

Eastern Illinois University
NEW COURSE PROPOSAL FOR MUSIC THEORY PEDAGOGY
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** MUS 5175
2. **Title (*may not exceed 30 characters, including spaces*):** Music Theory Pedagogy
3. **Long title, if any (*may not exceed 100 characters, including spaces*):**
4. **Class hours per week, lab hours per week, and credit [*e.g., (3-0-3)*]:** 3-0-3
5. **Term(s) to be offered:** ___ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ___ Fall ☒ Spring ☐ Summer **Year:** 2015
7. **Course description (not to exceed four lines):**

This course focuses on the challenges and opportunities of teaching music theory in a K-12 classroom, recognizing that general students, students participating in ensembles, and students taking pre-college theory, require different kinds of theory instruction and training. The course also surveys current practices, online resources, and learning technologies for teaching music theory in the K-12 classroom.

8. Registration restrictions:

a. Equivalent Courses

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
N/A
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes ☒ No

b. Prerequisite(s)

- **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

Admission to the graduate program in Music

- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ___ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. Who can waive the prerequisite(s)?

☐ No one ☒ Chair ___ Instructor ☐ Advisor ☐ Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one):

N/A

e. Repeat status: ☒ Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:

Master of Arts in Music Program

g. Degree, college, major(s), level, or class to be excluded from the course, if any:

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]:

N/A

10. Grading methods (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research

☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad

☒ Internet ☒ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Upon completion of this course, students will be able to:

- 1) apply knowledge of different kinds of theory instruction and training for the K-12 classroom;
- 2) discuss different kinds of theory instruction and training for the K-12 classroom;
- 3) practice different kinds of theory instruction and training for the K-12 classroom;
- 4) evaluate current music theoretical online resources applicable to the K-12 classroom; and
- 5) evaluate current music theoretical learning technology applicable to the K-12 classroom.

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
- EIU graduates will write and speak effectively.
 - EIU graduates will think critically.
 - EIU graduates will function as responsible citizens.

- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
- Depth of content knowledge: 1, 4, 5
 - Effective critical thinking and problem solving: 2, 3
 - Effective oral and written communication: 2, 3
 - Advanced scholarship through research or creative activity: 2, 3

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Learning Objectives	Weekly Readings and Online Discussions (40%)	Teaching Workshops (30%)	Teaching Projects (30%)
1	X		X
2	X		X
3		X	
4	X		X
5	X		X

3. Explain how the instructor will determine students' grades for the course:

Weekly Readings and Online Discussions – 40 %

Two Teaching Workshops (15% each) – 30 %

(This involves preparing and teaching two theory classes—one oriented towards fundamentals, one on an advanced topic—including written peer feedback and reflection)

Two Teaching Projects (15% each) – 30 %

(This involves planning and preparing two theory modules—one oriented towards fundamentals, one on an advanced topic—including written peer feedback and reflection)

- 4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**

Using a course management system (CMS), students may access lectures via presentation software or learning modules that contain recorded lectures made using multimedia software. Students may also access through CMS assigned readings, links to multimedia, graded weekly discussion threads, other written assignments, rubrics, and an electronic drop box.

- b. Describe how the integrity of student work will be assured:**

To ensure the integrity of the course work discussion board assignments and text from all written assignments will be submitted through a plagiarism identification system. Academic integrity and online courtesy is discussed in the syllabus. Students will also be evaluated through a rigorous assessment. Discussions may use a face-to-face format or use web-conferencing software. Students will receive individual grading rubrics that specify levels of competence and individualized instructor feedback on assignments regarding the quality of their work.

- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

Class interactions will use a combination of technologically delivered discussion threads, real-time discussion, web-conferencing (virtual classroom with audio/video and white board support), email, social networks, blogs, social bookmarking, and online interactive galleries.

- 5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
- a. course objectives;**
 - b. projects that require application and analysis of the course content; and**
 - c. separate methods of evaluation for undergraduate and graduate students.**

N/A

- 6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**

N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

The course content is equivalent to a course with 30 seventy-five-minute class periods over 15 weeks.

Sample course outline:

UNIT I – THEORY IN GENERAL MUSIC CLASSES FOR BAND/ORCHESTRA/CHOIR STUDENTS

Week 1 - Introduction to Music Theory Pedagogy:

Navigating the course management system website and using the discussion forum. Working with web content; issues of intellectual property and academic integrity.

Starting from the beginning (discussion forum): What fundamentals/rudiments should (1) general students, (2) students in band/orchestra/choir, or (3) Pre-College Theory or AP Theory students know?

Brief Essay: The role of music theory as part of my musicianship.

Week 2 - Fundamentals Topics:

Sketching out basic expectations and topics (discussion forum): What should be taught first? How do concepts build on each other?

Rogers, *Teaching Approaches in Music Theory*, Part One – Background: Chapter One - The Purpose and Goals of Music Theory and Chapter Two - Philosophical Orientations pp. 1–30 (Reading Guide with Questions).

Week 3 - Fundamentals Topics (cont.):

Rogers, *Teaching Approaches in Music Theory*, Part Two - Thinking and Listening: Chapter Three - Mind Training: Fundamentals, pp. 31– 44 (Reading Guide with Questions).

Fundamentals topics and concepts (discussion forum on selected reading questions)

Week 4 - Online Resource for Fundamentals Concepts:

For each website, answer the following questions: (a) What fundamental concepts does the website cover? (b) How is the material organized and presented? (c) Do you think that the website succeeds in what it sets out to do? (d) Are there aspects of the website that you would want to use in the classroom? Please make sure that you explain your answers.

<http://www.musictheory.net/>

<http://www.chordwizard.com/theory.html>

<http://www.freemusictheory.net/>

<http://www.gmajormusictheory.org/>

<http://learnmusictheory.net/>

Week 5 - Online Resource for Fundamentals Concepts (cont.):

For each website, answer the following questions: (a) What fundamental concepts does the website cover? (b) How is the material organized and presented? (c) Do you think that the website succeeds in what it sets out to do? (d) Are there aspects of the website that you would want to use in the classroom? Please make sure that you explain your answers.

<http://www.teoria.com/>

<http://www.musictheoryresources.com/>

<http://www.easymusictheory.com/>

<http://www.good-ear.com/>

<http://www.musiccard.com/>

Week 6 – Teaching Project & Workshop (Teaching Fundamentals Concepts to either General Students or to Students in Band/Orchestra/Choir):

Teaching project: Planning and outlining a Fundamentals unit, peer and instructor feedback

Teaching workshop: Planning and outlining a Fundamentals class, peer and instructor feedback

Week 7 - Teaching Project & Workshop (Teaching Fundamentals Concepts to either General Students or to Students in Band/Orchestra/Choir):

Teaching project: Planning and outlining a Fundamentals unit

Teaching workshop: Teaching a Fundamentals class

Week 8 - Teaching Project & Workshop (Teaching Fundamentals Concepts to either General Students or to Students in Band/Orchestra/Choir):

Teaching project: Peer and instructor feedback of finished project

Teaching workshop: Peer and instructor feedback of teaching video

UNIT II – PRE-COLLEGE/AP THEORY

Week 9 – Beyond Fundamentals: Tonal Harmony and Music Analysis

Issues in Harmony and Music Analysis: Rogers, *Teaching Approaches in Music Theory*, Part Two - Thinking and Listening: Chapter Three - Mind Training: Tonal Harmony, pp. 44– 57 and Chapter Four - Musical Analysis, pp. 74–99 (Reading Guide with Questions).

Week 10 - Beyond Fundamentals: Ear Training

Issues in Aural Training: Rogers, *Teaching Approaches in Music Theory*, Part Two - Thinking and Listening: Chapter Five - Ear Training, pp. 100–149 (Reading Guide with Questions).

Week 11 - Online College Board Resources for AP Theory:

<http://www.collegeboard.com/student/testing/ap/sub_music.html> Music Theory Course Description, Topic Outline, The Exam, Sample Questions & Scoring Guidelines

Week 12 - Online Resources for Harmony, Analysis, and Ear Training:

For each website, answer the following questions: (a) What advanced theory concepts does the website cover? (b) How is the material organized and presented? (c) Do you think that the website succeeds in what it sets out to do? (d) Are there aspects of the website that you would want to use in the classroom? Please make sure that you explain your answers.

<http://www.musictheory.net/>

<http://www.chordwizard.com/theory.html>

<http://www.freemusictheory.net/>

<http://www.gmajormusictheory.org/>

<http://learnmusictheory.net/>

Week 13 - Online Resources for Harmony, Analysis, and Ear Training (cont.):

For each website, answer the following questions: (a) What advanced theory concepts does the website cover? (b) How is the material organized and presented? (c) Do you think that the website succeeds in what it sets out to do? (d) Are there aspects of the website that you would want to use in the classroom? Please make sure that you explain your answers.

<http://www.teoria.com/>

<http://www.musictheoryresources.com/>

<http://www.easymusictheory.com/>

<http://www.good-ear.com/>

<http://www.musiccard.com/>

Week 14 - Teaching Workshop (Teaching an AP Theory or Pre-College Theory Class, cont.):

Teaching project: Planning and outlining an advanced/AP theory unit or module

Teaching workshop: Teaching an advanced/AP theory class

Week 15 - Teaching Workshop (Teaching an AP Theory or Pre-College Theory Class, cont.):

Review of teaching project: Peer and instructor feedback

Review teaching workshop: Peer and instructor feedback

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This course was developed as part of the new curriculum for the Master of Arts in Music, Music Education Concentration. The purpose of the course is to provide graduate students in music education an opportunity to study music theoretical issues from a pedagogical perspective, thus offering subject-specific training relevant to music teachers.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
- b. **If the course or some sections of the course may be technology delivered, explain why.**

The new hybrid version of the Music Education Concentration will make EIU competitive with similar degree programs that are being offered around the state and nation. The unique curriculum design allows working music educators to apply new ideas and teaching techniques directly to their classrooms as they advance through the program.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course offers graduate level engagement and is appropriately placed at the 5000 level.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

N/A

- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

This is a new theory course in music specifically designed for the Music Education Concentration.

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

This course is a core requirement for the Master of Arts in Music, Music Education Concentration.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

- 1. Faculty member(s) to whom the course may be assigned:** Stefan Eckert, Brad Decker, or other qualified music faculty.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

- 2. Additional costs to students:** None

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)
None

- 3. Text and supplementary materials to be used (Include publication dates):**

Michael R. Rogers, *Teaching approaches in music theory: An overview of pedagogical philosophies*, 2nd ed. (Carbondale, IL: Southern Illinois University Press, 2004).

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: 28 March 2013

Date approved by the college curriculum committee: 11 September 2013

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA:

CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student Success Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

Career Services

<http://www.eiu.edu/~careers/>

581-2412

Disability Services

<http://www.eiu.edu/~disablty/>

581-6583