



Pacific University Oregon  
College of Arts & Sciences  
Department of Music

**MUS 284**  
**Teaching Music**  
Fall 2018

**Class Days & Times:** Tuesday & Thursday 7:55 a.m. – 9:30 a.m.

**Room:** TMDE 100

**Credits:** 4.00

**Prerequisites:** None

**Instructor:** Dr. Dijana Ihas

**Office:** TMDE 207

**Phone:** (503) 352-2102

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**Office Hours:** Tuesday & Thursday 10:00-11:00 a.m.; Wednesday 5:00-6:30 p.m.;  
Monday & Friday by appointment only.

**Purpose of the Course:**

This course is designed to serve as an introductory course to the sequence of music education courses. The course will provide an overview of the theoretical, philosophical, historical, and social foundations of music education in the United States. Its practical component will examine developmentally appropriate music teaching approaches from early childhood to adolescence along with the practicalities of motivating students to learn and managing the classroom.

## Students Learning Outcomes (SLO):

### *Behavioral Outcomes:*

At the end of this course, every successful student (one who attended classes regularly and completed all assignments) will be able **to do following**:

- Write in the modes that are appropriate to the field of music education:
  - Students will write annotated bibliography while using APA writing style with high accuracy.
- Write to learn:
  - Students will write short summaries, responses, and reflections on materials that they learned/ discussed in the class on a weekly bases.
  - Students will write an abstract for the published research paper
  - Students will write structured field observation
  - Students will write lesson-plan based on “Ten Components of Lesson Plan”
- Write to communicate:
  - Students will write a comprehensive, research based *Statement of Teaching Philosophy* that will be based on synthesis of everything they learned in the class. Statement will demonstrate students’ awareness of **audience, context, and purpose**. Student will make a video based on this statement and student will post this video, along with the written statement, on self-created e-portfolio.

### Cognitive Outcomes:

At the end of this course, every successful student (one who attended classes regularly and completed all assignments) will **demonstrate understanding** of the following components and concepts of music education:

- Historical and philosophical backgrounds of American music education
- The role of the government in the education and school music
- Varied music teaching methods and approaches
- Basics of developmental and learning theories
- New core music standards
- Competencies of successful music teachers
- Basics of assessment strategies and tools applicable to music classes
- Basics of sequencing instruction
- Basics of conceptual teaching and transfer
- Basics of giving appropriate feedback
- Basics of classroom management
- Basics of research methods that are applicable to music education
- Professional organizations for music educators

### **Affective Outcomes:**

At the end of this course, every successful student (one who attended classes regularly and completed all assignments) will exhibit following **behaviors and attitudes towards music education:**

- Appreciation and value of the science and art of teaching music
- Interest in and dedication to continuous professional growth

This course is designated as the course that fulfills Writing in the Discipline (WID) core requirement.

### **Required Textbooks:**

Mark, M. L. & Madura, P., *Music Education in Your Hands: An Introduction for Future Teachers*, Routledge, Taylor & Francis Group, New York and London, 2010.

Duke, R. A., *Intelligent Music Teaching: Essays on the Core Principles of Effective Instruction*, Learning and Behavioral Resources, Austin, Texas, 2013.

Abrahams, F. & Paul, H., *Case Studies in Music Education*, GIA Publications, 2005.

Every student is REQUIRED to have his/her own textbooks.

### **Required Materials:**

- Three-ring binder with pocket-folders and lined paper for taking notes and properly storing handouts that will be distributed in class. The binder must be labeled with student's name and the name/semester/year of the course.
- Pen/pencil and eraser

### **Methods of Evaluation and Assessment:**

Students' academic progress will be regularly assessed through weekly summaries and quizzes. Furthermore, students' academic growth will be evaluated through various written projects and assignments, as well as comprehensive written and oral tests. Acquisition of the practical teaching skills will be assessed through mini teaching laboratories.

### **Attendance Competency:**

This course is designed to cover a vast amount of learning materials in a limited period of time, and your **REGULAR** and **PROMPT ATTENDANCE** is of paramount importance for the success in this course.

Attendance will be taken promptly at 9:40 a.m. Students are expected to be in their seats at least five minutes before that time with textbooks and all required materials ready on their desks.

NO TARDINESS will be accepted. Arriving to class after it begins will result in a half absence. NO EXCEPTIONS!

TWO ABSENCES per semester are excused (for any reason but **not** on the day of a major quiz or assignment). More than two absences will automatically lower student's grade one full grade point. Therefore, students should SAVE allowed excused absences for true emergencies only.

### **Assignments Explained:**

**MUS 284 is a four (4) credits course.** For each credit hour students are expected to do two (2) hours of homework. Therefore, students in this class are expected to spend on average **eight (8) hours on homework**, which includes: reading, summarizing and writing papers, and preparing for presentations and other assignments as explained below.

**Weekly to Learn:** For each class, students will have a reading assignment. In order to ensure that students are completing this assignment on a regular basis, at the beginning of Tuesday's class, students need to hand in a short summary of the assigned reading. Each summary assignment will be worth 60 points. Make-up summary assignments and quizzes will be worth only 20 points each (**Due at the beginning of each Tuesday class, starting on Tuesday, February 9).**

**Weekly Quotes and Class Discussions:** For each reading assignment students will be asked to select three quotes that will serve as starting point for stimulating discussion. Quotes must be typed and students must be prepared to take the role of discussion leader. The quotes need to be turned in at the beginning of each Thursday class. This assignment will be worth 40 points. (**Due at the beginning of each Thursday class, starting on Thursday, February 4).**

**Two Unit Tests:** At the conclusion of several major learning units, students will have a comprehensive written test on the materials that were covered in these units. Unit Test 1 will be comprised of a multiple-choice section and one essay question. Unit Test 2 will be in oral form. The maximum number of points for each test will be determined. (**Due: see Course Agenda).**

**History of Music Education Timeline:** Students will create timeline of history of music education in presentation software Prezi. Students will present their Prezi timelines in the class. (**Due: see Course Agenda)**

**Written & Video Statement of Music Education Philosophy:** Students will write a page and half long statement of music education philosophy in accordance to the

knowledge and discussions they acquired in the class. Students will create YouTube video based on written statement. Students will post video on YouTube **(Due: on Final Date)**

**Lesson Plan/Mini-Teaching Assignment:** Students will write two lesson plans that contain ten necessary elements of good lesson plan. Students will teach one mini lesson based on lesson plans they developed for this class. The maximum number of points for this assignment will be determined. **(Due: see Course Agenda).**

**Unit Plan:** Students will write Unit Plan on the assigned topic that is based on the principles of backward design. The maximum number of points for this assignment will be determined. **(Due: see Course Agenda).**

**Writing an Abstract:** Students will write two abstracts for already published study. The maximum number of points for this assignment will be determined. **(Due: see Course Agenda).**

**Structured Observation:** Students will observe a professional music teacher in local school district and they will write structured observation. **(Due: see Course Agenda).**

**Organization of the Binder:** Students are expected to take notes during the class and to keep all handouts in an organized fashion. Organization of the binder will be graded on pre-set criteria. **(Due: see Course Agenda)**

**Final Exam Date:**

Thursday, May 12 @ 12:00-2:30 p.m.

**Extra Evidence Policy:**

Because this course provides diverse opportunities for students to enhance their learning, there is NO NEED FOR EXTRA EVIDENCE.

**Grading:**

Your grade will be based on the total accumulation of points of your attendance and points earned on all of the assignments as explained above. All grades are equally based out of 100 %. The grading scale is as follows:

A	95-100	A -	90-94		
B +	87-89	B	83-86	B -	80-82
C +	77-79	C	73-76	C -	70-72
D +	67-69	D	65-66		
F	64 or below				

**Classroom Conduct:**

- Students should come to class on time and with all assignments and materials well prepared.

- Students should come to the class with a positive attitude and all students should actively participate in class discussions.
- Cell phones and other electronic devices must be turned off. If a student uses these items during class, the student will be asked to leave the class and will be marked absent.
- No gum, food, or beverages (except water) are allowed during the class.
- Only polite and kind language is permitted in this class.

**This syllabus and course agenda is subject to change, with advance notice, at the discretion of the instructor.**

**Academic Misconduct:**

Pacific University has no tolerance for academic misconduct. It is university policy that all acts of misconduct be reported to the Associate Dean for Student Academic Affairs. Sanctions that may be imposed for such misconduct range from an “F” for the assignment, an “F” for the course, and suspension or dismissal from the university. Forms of academic misconduct include but are not limited to plagiarism, fabrication, cheating, tampering with grades, forging signatures, and using electronic information resources in violation of acceptable use policies.

**Learning Support Services for Students with Disabilities:**

If you have documented challenges that will impede your learning in any way, please contact our LSS office at ext.2107. The Director or Assistant Director will meet with students, review the documentation of their disabilities, and discuss the services that Pacific offers and any ADA accommodations for specific courses.

**See Moodle for an extended syllabus!!!**

