Pre-requisite: a grade of B- or better in Advanced Formal Procedures I (MUSC 6550) or the consent of the instructor.
Credit hours: 3 Units
Section 001: W from 1:30 to 4:00 p.m.
Lecture Venue: DGH 318

Instructor: Dr. Michael Chikinda
Office: DGH 430
Office Hours: M 1:00 – 2:00 p.m. & T 2:30 – 3:30 p.m. (or by appointment)
Office Phone: (801) 581-7813
Email: m.chikinda@utah.edu

Required Text:


Recommended Texts:
_An Orientation to Musical Pedagogy: Becoming a Musician-Educator_,
Birch Browning (Oxford University Press, 2017).


Course Overview and Objectives:
The seminar will focus on contemplation, discussion, and application of different aspects of delivering instruction in music theory. Our pedagogical review will progress from general teaching techniques and overall curriculum considerations to the specific requirements for the instruction of music theory, which can best be thought of as an equilateral triangle: the base is what we traditionally think of as the study of theory in the classroom, one leg is participation in an aural-skills lab, and the other leg is participation in a keyboard-harmony lab (an emphasis will be placed on theory and aural skills). Consequently, the term _music theory_ is an umbrella term used to include all three components, while the term _theory_ – without a modifier – is used to refer to study in the classroom.
This is a course for music theorists, composers and any other school-of-music graduate students who wish to prepare themselves to teach college-level music theory as part of their professional lives. In addition, it is a requirement for any student who holds a TA within the music-theory area. The pedagogical areas that we will focus on in this seminar include Music Fundamentals, Aural Skills, Diatonic/Chromatic Harmony, Form & Analysis, Counterpoint, and 20th-Century topics. Please note that time will not be spent on an intensive review of these topics, so it is important that you are already familiar with each of them.

By the end of the semester, students will be able to design and to teach a music-theory curriculum that covers most aspects of undergraduate study. Students will be acquainted with current trends in both general pedagogy and music-theory pedagogy as well as significant research and future directions. In addition, students will become intimate with a useful sample of music-theory textbooks and will be able to develop teaching materials in conjunction with these books. These materials include, but are not limited to, the syllabus, auxiliary handouts, evaluative materials such as quizzes and exams, and class lesson plans. Most importantly, students will become cognizant of both their strengths as a teacher and of any limitations (e.g., identifying blind spots); moreover, students will be equipped to address these limitations in a holistic and constructive manner that will transform them, ultimately, into advantages.

Note: It is imperative to remember that, as teachers, we cannot change our personalities, which is both an inauthentic and futile endeavor. However, what we can do is to isolate and to cultivate those characteristics of our personalities that will allow us to interface meaningfully with our students and to execute successfully our curricular design.

Course Evaluation:

1) Class Attendance/Participation/Engagement – 15%
2) Pedagogical Assignments (1-4 = 4 x 2.5% + 5-6 = 2 x 10%) – 30%
3) In-Class Teaching Opportunity – 30%
4) Final Research Paper – 25%

1. Class Attendance/Participation/Engagement: this graduate seminar meets once a week, and it is expected that each student will faithfully keep up with the assigned readings – that is to say to be engaged in the material – and actively participate in class discussion (you are colleagues and will learn a great deal from each other’s insights). Furthermore, it is essential that students do their utmost to attend each seminar (missing one graduate seminar is equivalent to missing three to four undergraduate lectures). Indeed, each student should attend a graduate seminar with the same zeal and consistency as an ensemble rehearsal or a private lesson. Please note that the attendance function on Canvas is used as a method to record attendance only; students are accordingly advised to disregard the percentage calculated by this function as it pertains to the final grade, which will be calculated independently by the instructor. The university’s expectations regarding attendance and participation are found in letter ‘O’ below (see policy 6-100).
2. **Pedagogical Assignments**: there are a total of six pedagogical assignments (assignments 1-4 are worth 2.5% each, while assignments 5 & 6 are worth 10% each). The assignments – including the due date – will be posted to Canvas and must be submitted electronically. Assignments 1-4 will be graded on a complete/incomplete basis. By closely following the instructions for each assignment, it is likely that a complete grade will be earned. However, in the event that the result is an incomplete grade, students may revise the assignment and re-submit it – **within two weeks of the date the assignment was returned** – in order to earn a complete grade. Each of these assignments is worth 2.5% of the final grade. The due dates for the first four assignments are: **Sept. 11, Oct. 02, Oct. 16 & Nov. 06**.

Next, special attention must be given to pedagogical assignments #5 and #6: the former requires a report that critically examines how two different textbooks treat the same topic (due on **Nov. 27**), and the latter is a classroom observation that requires students to sit-in on a music-theory class (a list of the available classes and instructors will be posted to Canvas). Students are encouraged to contact the instructor of the class as quickly as possible to set up a date on which to observe her/him; the due date for this assignment, **Dec. 06** – at the end of term – has been chosen to allow students to compare their notes to the pedagogical readings that may have been completed subsequent to the observation (depending on when the observation was done). Thus, ensure that the notes you take are clear and comprehensive so that you can integrate them with concepts/ideas presented in the readings. The final two pedagogical assignments will be given a **letter grade** and each is worth 10% of the final grade.

3. **In-Class Teaching Opportunity**: each student is required to devise a twenty-five-minute lesson plan – half of the class period – to teach at an aural-skills class in the school of music. Students will also be required to submit a lesson plan to the instructor prior to the class. Most students will be assigned to a section of Musicianship I (MUSC 1130), and some may lead a section of Musicianship III (MUSC 2130) depending on their prior experience. Furthermore, this assignment will be spread over two dates. Half of the students will teach on Thursday, **November 07** and the other half will teach on Thursday, **November 21**. Given that this requirement is worth 30% (almost 1/3 of the final grade) it is imperative that students begin working on the lesson plan well in advance – consult Canvas for more information. In addition, the notion of backward design does not apply to a single lesson plan. In the words of the authors: “individual lesson plans are simply too short to allow for in-depth development of big ideas...” A separate handout will be uploaded to Canvas that outlines the material that is scheduled to be covered in each section on those dates. Consultation with the instructor of the section to which the student is assigned is expected.

*If a student in this seminar is already teaching an aural-skills class, they must submit a lesson plan to the instructor, and the entire class will be observed.*
4. **Final Research Paper**: students are required to complete a research paper (ca. 12-15 pages in length) on one of the topics covered in the seminar; in addition, the topic of the paper must be approved by the instructor in advance (the deadline to have the topic approved is **Friday, November 15**). Students are encouraged to come to the instructor to discuss possible topics – “to bounce ideas off me” – well in advance of the due date. Detailed guidelines for the research paper will be uploaded to *Canvas* by Friday, 08 November. **Both a hard copy and an electronic copy of the final research paper is due no later than 4:00 p.m. on Friday, December 13.** Students should not hesitate to hand in the paper earlier if possible.

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**Weekly Readings**

Selected readings will be required for each seminar. The readings will be listed on *Canvas* in the calendar (they may be accessed by clicking the date of the seminar or clicking the appropriate date via the home page). Students are expected to keep up with the readings and to participate enthusiastically in the class discussion.

**Important Dates:**

- Classes begin on Monday, August 19
- Last day to drop (delete) classes: Friday, August 30
- Last day to withdraw from classes: Friday, October 18
- In-Class Teaching I: **Thursday, November 07**
- Approval of Final Research Paper Topic: **Friday, November 15**
- In-Class Teaching II: **Thursday, November 21**
- Pedagogical Assignment #5 Due: **Tuesday, November 27**
- **Holidays:**
  - Labor Day, Monday, September 02
  - Fall Break, Mon.-Sat., October 07-12
  - Thanksgiving Break, Thursday and Friday, November 28-29
- Reading Day: Friday, December 06
- Pedagogical Assignment #6 Due: **Friday, December 06**
- Final Research Paper Due: **Friday, December 13** (both a hard copy & an electronic copy)

**Canvas**

Please note that, in addition to the weekly readings, *Canvas* will be used to post announcements and supplementary material. Thus, it is recommended to check *Canvas* on a regular basis.

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**University Policy Statements**

**Americans with Disabilities Act (ADA) Statement**

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801)581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
**Email Policy**

"A University assigned student email account shall be the University’s official means of communication with all University of Utah students. The University reserves the right to send official communications to students by email with the full expectation that students will receive email and read these emails in a timely fashion." [https://financialaid.utah.edu/policies/email.php](https://financialaid.utah.edu/policies/email.php)

**Faculty and Student Rights and Responsibilities**

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (Policy 6-400), spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations (Policy 6-316), it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Defining Plagiarism: "Plagiarism means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression." (Policy 6-400, Student Code).

**Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offence subject to the same kinds of accountability and the same kinds of support applied to offences against other protected categories such as race, national origin, colour, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Co-ordinator in the Office of Equal Opportunity and Affirmative Action (801) 581-3865, or the Office of the Dean of Students (801) 581-7066. For support and confidential consultation, contact the Centre for Student Wellness (801) 581-7776. To report to the police, contact the Department of Public Safety (801) 585-2677 (COPS).

**Q. Accommodations Policy** ([http://regulations.utah.edu/academics/6-100.php](http://regulations.utah.edu/academics/6-100.php))

“Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within, and among, academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an accommodation. Accommodations requested on such grounds will not be granted. The University recognizes that students' sincerely-held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors. The University assumes no obligation to ensure that all students are able to complete any major. It is the student's obligation to determine -- before the last day to drop courses without penalty -- when course requirements conflict with the student's sincerely-held core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a content accommodation from the instructor. Though the University provides -- through this policy -- a process by which a student may make such a request, the policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing, and the student must deliver a copy of the request to the office of the department Chair or, in the case of a single-department college, to the office of the Dean. The student's request must articulate the burden the requirement would place on the student's beliefs.”
Campus Safety
The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Center for Wellness & University Counselling Center
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc. can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776; and the University Counselling Center: http://counselingcenter.utah.edu, 801-581-6826.

Plagiarism Software Policy
The instructor has elected to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

O. Attendance Requirements (http://regulations.utah.edu/academics/6-100.php)

1. The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor.
2. Students absent from class to participate in officially sanctioned University activities (e.g., band, debate, student government, intercollegiate athletics) or religious obligations, or with instructor's approval, shall be permitted to make up both assignments and examinations. The University expects its departments and programs that take students away from class meetings to schedule such events in a way that will minimize hindrance of the student's orderly completion of course requirements. Such units must provide a written statement to the students describing the activity and stating as precisely as possible the dates of the required absence. The involved students must deliver this documentation to their instructors before the absence.
3. Except in cases of sudden illness or emergency, students shall, in advance of the absence, arrange with the instructor to make up assignments (see policy on pedagogical assignments in #2 of the course evaluation section above).
4. Unexpected University facility closures due to weather, emergency or disaster may occur from time to time. Students may be required to complete coursework missed due to these or other class cancellations; however, instructors requiring mandatory make-up sessions may not penalize students if they are unable to attend due to time conflicts, etc.

Non-Contract Note
“The syllabus is meant to serve as an outline and guide for the course, and it is not a binding legal contract. Please note that the instructor may modify it at any time with reasonable notice to students. The instructor may also modify the schedule at any time to accommodate the needs of the class. Should students have any questions or concerns about the syllabus, it is their responsibility to contact the instructor for clarification.”