



Pacific University Oregon
College of Arts & Sciences
Department of Music

MUS 284

Teaching Music

Spring 2023

Class Days & Times: Tuesday & Thursday 1:00 p.m. – 2:35 p.m.

Room: Tyler Meade 100

Credits: 4.00

Prerequisites: None

Instructor: Dr. Dijana Ihas

Office: TMDE 207

Phone: (503) 352-2102

Email: dihas@pacificu.edu

Office Hours: Tuesday & Thursday 12:00 p.m.-12:45 p.m.; other days by appointment

Purpose of the Course:

The purpose of this course is to introduce music education students to foundational principles of music education in the United States. Through lectures, readings, class discussions, and assignments students will get answers to “why, what, whom, and how to” questions related to teaching music to students in preK-12 grades. Theoretical topics covered in the course include an overview of the historical, philosophical, theoretical, and social foundations of music education in the United States. Course’s practical components include writing Student Learning Outcomes (SLOs), lesson plans, Research Proposal, Music Education Philosophy Statement and developing ePortfolio.

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

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 research in music education:
 - Students will write an abstract for research study while using APA writing style.
 - Students will write Research Project with Introduction, Methods, and References while using APA writing style with high accuracy.
- Write in the modes that promote learning:
 - Students will write short summaries, responses, and reflections on materials that they learned/ discussed in the class on a weekly bases.
 - Students will write several lesson-plans based on “Ten Components of Lesson Plan.”
 - Students will write course objective and student learning outcomes.
- Write in the modes to promote communication:
 - Students will write a comprehensive, research-based *Music Teaching Philosophy Statement* that will be based on the synthesis of various theoretical frameworks they learned about in the course as well as their own experience in teaching. Students will create a video based on this statement. The video will be uploaded onto ePortfolio.
 - Students will create ePortfolio with tabs for About statement, the Resumé, and Teaching Materials.

Cognitive Outcomes:

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

- Historical and philosophical backgrounds of music education in the United States
- The role of the government in the education and school music
- Varied music teaching methods and approaches
- Basics of developmental and learning theories
- Core music standards
- Competencies of successful music teachers
- Basics of assessment strategies and tools applicable to music classes
- Basics of sequencing/direct instruction
- 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

Required Textbooks:

Hoffer, C., *Introduction to Music Education*, Waveland Press Inc., IL: Long Island, 2017.

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

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

Required Equipment & Tools:

- Laptops for taking notes
- Internet access

Methods of Evaluation and Assessment:

Formative:

- Weekly summaries of chapters, writing SLOs and lesson plans, writing abstracts, and developing resumé
- Presentations on the essay from *Intelligent Music Teaching*

Summative:

- **Midterm exam:** *Research Proposal* assignment (written and PP presentation parts)
- **Final exam:** *Music Education Philosophy Statement* and ePortfolio (written and presentation parts)

Attendance Competency:

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

Attendance will be taken promptly at 1:00 p.m.

NO TARDINESS will be accepted. As future music teachers, students in MUS 284 need to learn how to be always on time. Arriving to class after it begins will result in a half absence. NO EXCEPTIONS!

Main Assignments Summarized:

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 SPUNKI summaries: Students will read assigned chapter and summarize it in SPUNKI form. Completed SPUNKI must be submitted on Moodle on Mondays of each week by 11:59 p.m. for full credit.

Writing for Learning: Students will practice writing student learning outcomes, assessment statements, lesson plans, and research abstract. Students will share their writing to receive and give feedback. Many of these short writing assignments will count towards “Participation” points. **(Due dates on Moodle)**

Research Proposal: Students will select the topic for their Research Proposal. Students will conduct the review of literature and write Research Proposal paper with: Introduction, Purpose Statement, Research Questions, Methods, and References in APA style. **This assignment will serve as a mid-term exam. (Due date on Moodle)**

Oral presentations with PP: Students will have two presentations: (a) Midterm presentation on Research Proposal and (b) presentation on essay from *Intelligent Music Teaching* **(Due dates on Moodle)**

Music Education Philosophy Statement: Students will write five paragraphs long a statement of music education philosophy based on theoretical and philosophical frameworks they learned about in the course as well as their own teaching experiences. This statement will go through a number of editing steps and peer-feedback evaluations. Students will then create YouTube video based on written statement. Video will be uploaded on self-created ePortfolio. **(Due dates on Moodle)**

Professional ePortfolio: Students will develop professional ePortfolios. Tabs will include: About, Resumé & References, Music Teaching Philosophy Statement, and Teaching Materials. Each tab will have several required uploads. **(Due date: FINAL EXAM)**

Final Exam Date:

May 13, 3:00-5:30 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 prepared.
- Students should come to the class with a positive attitude and they should actively participate in class discussions.
- Cell phones must be turned off 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.

Support Services for Students with Learning Differences:

If you have documented challenges that will impede your learning in any way, please contact our Office of Accessibility and Accommodation located in Clark Hall (ext.2717; oa@connect.pacificu.edu). OAA staff will meet with students, review the

documentation of their disabilities, and discuss the services that Pacific offers and any appropriate ADA accommodations for specific courses.

The Center for Learning and Student Success (CLASS):

The Center for Learning and Student Success (CLASS) is located on the second floor of the Tran Library overlooking the lobby. CLASS is an open study space that offers individual tutoring, group tutoring, and guided study sessions for students. CLASS has peer tutors available from 10 a.m. through 10 p.m. Sunday through Thursday. Appointments are strongly encouraged, but not required. Check the schedule for up-to-date availability of tutors, drop-in hours, or to make an appointment: pacificu.edu/class

Unauthorized Recordings:

Students are prohibited from making audio and/or visual recordings of lectures or presentations without prior consent of the instructor or presenter.