MUTC 5362: Theory Pedagogy
3 Credit Hours • Spring 2024 • MWF 10:00-10:50 AM • McKibben 463

Professor          Dr. Samantha M. Inman
E-mail             inmans@sfasu.edu
Office             McKibben Education Building Room 404B
Office Hours       Tues/Thurs 8:30-11:00
                   Zoom meetings are available upon request.

Contact Policy
Email is the best way to contact me. When you email me, please include your name and the name of
this course. I welcome questions and meeting requests. If you are requesting a meeting outside of
the normal office hours listed above, please list at least three options of possible days/times that
work with your schedule and specify whether you would prefer to meet in person or over Zoom. I
typically reply to emails received on a weekday within 24 hours. I typically reply to emails 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.

Required Materials
- Rogers, Michael R. *Teaching Approaches in Music Theory: An Overview of Pedagogical Philosophies.* 2nd
- Materials posted on Brightspace [https://d2l.sfasu.edu/](https://d2l.sfasu.edu/)
Grading Rubric
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<th>Letter Grades</th>
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<tr>
<td>Discussion/Reviews/Reports</td>
<td>30%</td>
<td>A 90-100%</td>
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<tr>
<td>Teaching Demos</td>
<td>30%</td>
<td>B 80-89%</td>
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<tr>
<td>Anthology</td>
<td>20%</td>
<td>C 70-79%</td>
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<tr>
<td>Portfolio</td>
<td>20%</td>
<td>D 60-69%</td>
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<td>F below 60%</td>
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Credit Hour Justification
MUTC 5362 “Music Theory Pedagogy” (3 credits) typically meets three times each week in 50-minute segments for 14 weeks. Students have substantial weekly reading assignments. Students prepare and deliver two 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, Reviews, and Reports
Many class periods will feature discussion of the assigned readings or textbooks. You are not expected to agree with everything you read. You are, however, responsible for coming to class prepared to participate in each discussion. Please come with questions and observations on the content, noting both the strengths and weaknesses of each approach or argument. Your participation in the class discussion factors into your grade in this area. Occasionally you will be asked to submit short written assignments, particularly when leading discussion of a particular reading, presenting on a particular textbook, summarizing one of the readings within a cluster, or writing about the teaching observations described below.

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.

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 written theory. Eligible classes are listed below.

| Theory II | TR | 08:00am-09:15am | Cody Hunter (P) | GFNA 310 |
| Theory II | TR | 12:30pm-01:45pm | Alexander Amato (P) | MCKB 463 |
| Theory II | TR | 09:30am-10:45am | Carlos Gaviria (P) | MUSC 153 |
| Theory II | TR | 11:00am-12:15pm | Carlos Gaviria (P) | MUSC 153 |
| Theory IV | TR | 08:00am-09:15am | Alexander Amato (P) | MCKB 463 |
| Theory IV | TR | 09:30am-10:45am | Alexander Amato (P) | MCKB 463 |
| Theory IV | TR | 09:30am-10:45am | Kirsten Nelson (P) | MCKB 457 |
| Theory IV | TR | 11:00am-12:15pm | Kirsten Nelson (P) | MCKB 457 |
| Form | MWF | 09:00am-09:50am | Alexander Amato (P) | GFNA 310 |

Observation Report 2: 3 meetings of aural skills. Eligible classes are listed below.

| Aural Skills II | MWF | 11:00am-11:50am | Kayla Roth (P) | MUSC 153 |
| Aural Skills II | MWF | 09:00am-09:50am | Kayla Roth (P) | MUSC 153 |
| Aural Skills II | MWF | 10:00am-10:50am | Kayla Roth (P) | MUSC 153 |
| Aural Skills II | MWF | 10:00am-10:50am | Melissa Nabb (P) | MUSC 275 |
| Aural Skills II | MWF | 11:00am-11:50am | Melissa Nabb (P) | MUSC 275 |
| Aural Skills IV | MWF | 08:00am-08:50am | Samantha Inman (P) | MCKB 463 |
| Aural Skills IV | MWF | 09:00am-09:50am | Kirsten Nelson (P) | MCKB 457 |
| Aural Skills IV | MWF | 10:00am-10:50am | Kirsten Nelson (P) | MCKB 457 |
| Aural Skills IV | MWF | 09:00am-09:50am | Samantha Inman (P) | MCKB 463 |
| Aural Skills IV | MWF | 11:00am-11:50am | Kirsten Nelson (P) | MCKB 457 |

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. I also strongly recommend glancing at the relevant syllabus, which you can download at https://orion.sfasu.edu/courseinformation/

Dr. Amato amatoag@sfasu.edu Dr. Nelson knelson@sfasu.edu
Dr. Gaviria gaviriaca@sfasu.edu Prof. Nabb nabbma@sfasu.edu
Dr. Hunter cody.hunter@sfasu.edu Prof. Roth rothkd@sfasu.edu

Teaching Demos

Twice 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.
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.

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.

Attendance
Because of the interactive nature of this course, I expect you to prioritize class attendance. If you do miss a class for any reason, you are still responsible to know the material covered that day. You are also responsible for submitting all assignments on time unless you have made prior arrangements with me. I consider attendance record when deciding whether or not to round up a given student's grade at the end of the semester in borderline cases.

Excused absences include official University or School of Music activities, medical emergencies, religious observances, and 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. Please notify me by email if you are ill, but please keep your medical condition private. If you have an illness that will require missing two or more classes in a row, please email me a doctor's note or arrange for documentation through the Dean of Students Office.

Unexcused absences include missing class without a documented excuse, 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 10%. (For example, a student with a semester average of 85% and 6 unexcused absences would be penalized 20 points, yielding a 65% D for the semester.)

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.
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Academic Integrity (4.1)
You are expected to complete all homework, quizzes, and exams independently. **DO NOT collaborate with other people 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.

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the
purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Course Evaluations
Your participation in the evaluations of this course is very important and helpful to this class, program, and the university. Near the conclusion of each semester, students in the College of Fine Arts electronically evaluate courses taken with the college. The evaluation is used for a variety of important purposes including the following:
1. Course and program improvement, planning and accreditation.
2. Instruction evaluation purposes.
3. Making decisions on faculty tenure, promotion, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the College of Fine Arts is committed to excellence in teaching and continued improvement. Therefore, your participation is crucial. The course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all rating and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

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 Wellness and Well-Being
SFA values students’ overall well-being, mental health, and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns and seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**The Dean of Students Office** • Rusk Building, 3rd floor lobby
www.sfasu.edu/deanofstudents • 936.468.7249 • dos@sfasu.edu

**SFA Human Services Counseling Clinic** • Human Services, Room 202
www.sfasu.edu/humanservices/139.asp • 936.468.1041

**The Health and Wellness Hub** • “The Hub” on the corner of E. College and Raguet St.
www.sfasu.edu/thehub • 936.468.4008 • thehub@sfasu.edu
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
Selected Bibliography
Note: This list includes both items part of this class as well as other excellent resources included for future reference.

Category 1: Writings about Pedagogy

Books: General Pedagogy

Books: Theory Pedagogy

Online Journals
*Engaging Students: Essays in Music Pedagogy:*
   Vols. 1-6: [http://flipcamp.org/engagingstudents/](http://flipcamp.org/engagingstudents/)
   Vols. 7-present: [https://engagingstudentsmusic.org/index](https://engagingstudentsmusic.org/index)
*Journal of Music Theory Pedagogy (Articles/E-Journal/Resources)*
   [https://music.appstate.edu/about/jmtp](https://music.appstate.edu/about/jmtp)
*Music Theory Online* [http://mtosmt.org/](http://mtosmt.org/)

Articles
Bakker, Sara. “Creating Measurable Learning Objectives.” *Engaging Students: Essays in Music Theory Pedagogy* 7 (2020). [https://doi.org/10.18061/es.v7i0.7369](https://doi.org/10.18061/es.v7i0.7369)


Category 2: Textbooks
Fundamentals and Core Written Theory


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**Post-Tonal**


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**Aural Skills**


Anthologies


Form


Counterpoint


**Keyboard**


