

Journal of Music Theory Pedagogy

Submission Guidelines-Articles

- Articles on any aspect of teaching or learning music theory will be considered, including those that demonstrate best-practice models for teaching any aspect of music theory, ranging from the high school to the university classroom. Consideration will also be given to articles that address teaching "in the trenches"--that is, core music theory and aural skills classes often taught by junior faculty, non-theory-specialists (e.g. performer/teachers), and graduate assistants. Contributions will be judged on originality, relevance, interest to a diverse audience, and clarity of writing.
- Manuscripts should be submitted via the JMTP Submissions [link](#). Submissions should be in 12- point type, double-spaced (including footnotes, references and quotations), with at least one-inch margins. Footnotes, tables, figures, musical examples, and other materials should be inline with the text. Long musical examples and complex diagrams or charts should be avoided when possible.
- Upon agreement to publish, authors will be asked to revise the article to fit the style guideline of the journal.
- The author is responsible for obtaining permission to reproduce copyrighted material and for paying permission fees, if necessary. Permissions must accompany the electronic submission of accepted manuscripts.
- The author is responsible for providing high quality digital images of all non-text items, and for ensuring that all tables, figures, musical examples, and other materials are legible.
- Manuscripts are accepted on the condition that they are unpublished and are not presently being submitted for publication elsewhere. Since all submissions are reviewed anonymously, please include the author's name and address only in the submission fields and eliminate identifying references (such as names of schools) from the article.
- Up to three PDF or MP3 files can be uploaded with the initial submission. If you have more than three files to accompany the submission, a ZIP file containing multiple

files may be uploaded. You may also provide links to the media content within the submissions page.

Submission Guidelines-Resources

Successful contributions will focus on core music theory topics (from fundamentals through advanced concepts) in college/university and high school settings. Special consideration will be given to materials that address topics likely to be taught by junior faculty, non-theory specialists (e.g., performer/teachers), and graduate assistants.

We especially welcome submissions that embrace not only Western music, but also popular, jazz and world music, and music by traditionally underrepresented groups.

Contributors are encouraged to incorporate various multimedia and interactive formats such as color graphics, sound files (real or MIDI), or video/animation. Contributions should be relatively brief, ca. 2000-3000 words. The author is responsible for obtaining permissions, and, if required, paying fees incurred for copyrighted material.

Submissions should be in PDF format and accompanied by a 200-word abstract that includes any pertinent background information on the student population for whom the materials have been designed (e.g., high school AP, liberal arts college non-music-majors, conservatory seniors, etc.). Because these materials will appear on the *JMTP* website you may include links to supplementary information or materials that are integral to your course(s) or are helpful in understanding novel approaches. Please include all linked files with your submission.

Contributors may submit resources at any time, and they are reviewed semiannually, normally at the end of the fall and spring semesters.

Because resource submissions are not typeset, and formatting can vary by resource type, we encourage contributors to format documents in to be teacher- and student-friendly. The board may request reformatting before publication.

Generally, body text should be single-spaced with separated paragraphs (either by line break or indent), and worksheets, assessments, etc. should be formatted with the student in mind (e.g., number all questions, allow adequate space for written answers, etc.) Examples can be found here:

<https://drive.google.com/file/d/0B0ZI8di-pEDveWxrSFh3bkdWRXc/view>

<https://drive.google.com/file/d/0B0ZI8di-pEDvQlF3UVVValhXaE0/view>

We welcome Resource submissions in any of the following categories:

Course Document: May include syllabi, grading rubrics, course policies, course outlines, etc. that demonstrate exemplary and potentially novel approaches to course design and assessment.

Assessment (Quiz/Test): We request that tests and quizzes include answer keys; please submit assessments that are no longer actively used in your course.

Worksheet/Assignment: Links to editable notation files are welcome (Finale, Sibelius, MuseScore, Noteflight etc.) so that readers may adapt assignments for their own classrooms.

Lesson Plan/ Sample Analysis: Indicate the course in which the lesson is typically taught, and ideal run time for the lesson. (How many sessions, 50- or 75-minute class meeting etc.)

Teaching Video/Demonstration: Please ensure that written consent is obtained from any student who is seen or heard in the video. Because of the nature of this type of submission, anonymity cannot be guaranteed in peer review. Demonstrations that are obviously intended to advertise a product will not be considered.

Website/Blog: Contributors should only submit links to their own content. Because of the nature of this type of submission, anonymity cannot be guaranteed in peer review.

Other: May include bibliographies, essays on general pedagogy, online courses, etc.

Questions?

Please contact the following editors:

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