>
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<td>7</td>
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<td>Aural Skills Books</td>
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<td>Demo 2: Aural Skills</td>
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<td>2/28</td>
<td>Online Activity: CAI</td>
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<td>W</td>
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<td>3/4</td>
<td>Demo 2: Aural Skills</td>
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Attendance
Because of the interactive nature of this course, I expect you to attend every class. If you do miss a class for any reason, you are still responsible to know the material covered that day and for submitting all assignments on time. Besides failing to show up, unexcused absences include sleeping in class, arriving more than 10 minutes late without a good reason, and leaving class early without a good reason. Students are allowed up to 4 unexcused absences; each additional absence lowers the semester grade by 5%. (For example, a student with a semester average of 85% and 7 unexcused absences would be penalized 15 points, yielding a 70% C for the semester.) Excused absences include official University or School of Music activities, medical emergencies, religious observances, and documented illnesses. Excused absences do not count against your attendance or lower your grade. E-mail me as soon as possible (usually before class) with the reason and documentation for your absence. If you are ill, please provide me a doctor’s note, but please keep your medical condition private.

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](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/](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](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.
Bibliography

Category 1: Books & Articles

Category 2: Textbooks
Fundamentals and Core Written Theory

**Post-Tonal**

**Aural Skills**

**Anthologies**

**Form**


**Counterpoint**


**Keyboard**


