**MUS 103 Spring 2023**

*Instructor:*  Dr. Chris Bulgren

*Email:*  bulgrec@linnbenton.edu

*Class Times and* T, Th., 11:30-12:50 a.m.

*Location:* Room 109, North Santiam Hall

*Office Hours and* T, Th. 12:30-1:30; or by appointment.

*Location:*

“Art is the most effective mode of communications that exists.”

-John Dewey

**Course Description**

*Examines historical practices, philosophical methods and pedagogical approaches that influence public school music programs.* This course provides an introduction to the practice of teaching music in public schools in the United States. Participants will learn about teaching and learning in music through reading, discussion, creative projects, and peer teaching experiences. The aim of this course is to provide a breadth of experiences so prospective teachers can make informed decisions regarding their career path. 

***Required Text***

Campbell, M., Thompson, L., & Barrett, J. (2010). Constructing a personal orientation to music teaching. New York: Routledge. Second Edition.

Link to textbook: <https://bit.ly/musicteaching>

***Attendance Policy****:* You are allowed one absence. All other absences will result in your final grade lowered three points. Similarly, late work will be accepted at instructor’s discretion and is subject to lowering of one letter grade.

**Grading scale:**

93 - 100 A

90 - 92 A-

87 - 89 B+

83 - 86 B

80 - 82 B-

77 - 79 C+

73 - 76 C

70 - 72 C-

67 - 69 D+

63 - 67 D

60 - 62 D-

59 and below F

**Course Specific Learning Outcomes**

1. Students will identify rationales for the inclusion of music in public schools.
2. Students will identify rationales and influences for wanting to teach music.
3. Students will identify pathways to teacher licensure for Oregon and/or other states.
4. Students will be able to describe the role of Federal, State, and local government in public schooling.
5. Students will be able to describe the curricular process in United States public schools.
6. Students will describe rudimentary aspects of learning and music learning.
7. Students will describe and adhere to ethical practices and teacher disposition.

**Projects, Assignments, and Weighting**

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| **Assignment** | **Description** | **Weighting** |
| **Attendance and**  **Participation** | As the ability to intelligently discuss issues in our field is essential to professional success, students are expected to not only come to every class, but also to be active participants in class discussions. | 20% |
| **Informed Reading and Moodle Posts** | For each class, you will need to thoroughly prepare the class readings. For each reading, you will typically be asked to submit a response on Moodle. These responses will provide the basis for our class discussions. They will typically be due at the start of class time. | 20% |
| **MEJ Assignment** | You will summarize and comment upon an article from the Music Educators Journal, which can be found on the library website. You should scan the table of contents for journal issues from 2018-2023 and look for an article that catches your interest. Once you have found and read an interesting article, do a two-page summary of and *critical* commentary on it. Be sure to make connections to your own future teaching practice: Do you think that the ideas presented by the author could be useful to you in the future? | 15% |
| **Written Summary of Observations** | You will complete and share a one-page summary for each of our classroom observations (3 total = 5% each) | 15% |
| **Student and Teacher Interviews** | You will be asked to briefly interview both a public-school music student and an OSU studio teacher or ensemble director. See the attached interview guide for recommended questions. For each interview, compile a one to two-page summary describing the person’s experiences and submit online via Moodle. | 10% |
| **Teaching Philosophy** | During the course of the semester you will develop a 1-2 page personal philosophy of music education through reading and discussion. | 10% |
| **Final Teaching Lesson**  ***(Including Lesson Plan and Self-Reflection)*** | You will be asked to prepare a lesson (no more than 10 minutes) for your peers in which you will teach a familiar song. Include a short lesson plan to be turned in for evaluation (guidelines will be discussed in class). Following the teaching episode, you must review your recording and turn in a self-reflection (Moodle). | 10% |

**Course Schedule (Subject to Change)**

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| ***Week*** | ***Date*** | ***Topic*** | ***Due*** |
| 1 | Apr. 4 | Welcome and Introduction  Overview of Syllabus | Detailing our Personal Music Narratives: Take Action 1.2: Music Circles |
| 1 | Apr. 6 | Starting the Journey: Developing a Personal View of Teaching and Learning  **Assign MEJ project** | Read Campbell, Thompson and Barrett: Chapter 1  ***Due:*** Take Action 1.4  Successful/Unsuccessful Teacher  Read “Student-Centered  Instruction:  Involving Students  in Their Own  Education” by Julie K. Brown |
| 2 | Apr. 11 | Learning to Teach: From Student to Teacher  **Assign Philosophy** | Read Campbell, Thompson and Barrett: Chapter 2  ***Due:*** Take Action, 2.3  Read Mark and Madura Ch. 3 |
| 2 | Apr. 13 | Learning from Others: Looking forward to a Thriving Career in Music Teaching  **Assign Interview project** | Read Campbell, Thompson and Barrett: Chapter 3  Take Action 3.2 |
| 3 | Apr. 18 | Classroom Observation #1 | Linus Pauling Middle School – Kathy Smith |
| 3 | Apr. 20 | Discuss Classroom Observation | ***Due*:** One-page reflection |
| 4 | Apr. 25 | Orientations to Teacher Preparation | Read Campbell, Thompson and Barrett Ch. 4  ***Due:*** Take Action 4.1 |
| 4 | Apr. 27 | Philosophies of Music Education | Read Labuta and Smith Ch. 2  ***Due:*** Discussion Board Post. Respond to one post. |
| 5 | May 2 | No Class Meeting  History of Music Education | Dr. Bulgren travel  Read Labuta and Smith Ch. 1  ***Due:*** Discussion Board Post. Respond to one post. |
| 5 | May 4 | Discuss MEJ Articles |  |
| 6 | May 9 | Discuss Student Interviews | ***Due:*** One-page summary |
| 6 | May 11 | Discuss Teacher Interviews | ***Due:*** One-page summary |
| 7 | May 16 | Cultivating a Personal Orientation toward Change | Read Campbell, Thompson and Barrett: Chapter 5  ***Due:*** Take Action 5.1 |
| 7 | May 18 | Looking Forward | Read Campbell, Thompson and Barrett: Chapter 6 |
| 8 | May 23 | Classroom Observation #2 | Katherine Kinney – Garfield Elementary General Music |
| 8 | May 25 | Discuss Classroom Observation | ***Due*:** One-page reflection |
| 9 | May 30 | Classroom Observation #3 | South Albany High School Choir– Brett DeYoung |
| 9 | June 1 | Discuss Classroom Observation | ***Due*:** One-page reflection |
| 10 | June 6 | Final Teaching | Hard copy of lesson plan due when you teach |
| 10 | June 8 | Discuss Philosophies of Music Education | Personal Philosophy Due |

**Observation Guide**

Items to ponder during the observation include but are not limited to the following themes and questions.

**Room**: How is the furniture placed in the room? What is on the walls? What instruments are in the room? How are instruments stored?

**Teacher**: Describe the teacher personality (upbeat, strict, fun, serious, etc.)? Do you think your teacher personality will be similar or different? How does the teacher handle discipline?

**Lesson**: What is the central focus of the lesson? What are the elements of music present in the lesson: melody, harmony, rhythm, form, meter, beat, tempo, dynamics, tone color.

**Students**: What are the students doing? How do they handle transitions? Does the teacher allow any talking? How are they organized (sections, partners, etc.)? Are they enthusiastic?

K-12 Student Interview Guide

The purpose of this short interview with a public or private school student in grades K-12 is to learn about their experiences as a learner of music. This interview may take place in person or via e-mail. You may not be related to the student who you interview, and your interview should be of a student who attended a different school than you. Feel free to come up with your own interview questions in addition to the ones below:

* What kinds of music do you like to listen to?
* Do you enjoy listening to music on your own, outside of the school day? Why?
* Do you have a music class at your school that you participate in? If so, what kind of class is it? (allow interviewee to speak about multiple music classes if he/she is enrolled in more than one)
* How do you feel about your music class? Do you enjoy it?
* What kinds of music do you listen to or play in your music class? How do you feel about the types of music that you listen to or play in this class?
* Are there any things that you wish you could learn about in your music class that you are not currently learning?
* Imagine that your school had no music classes. How would this make you feel? Why?
* Do you have any advice for me as a future music teacher? What should I do to make music class meaningful for my students?

Studio or Ensemble Master Teacher Interview Guide

The purpose of this short interview with an LBCC Studio or Ensemble teacher is to learn about the process that they use to teach effectively within their studio or ensemble. This interview should last no longer than 5-10 minutes so as to be respectful of your teacher’s time. Feel free to come up with your own interview questions in addition to/instead of the ones below:

* When did you first decide you wanted to teach music at the college level, and why?
* Throughout the years that you have been teaching at the college level, what are the most important lessons you have learned about teaching?
* Who was the best music/studio/ensemble teacher you ever had, and how did they influence you?
* What is your best advice for students who want to balance a life of both teaching in the schools and continuing to perform?
* Do you have any other advice for me as a future music educator?

**Late Assignment Policy:** Part of the college experience is learning how to manage your time accordingly including personal, educational, and employment requirements. If you need more time on an assignment, email me for an extension before the class in which the assignment is due. Late assignments will be accepted with a letter grade deduction.

**Academic Honesty and Integrity:** You are held accountable to the [Student Code of Conduct](https://www.linnbenton.edu/current-students/administration-information/policies/students-rights-responsibilities-and-conduct), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct.

**LBCC Email and Course Communications:** You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

**Disability and Access Statement:** LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](http://www.linnbenton.edu/cfar) for steps on how to apply for services or call 541-917-4789.

**Statement of Inclusion:** To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

**Title IX Reporting Policy:** If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](https://linnbenton-advocate.symplicity.com/public_report/index.php/pid073717?) a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

**Campus Police/Emergency Resources:** You may review emergency services and resources at the LBCC [Public Safety website](https://www.linnbenton.edu/future-students/stuff-parents-want-to-know/public-safety). Campus Safety can be reached using the 'Code 2' button on any campus phone or by dialing x411 on campus or (541) 917-4440 off campus. Dial 911 for off campus emergencies.

**Public Safety:** <https://www.linnbenton.edu/future-students/stuff-parents-want-to-know/public-safety>

If you need extra help, please feel free to contact me or contact the organizations below

**Tutoring:**  For those students who would like or feel a need for additional assistance in this course, tutors for this course are available to ALL students FREE OF CHARGE through the Learning Center Tutoring Desk. Tutor schedules are posted each Thursday morning through the following Wednesday. Tutoring is available on a first come, first serve basis depending on the Tutor’s schedule.

**The Writing Center:** For help with writing assignments, you are encouraged to seek extra help at the Writing Center (917-4708), located on the second floor of Willamette Hall (above the library) on main campus. If needed, they will also be able to direct you to the ESOL lab for additional support. <http://www.linnbenton.edu/go/learning-center/writing-help> for their term hours.

The Online Writing Lab is also available to submit writing electronically for feedback at http://lbcc.writingcenteronline.net/WCenterWebTools/OWL/owl.php. No appointment is necessary. You are encouraged to seek help early in the term. This is a free service to all LB students.

**Computer Lab Resources:** There are a variety of computer labs on campus for you to use for free when they are not being used for scheduled classes. Please take advantage of this resource!

If you want more information about assistance available to all students at LBCC, drop in to the Diversity Achievement Center. If you are not sure how to accomplish your goals at college, don’t know where to go or how to ask for help, drop in to the DAC. (DAC is located on the 2nd Floor Study Union/Forum Building—formerly LBCC Multicultural Center.)

**Changes to the Syllabus:** I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC e-mail.

**Basic Needs Statement:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Single Stop Office for support (SinglestopatLBCC@linnbenton.edu , 541-917- 4877, or visit us on the web [www.linnbenton.edu](http://www.linnbenton.edu/) under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.