Teaching and Learning Music  
Fall 2020
Don Wright Faculty of Music  
Western University  
Music 1802a

Course Outline

Professor: Betty Anne Younker  
Email: byounker@uwo.ca  
Office Hours: by appointment  
Office: TC 211

TA: Caroline Blumer  
Email: cdelazar@uwo.ca  
Office hours: by appointment  
Office: TC 122

Mondays 10:30-12:20 via Zoom (both groups for guest speakers at 11:30)  
Wednesdays 10:30-12:20 f2f MB 227

Mondays 11:30-11:20 Online Sound Music Lab – Instructed by Kathleen Allan:  
"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Calendar Description
Introduction to music learning theories and how to facilitate musical development. Explores principles of music teaching across the lifespan. Develops awareness of diverse methodological approaches used in studio, classroom, and community settings.

Extra Information: 3 lecture hours, 1 laboratory hour.  
Course Weight: 0.50

Course Description and Rationale
Welcome! This course will provide you with an introduction to key selected questions and issues in teaching and learning music through theory and practice. The aim of this course is to provide an environment in which you are encouraged to examine the nature of teaching and learning music throughout the human life cycle, both within school and in society at large. This course will encourage you to reflectively engage with music teaching and learning practices and encourage you to continuously engage with your learning and teaching practices. Reflection involves a thoughtful and critical examination of personal experiences to arrive at new levels of personal understanding.

This course will provide you with the opportunity to explore key topics in teaching
and learning music that impact on the *nature and value of music learning* and will encourage you to take greater responsibility for your own growth as a music learner and future educator. Accordingly, part of class time is dedicated to examining and discussing major issues, ideas, methodologies, and approaches to music education in schools and also to encouraging self-examination of your own experiences and the values you bring to your studies. As such, while there are formal assignments in this class, a large part of this course is based on your everyday contributions to the class through on-going consideration of and work with major course ideas.

**Western Learning Outcomes**
1. Students/teachers will continually move toward developing a sense of discovery that drives their ability to ask and frame questions, always seeking to make connections that are not immediately obvious among phenomena and ideas.
2. Students/teachers will continually move toward developing exploring complex problems from a variety of perspectives, recognizing bias, and identifying missing voices.
3. Students/teachers will continually move toward and engage in interacting ethically and compassionately with others and with the natural and social world.
4. Students/teachers will continually move toward and interacting and collaborating mindfully with other individuals and groups using the language and reasoning appropriate to the communicative context, within and across their personal and professional communities and cultures.

**Course based Learning Outcomes**
1. Understand a variety music teaching and learning methods through observation, discussion, reading, and discovery.
2. Identify current and potential assumptions, questions, and ideas of formal and informal music teaching and learning contexts.
3. Identify, deconstruct, and challenge you own and others’ assumptions regarding the nature of teaching and learning music.
4. Engage with reflective practices, which connect past experiences with current habits, assumptions, and ideals.
5. Understand social, political, cultural, and economic issues and how these impact teaching and learning music.
6. Articulate your current personal philosophy of teaching and learning music.
7. Begin curating a digital teaching portfolio, which will contain a variety of objects that reflect your music teaching and learning goals, philosophy, experiences, and personal growth.

**Course Assignments and Evaluation**
*Please Note: You must achieve a final grade of at least 70% in this course to proceed to the Honours in Music Education program. If you do not receive a passing grade in The Sound Music Education Lab you cannot pass this class. Sound Music Lab will constitute 25% of your overall course grade in this class.*
Texts and Materials
There are no required texts for this class. All readings will be found through the Library and under resources on our OWL site.

Assignments

Musical Rivers (Reading—How Children Ascribe Meaning to Improvisation and Composition: Rethinking Pedagogy in Music Education (Burnard, 2000). (5%)

This assignment will enable you to reflect upon specific instances, or critical incidents, which influenced the direction of your musical lives. Based on Burnard’s (2000) article, reflect upon memorable experiences of music making at school, with friends and family, and within your community. After reflection, create a 3-minute video in which you address and articulate the significance music played in your childhood and at the present. Take this opportunity to play around with creativity. You can include clips from other videos, text, images – do not simply have your head floating around the screen talking. You must upload this to your YouTube account and link to your website.

Website (5%)
Each student is required to set up a YouTube account and a personal website before class on Monday, September 21st. You should use weebly.com, Google Sites, or wix.com as your platform as they are free and accessible here at school (I recommend Weebly, as it is the most user friendly). Make sure that you use the free version of whichever website platform that you choose to use. This website will be used to post your assignments for this class as well as your Sound Lab assignments. You do not have to use any specific layout for this website. Access to your work must be clear, however, you must also include a clearly labeled and separate tab for all your Sound Lab work.

You will continue to add to this website throughout your music education courses, so do not erase or delete this website after completing this course. When you graduate you will have a professional portfolio you can continue to use. Once you have created your website, please email the link to your website to Kathleen, Caroline, and me.

The videos must demonstrate safe and ethical use of technologies. The video displays a carefully constructed disclaimer, is mindful of copyright infringement, presents appropriate language and demonstrates respectful usage of available images and ideas produced by others.

Reflections of the readings (4-5% each for a total of 20%)
For each reading you are to write a one-page summary of the reading and prepare two questions that are to be submitted before class. We will use these questions to guide our discussion in response to the readings.
**Youtube or Movie clip (10%)**

Choose a movie clips or YouTube clips of teaching/learning to be posted on your website and linked to your YouTube channel. Please look for music examples; however, one can be from a non-music context. Along with posting the clips on your website, address the following in an interesting way:

1. Why did you choose these clips? (How do they speak to you, what would you like us to take away from viewing them and thinking about them?)
2. What is the context? What did you think of the teaching included in the clip?
3. Does this clip offer an example of exceptionally good or problematic teaching? And why?

**Interviews with Non-music Majors (10%)**

The purpose of this is to get an idea of another’s musical world, tastes, aspirations and then eventually align that with what you discovered from your influential teacher interview.

1. Ask and video 2 people about their music making habits, which may include but are not limited to listening, the role music plays in their life, etc. Did they study music formally? If so, why? If not, why? One will be an adult in your life (in the past students have interviewed a caregiver, parent, or grandparent) and the other an undergraduate student who is a non-music major.
2. Ask for their consent to video or audio record them and explain that you will use the videos for this assignment. If they do not consent, take notes.
   a. Select and organize your videos and interviews, write up a 2-3 page synopsis.
   b. Present in class

**Personal Teaching and Learning Philosophy Statement (15%)**

Create a personal Teaching and Learning Philosophy Statement. The purpose of the teaching philosophy statement is to invite you to consider the beliefs and values that have shaped your life as a music learner and to help you develop your own personal philosophy in relation to music teaching and learning. You will write 1.5 page paper where you express your thinking around teaching and learning. Each person’s statement will be different.

**Breakdown of assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Musical Rivers</td>
<td>5%</td>
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<tr>
<td>Website</td>
<td>5%</td>
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<tr>
<td>Reflections (4)</td>
<td>5% each = 20%</td>
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<tr>
<td>Youtube/Movie clip</td>
<td>10%</td>
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<tr>
<td>Interview</td>
<td>10%</td>
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<tr>
<td>Philosophy Statement</td>
<td>15%</td>
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<tr>
<td>Sound Lab assessments</td>
<td>25%</td>
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### 1802a Fall 2020 Weekly Schedule

**Subject to change**

<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS DUE/TOPICS</th>
<th>ASSIGNMENTS DUE</th>
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| Wed 9/9 MB 227     | Welcome Introduction  
Overview of the syllabus  
A brief overview of Music Education  
Why music? |                                                      |
| Mon 9/14 Zoom      | Discussions about their music education experiences.                              |                                                      |
| Wed 9/16 MB 227    | Musical Rivers  
One significant point of impact and why | Due: Musical Rivers due by Tue 9/15 11:59pm (5%) |
Forms of representations: How we represent what we know, understand, and value. | Website created due Sun 9/21 by 11:59 (5%) |
BIPOC: Equity, Diversity and Inclusion |                                                      |
| Mon 9/28 Both sections together at 11:30 | Ruth Wright: Popular Music  
Students with Disabilities (C. Blumer DeLazaro) |                                                      |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Mon 10/12</td>
<td>Thanksgiving</td>
<td>NO CLASS</td>
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<tr>
<td>Wed 10/14</td>
<td>MB 227</td>
<td>Continuation of the conversation and activities from October 7.</td>
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| Mon 10/19  | Both sections together at 11:30                                           | Cathy Benedict: Community of Care/Use of Language  
Reading: Kohn, A. (2001) Five Reasons to Stop Saying “Good Job!” There is a PDF button on the website to download the article: https://www.alfiekohn.org/article/five-reasons-stop-saying-good-job/  
Due: Your reflection of the reading and 2 questions are due Friday 10/16 at 11:59pm (5%) |
| Wed 10/21  | MB 227                                                                   | Discuss chosen Youtube and movie clips.  
Continuation of use of language in learning spaces.                                      |
<p>| Mon 10/26  | Zoom                                                                    | Reading: Veben, K. <em>Adult Music Learning in Formal, Nonformal, and Informal Contexts</em>             |
| Wed 10/28  |                                                                         | In class teaching activities in groups                                                            |</p>
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading</th>
<th>Due</th>
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<tbody>
<tr>
<td>Mon 11/9</td>
<td>Both sections together at 11:30</td>
<td>Torin Chiles: Studio Teaching</td>
<td>Due: Your reflection of the reading and 2 questions are due Friday 11/16 at 11:59pm (5%)</td>
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<tr>
<td>Wed 11/11</td>
<td></td>
<td>In class teaching activities in groups</td>
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<td>MB 227</td>
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<td>Mon 11/16</td>
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<td>De-construct the teaching activities</td>
<td>Due: Interview of Non-Music Majors (10%)</td>
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<td>Zoom</td>
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<tr>
<td>Wed 11/18</td>
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<td>Interview Presentations</td>
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<td>MB 227</td>
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<tr>
<td>Zoom</td>
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<tr>
<td>Wed 11/25</td>
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<td>Interview Presentations</td>
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<td>MB 227</td>
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<tr>
<td>Mon 11/30</td>
<td>Both sections together at 11:30</td>
<td>Kevin Watson: Improv</td>
<td>Due: Your reflection of the reading and 2 questions are due Friday 11/27 at 11:59pm (5%)</td>
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<td>TBD</td>
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<td>Wed 12/2</td>
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<td>Final Individual Interviews (beginning at 10:00 and ending at 12:00)</td>
<td>Due: Personal Teaching and Learning Philosophy Statement before class (15%)</td>
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<td>ROOM TBD</td>
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Mon 12/7
Zoom

Final Individual interviews

Wed 12/9
ROOM TBD

Last day of Class

Discussion of the semester

Due: Final website Friday December 11, 11.59pm

**Compulsory First Year Exam Exemption:** The Dean's office has granted this course an exemption from the Senate policy that requires each first year course (1000-1999) to administer a common, compulsory, final examination scheduled during the examination period worth not less than 30% of the final grade.

**Grading scale:**
A+=90-100%, A=80-89%, B=70-79%, C=60-69%, D=50-59%, F=0-49%.

**Academic Consideration for Student Absence:** Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student’s final grade. **Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus.** Students are not able to use the self-reporting option in the following circumstances:

• for exams scheduled by the Office of the Registrar (e.g., December and April exams)
• absence of a duration greater than 48 hours,
• assessments worth more than 30% of the student’s final grade,
• if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are not met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. **Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.**

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office. For the Western University policy on Consideration for Student Absence, see:

[https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf)
and for the Student Medical Certificate (SMC), see:
Academic Consideration for Missing Work: In cases where students are unable to submit work due to medical illness or compassionate grounds, if an online self-reported absence is submitted, or if appropriate supporting documentation is submitted to the Associate Dean’s office, and the accommodation is granted, then the missed assessments may be rescheduled or discounted in the calculation of the final grade for the course, at the discretion of the instructor. If neither a self-reported absence nor an appropriate supporting document is submitted to the appropriate office, then the missed assignments will receive a grade of zero.

Academic Offences: Submission of work with which you have received help from someone else (other than the course instructor or TA) is an example of plagiarism, which is considered a major academic offence. 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_undergrad.pdf

Mental Health & Wellness: Students that are in emotional/mental distress should refer to the Health and Wellness at Western page (https://www.uwo.ca/health/) for a complete list of options about how to obtain help or to go to the Wellness Education Centre located in UCC room 76. Students in crisis in need of immediate care are directed to go directly to Student Health Services in UC11 or to click on the green “I Need Help Now” button on the Health and Wellness page above.

Accommodation for Students with Disabilities: Students work with Accessible Education Western (AEW, formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

Religious Accommodation: Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the Western Multicultural Calendar. http://multiculturalcalendar.com/ecal/index.php?s=c-univwo


Contingency Plan: In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times
indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online at the discretion of the course instructor.

**Recording of Online Activities:** All of the remote learning sessions for this course will be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

**Online Etiquette:** Some components of this course may involve synchronous online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- Use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- “Arrive” to class on time
- Ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- To minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- Unless invited by your instructor, do not share your screen in the meeting
- **[for classes larger than 30 students only]** In order to give us optimum bandwidth and web quality, please turn off your video camera for the entire class unless you are invited to speak
- **[for classes where video for all participants is encouraged]** Be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- If you wish to speak, select the blue “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question.
- Kindly remember to unmute your microphone and turn on your video camera before speaking.
- Self-identify when speaking.
- Kindly remember to select the “raise hand” function again to lower your hand, mute your mic and turn off your video camera after speaking (unless directed otherwise).
General considerations of “netiquette”:
  • Keep in mind the different cultural and linguistic backgrounds of the students in the course.
  • Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
  • Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of “Zoom-bombing” a class, or of other serious online offenses, may be subject to disciplinary measures under the Code of Student Conduct.
III. Additional Optional Statements – as applicable

i) **Evaluation Policy Exemption:** This course has received an exemption from the requirement in the Senate Policy on Evaluation of Undergraduate Academic Performance that stipulates “At least three days prior to the deadline for withdrawal from a 1000- or 2000-level course without academic penalty, students will receive assessment of work accounting for at least 15% of their final grade.”

ii) **Compulsory First Year Exam Exemption:** The Dean's office has granted this course an exemption from the Senate policy that requires each first year course (1000-1999) to administer a common, compulsory, final examination scheduled during the examination period worth not less than 30% of the final grade.

iii) **Examinations & Attendance:** Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

iv) **Electronic Devices in Exams:** Electronic devices of any type [will or will not] be permitted during the Midterm Test and/or Final Exam in this course (unless required for accessibility reasons based on an approved accommodation request from Accessible Education).

v) **Electronic Devices in Classrooms:** The in-class use of electronic devices (other than for instructor-approved in-class uses) is expressly prohibited. Students found guilty of disrupting the class with electronic devices will be asked to leave the class and may be subject to disciplinary measures under the Code of Student Conduct.

vi) **Plagiarism Detection Software Usage:** All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (https://www.turnitin.com/).

vii) **Computer-marked Multiple-choice Tests or Exams:** These may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

IV. Additional Optional Covid-19-related Statements for 2020-21 Only – as applicable
Pick a maximum of one of the following three statements. If no e-proctoring will occur then omit.

1. If using Proctortrack or alternative remote proctoring solution:

i) **E-Proctoring**: Tests and examinations in this course will be conducted using the remote proctoring service, Proctortrack. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. More information about this remote proctoring service is available in the Online Proctoring Guidelines at the following link: [https://www.uwo.ca/univsec/pdf/onlineproctorguidelines.pdf](https://www.uwo.ca/univsec/pdf/onlineproctorguidelines.pdf)

Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. Information about the technical requirements are available at the following link: [https://www.proctortrack.com/tech-requirements/](https://www.proctortrack.com/tech-requirements/)

OR, 2. If using Zoom:

i) **E-Proctoring**: Tests and examinations in this course will be conducted using Zoom. You will be required to keep your camera on for the entire session, hold up your student card for identification purposes, and share your screen with the invigilator if asked to do so at any time during the exam. The exam session will not be recorded.* More information about the use of Zoom for exam invigilation is available in the Online Proctoring Guidelines at the following link: [https://www.uwo.ca/univsec/pdf/onlineproctorguidelines.pdf](https://www.uwo.ca/univsec/pdf/onlineproctorguidelines.pdf)

Completion of this course will require you to have a reliable internet connection and a device that meets the system requirements for Zoom. Information about the system requirements are available at the following link: [https://support.zoom.us/hc/en-us](https://support.zoom.us/hc/en-us)

* Please note that Zoom servers are located outside Canada. If you would prefer to use only your first name or a nickname to login to Zoom, please provide this information to the instructor in advance of the test or examination.

OR, 3. If using Proctortrack or alternative remote proctoring solution and Zoom (cannot use both for the same assessment):

i) **E-Proctoring**: Tests and examinations in this course will be conducted using both Zoom and the remote proctoring service, Proctortrack. When Zoom is used for exam proctoring, you will be required to keep your camera on for the entire session, hold up your student card for identification purposes, and share your screen with the invigilator if
asked to do so at any time during the exam. The exam session using Zoom will not be recorded.*

Proctortrack will require you to provide personal information (including some biometric data). The session will be recorded. By taking this course, you are consenting to the use of this software. More information about remote proctoring is available in the Online Proctoring Guidelines at the following link:
https://www.uwo.ca/univsec/pdf/onlineproctorguidelines.pdf

Completion of this course will require you to have a reliable internet connection and a device that meets the system and technical requirements for both Zoom and Proctortrack. Information about the system and technical requirements are available at the following links:
https://www.proctortrack.com/tech-requirements/
https://support.zoom.us/hc/en-us

* Please note that Zoom servers are located outside Canada. If you would prefer to use only your first name or a nickname to login to Zoom, please provide this information to the instructor in advance of the test or examination.