Music 9545B: Pedagogy of Music Theory
Don Wright Faculty of Music, Western University
Winter 2016 / Mondays, 9:30am–12:30pm / TC 310

Dr. Jonathan De Souza, Assistant Professor
Email: jdesou22@uwo.ca / Phone: 519-661-2111, ex. 85198
Office: TC 218 / Office hours: Tuesdays and Thursdays, 11:30am–12:30pm, or by appointment

Overview
This course explores music theory teaching at the university level. It is, above all, a practical course—emphasizing mock teaching, the creation of pedagogical materials, peer and self-assessment, and other hands-on activities. Nonetheless, we cannot properly understand the teaching of theory without a theory of teaching. So, we will also engage with current research in theory pedagogy, with the history of music theory, and with ideas from cognitive psychologists, philosophers, and educators in other fields (such as mathematics, physics, languages, or athletics). This course, then, is not just an opportunity for us to grow as teachers. It is also an opportunity to critically reflect on music theory itself.

Outcomes
By the end of this course, you will be able to:
• Design effective learning outcomes, lesson plans, and course materials
• Clearly demonstrate core music theory concepts and musicianship skills
• Evaluate various pedagogical approaches in music theory

Materials
Readings will be posted on OWL or available on reserve at the music library.
Please bring manuscript paper and pencils to class. For certain activities, you will also need a portable electronic device (a laptop, tablet, or smartphone). Finally, you will need access to notation software (such as Sibelius, Finale, MuseScore, or Lilypond).

Evaluation
Every week, I will ask you to prepare something before class: for example, a brief response to a scholarly paper, a rubric, an opening statement for a debate, or a music-analytical example. Each preparatory exercise will fill approximately one page, and you will either upload it to OWL or bring it to class. (You may be excused from these exercises on weeks when you are doing mock teaching.)

You will do two mock teaching sessions. In these fifty-minute sessions, you will teach the rest of the class about a pre-arranged topic. You will submit a detailed lesson plan with a related
homework assignment or test, and will complete a self-assessment afterward.

Finally, you will create a teaching portfolio, which will include a statement of teaching philosophy, and other related materials. Some materials from the preparatory exercises and mock teaching may be revised or expanded for the portfolio. The contents of each student’s portfolio will be decided in consultation with the professor, and there will be opportunities for feedback before the final submission.

These elements will combine in your final grade as follows:

- Preparation: 30%
- Mock teaching: 40% (2 × 20%)
- Portfolio: 30%

**Statement on Health and Wellness**

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on-campus health-related services to help students achieve optimum health and engage in healthy living while pursuing a graduate degree. Students seeking help regarding mental health concerns are advised to speak to someone in whom they feel comfortable confiding, such as a faculty supervisor, a program advisor, or the Associate Dean (Graduate Studies). Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html.

**Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic offence, as found at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf.
Music 9545B: Tentative Schedule

Because of mock teaching sessions, the schedule will depend on the participants in the course. We will plan for mock-teaching sessions—and adjust the schedule if needed—in our first meeting. Also, these topics may be subject to change, based on students’ interests.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Reading</th>
</tr>
</thead>
</table>
| Jan 4 | What Do We Learn When We Learn Music Theory?  
| Jan 11 | Listening, Remembering, Writing  
| Jan 18 | Objectives and Assessment  
| Jan 25 | Theorizing at the Keyboard  
Feb 1  
*Harmonic Hearing*


David Huron, Excerpt from *Sweet Expectation: Music and the Psychology of Expectation* (MIT, 2006).


Feb 8  
*The Great Solmization Debate*

Feb 15  
**Reading week** (No class)

Feb 22  
*Talking about Teaching*


Feb 29  
*Learning Together*


Mar 7  
*Problem-Based Learning*


Mar 14  
*Music Theory Textbook Smackdown*

Mar 21  
*Teaching Technologies*

Mar 28  Accessibility

Apr 4  Conclusions

Apr 22  Portfolio submission deadline