

# UNIVERSITY OF TEXAS AT TYLER

## School of Performing Arts

*course syllabus for*

**MUSI 4343: Topics in Music (3 credit hours)**  
**Fall 2024 – Topic: Music Theory Pedagogy**  
**TuTh 11:00 a.m.-12:20 p.m. – FAC 1009 (Music Lecture Hall)**

**Professor:** Dr. Kyle Gullings

**Office:** FAC 1215

**Email (preferred contact method):** kgullings@uttyler.edu

**Office Phone:** 903.565.5653

**Office Hours:** (subject to change)

Mondays 10:00 - 11:00 a.m.

Tuesdays 10:00 - 11:00 a.m.

Thursdays 10:00 - 11:00 a.m.

(other times by appointment)

**Course Description:** MUSI 4343 covers selected topics in music theory and analysis. May be repeated three times for credit when content changes. For Fall 2024, the course will explore music theory and aural skills pedagogy. Students will think deeply about contemporary issues in music theory pedagogy while engaging with assigned readings, textbook reviews, in-class discussions, faculty classroom observations, and the creation of a teaching philosophy statement. They will also gain practical experience through the development and delivery of classroom lesson plans and private tutoring sessions. These experiences are meant to provide a solid preparation for future graduate school teaching assistant positions, private music theory tutoring, and post-secondary music faculty positions.

**Pre-Requisites:** MUSI 2312 (Music Theory IV) and MUSI 2117 (Aural Skills IV). Students not possessing the pre-requisites will be administratively removed from the class unless otherwise approved by the department.

**Course Learning Objectives:** Upon successful completion of this course, students will be able to:

1. **Read, think, and converse deeply** about the goals, best practices, and trajectory of music theory pedagogy
2. **Critically analyze existing scholarship and teaching resources** in the field of music theory pedagogy
3. **Observe and critically reflect on the classroom teaching practices** of an experienced music theory instructor
4. **Create and deliver original lesson plans** geared toward lower-division undergraduate music major students
5. **Create or revise music theory worksheets** for the online open educational resource *Open Music Theory v.2*
6. **Create a sample Music Theory I syllabus** that is responsive to the specific features of an educational setting
7. **Create a coherent and convincing teaching philosophy statement** addressing music theory pedagogy

### Required Texts and Resources:

A few sheets of manuscript paper and a pencil are required at each class meeting. All assignments must be typed. **No commercial textbook** is required for this course. Readings and other assignments will be assigned at a later date from various resources, including but not limited to the following:

#### Academic Journals: (all free and online)

<https://digitalcollections.lipscomb.edu/jmtp/>

<http://flipcamp.org/engagingstudents/>

<https://engagingstudentsmusic.org/index.php/engagingstudents/>

<https://www.mtosmt.org/index.php>

<https://www.smt-v.org/archives/>

<http://libguides.uttyler.edu/music>

*Journal of Music Theory Pedagogy*

*Engaging Students: Essays in Music Pedagogy* v.1-6

... v.7-8

*Music Theory Online*

*SMT-V: The Society for Music Theory Videocast Journal*

Resources curated by your campus music librarian

#### Online Textbooks and Related Teaching Resources:

<http://openmusictheory.com/>

<https://uen.pressbooks.pub/auralskills/>

<https://tobyrrush.com/theorypages/index.html>

<https://tobyrrush.com/theorywiki/index.php>

<https://musictheoryexamples.com/>

<https://diversemusictheoryexamples.com/examples/>

<https://www.musictheory.net/>

<http://www.dolmetsch.com/theoryintro.htm>

*Open Music Theory Volume 2* – A free, online theory textbook

*Foundations of Aural Skills* – A free, online aural skills textbook

Free one-page summaries of many core theory topics

A collaborative wiki for sharing undergraduate theory resources

*Internet Music Theory Database*

*Diverse Music Theory Examples*

A free, online resource for learning and practicing music theory

A free, online resource for learning and practicing music theory

### Additional Resources:

*The Routledge Companion to Music Theory Pedagogy* (Excerpts on Canvas; students encouraged to purchase full book)  
*Intelligent Music Teaching: Essays on the Core Principles of Effective Instruction* (Excerpts on Canvas)  
<https://www.notedoctorspodcast.com/> Note Doctors: The music theory and pedagogy podcast

### Grading:

<b>Grade Weighting</b>	Textbooks Review	5%
	Faculty Classroom Observation Reports (2x 5% each)	10%
	Private Tutoring Reflection	5%
	Classroom Lesson Plans (2x 15% each)	30%
	Create / Revise <i>Open Music Theory</i> Worksheets (2x 10% each)	20%
	Music Theory I Syllabus	10%
	Teaching Philosophy Statement	10%
	Participation / In-class Discussions	10%

<b>Grading Scale</b>	90–100%	A
	80–89%	B
	70–79%	C
	60–69%	D
	Below 60%	F

**Methods for Assessing Outcomes:** Students will be evaluated through regular in-class participation, a textbook review assignment, two faculty classroom observation reports, a brief private tutoring reflection, two classroom lesson plans (written and delivered to students), and a teaching philosophy statement.

**Methods of Instruction:** A variety of instructional methods will be used, including readings, in-class lectures, group and individual discussion and exercises, classroom observations, and experiential learning through tutoring and classroom instruction experiences.

**\*\* Due Dates and Excused Absences Policy:** All assignments are due on the days indicated, at the start of class. At the instructor's discretion, reduced credit *may* be given for analyses, presentations, or other work that is late or missing due to *unexcused* absences. If granted, late work for reduced credit must be turned in before that same assignment is returned to the class, generally within one week of the due date, after which the assignment will not be accepted.

At the instructor's discretion, absences may be considered *excused* only for legitimate, *documented* reasons (serious illness, family emergency, etc.). Even in cases of *excused absences*, any outstanding assignments are due at the following class period. Missed presentations typically must be made up within one week of the absence. In all cases, it is the student's responsibility to inform the instructor of absences as soon as possible, and to *document* that absence if an *excused absence* is being requested.

**\*\* Attendance Policy:** Full attendance and participation are expected in this course. Arrival after class has begun will count as a tardy. Three tardies will count as one unexcused absence. For this course, students are allowed **three unexcused absences**. After this, the following penalties may be applied:

4-5 unexcused absences = 1 letter grade reduction

6-8 unexcused absences = 2 letter grades reduction

9+ unexcused absences = automatic failure of the course ("F")

(This penalty is not part of the Participation grade, which reflects engaged activity in class.)

Additionally, avoidable distractions such as cell phone use/texting, eating food, outside work, and unnecessarily leaving the room during class time may result in a tardy or absence for the day, at the instructor's discretion. Multiple occurrences will result in the student being asked to leave the class session.

**\*\* Communication:** Students are required to regularly check their Patriot e-mail account and the class Canvas page.

**\*\* Academic Integrity:** Academic dishonesty will not be tolerated (cheating, copying homework, plagiarism, etc.).

**Statement on the Use of Artificial Intelligence (AI) in This Course:** AI is not permitted in this course at all. To best

support your learning, you must complete all graded assignments by yourself. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, etc.) for an assignment or classroom activity.

**Other:** For additional **Student Resources** and **University Policies and Information**, please read below, or view those sections on our course Canvas site under the Syllabus Module.

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## **Student Resources**

Resources to assist you in the course

- [UT Tyler Student Accessibility and Resource \(SAR\) Office](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center](#)
- [The Mathematics Learning Center](#)
- [UT Tyler PASS Tutoring Center](#)
- [UT Tyler Supplemental Instruction](#)
- [Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areas](#)
- [Robert Muntz Library](#) and [Library Liaison](#)
- [Canvas 101](#) (learn to use Canvas, proctoring, Unicheck, and other software)
- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)
- LIB 422 -- Computer Lab where students can take a proctored exam
- [The Career Success Center](#)
- [UT Tyler Testing Center](#)
- [Office of Research & Scholarship Design and Data Analysis Lab](#)

Resources available to UT Tyler Students

- [UT Tyler Counseling Center](#) (available to all students)
- [MySSP App](#) (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy Center](#)
- [Military and Veterans Success Center](#) (supports for our military-affiliated students)
- [UT Tyler Patriot Food Pantry](#)
- [UT Tyler Financial Aid and Scholarships](#)
- [UT Tyler Student Business Services](#) (pay or set up payment plans, etc.)
- [UT Tyler Registrar's Office](#)
- [Office of International Programs](#)
- [Title IX Reporting](#)
- [Patriots Engage](#) (available to all students. Get engaged at UT Tyler.)

## **University Policies and Information**

### **Withdrawing from Class**

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email [enroll@uttyler.edu](mailto:enroll@uttyler.edu) to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career\*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). **CAUTION #2:** All international students must check with the [Office of International Programs](#) before withdrawing.

All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

\* Students who began college for the first time before 2007 are exempt from this law.

### **Artificial Intelligence Statement**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

### **Final Exam Policy**

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

### **Incomplete Grade Policy**

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when **all** of the following conditions are met:* (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

### **Grade Appeal Policy**

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous

educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu), or call 903.566.7079."

### **Military Affiliated Students**

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at [MVSC@uttyler.edu](mailto:MVSC@uttyler.edu) or via phone at 903.565.5972.

### **Students on an F-1 Visa**

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

### **Academic Honesty and Academic Misconduct**

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

### **FERPA**

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information.

### **Absence for Official University Events or Activities**

This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

### **Absence for Religious Holidays**

This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

### **Absence for Pregnant Students**

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and also complete the [Pregnant and Parenting Self-Reporting Form](#).

### **Campus Carry**

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.



# Topics in Music Theory – Music Theory Pedagogy – Fall 2024

## Course Calendar

(subject to change)

Week	Date	Topic or Event
1	8/27	First Class Day / Syllabus / Course Introduction
		What is music theory / aural skills? How is it taught? Share your own experiences so far.
		Intro. to Faculty Classroom Observations
	8/29	<b>Reading:</b> Marvin, Elizabeth West (2012) “The Core Curricula in Music Theory - Developments and Pedagogical Trends,” <i>Journal of Music Theory Pedagogy</i> : Vol. 26, Article 9. <a href="https://digitalcollections.lipscomb.edu/jmtp/vol26/iss1/9">https://digitalcollections.lipscomb.edu/jmtp/vol26/iss1/9</a>
		Intro. to Creating / Revising <i>Open Music Theory</i> Worksheets and MuseScore 4
2	9/2	<b>NO CLASS:</b> Labor Day
	9/3	<b>Reading:</b> VanHandel, Leigh, ed. (2020) <i>The Routledge Companion to Music Theory Pedagogy</i> – Preface, and Ch. 1: Leigh VanHandel: “Music Theory and Working Memory.” (see Canvas). Intro. to Private Tutoring Intro. to Classroom Lesson Plans
	9/5	<b>Reading:</b> Marvin, Elizabeth West (2018) “Music Theory Pedagogy Curricula in North America: Training the Next Generation,” <i>Journal of Music Theory Pedagogy</i> : Vol. 32, Article 4. <a href="https://digitalcollections.lipscomb.edu/jmtp/vol32/iss1/4">https://digitalcollections.lipscomb.edu/jmtp/vol32/iss1/4</a>
3	9/9	<b>Census Date</b> (last day to withdraw from courses without penalty)
	9/10	Intro. to Textbooks Review
		<i>(Additional readings and materials to be assigned)</i>
	9/12	
4	9/17	<b>Due:</b> Faculty Classroom Observation Report #1
	9/19	
5	9/24	<b>Due:</b> Create / Revise <i>Open Music Theory</i> Worksheets #1
	9/26	
6	10/1	<b>Due:</b> Faculty Classroom Observation Report #2
	10/3	
7	10/8	
	10/10	
8	10/15	<b>Due:</b> Classroom Lesson Plan #1
	10/17	
9	10/22	
	10/24	<b>NO CLASS:</b> Student Success Conference, see Canvas for alternate class plans
10	10/29	<b>Due:</b> Textbooks Review
	10/31	Intro. to Music Theory I Syllabus
11	11/4	<b>Withdrawal Deadline</b> (last day to withdraw from courses without a grade of “W”)
	11/5	<b>Due:</b> Private Tutoring Reflection
		Intro. to Teaching Philosophy Statement
	11/7	Instructor out of town for CMS National Conference, see Canvas for substitute instructor plans

Week	Date	Topic or Event
12	11/12	<b>Due:</b> Create / Revise Open Music Theory Worksheets #2
	11/14	
13	11/19	<b>Due:</b> Classroom Lesson Plan #2
	11/21	
14	11/25–29	<b>NO CLASS:</b> <i>Thanksgiving Break</i>
15	12/3	(if time) <b>Reading:</b> Campbell, Patricia Shehan, David Myers, Ed Sarath, et al (2014) “Transforming Music Study from Its Foundations: A Manifesto for Progressive Change in the Undergraduate Preparation of Music Majors - Report of the Task Force on the Undergraduate Music Major.” <a href="https://www.music.org/pdf/pubs/tfumm/TFUMM.pdf">https://www.music.org/pdf/pubs/tfumm/TFUMM.pdf</a>
		Work on Music Theory I Syllabus & Teaching Philosophy Statement
	12/5	“
16	12/10 (Tu)	<b>Due:</b> Music Theory I Syllabus
		<b>Due:</b> Teaching Philosophy Statement
		(No Final Exam)