Course Description
Philosophies, theories, principles, and concepts of learning and their implications for the teaching and learning processes in music education. The basic orientations of Associationist and Field theories will be investigated and the current status of learning theory applied to music education will be evaluated. Specific theories are those by Skinner, Piaget, Brunner, Gagné, Ausubel, Maslow, Rogers, and Gardner, the Gestalt Theory, and applications by Bruner, Gordon, and Mursell.

Required Materials

Style Manual Required

Bibliography of Sources


**Objectives/Learning Outcomes**
The student will:

1. Develop an understanding of the foundations of learning and music, including aesthetics; auditory perception; motor/rhythmic learning; child development; memory and information processing; and, affect and motivation. The relationship of these to the theories of learning and music education will be explored.

2. Develop an understanding of the aesthetic philosophies of Leonard Meyer, Suzanne Langer, Bennett Reimer, and David Elliot.

3. Develop an understanding of the past and present foundations of psychology and its roots in philosophy.

4. Develop an understanding of the psychological foundations of music behavior.

5. Develop an understanding of the views of selected theorist and theories of learning including: Skinner (Operational Theories of Learning), Gestalt Theory, Piaget (Developmental Psychology Theory), Bruner (Cognitive-Development Theory), Gagné (A Hierarchical Order Theory), Ausubel (Subsumption Theory), Maslow (Self-actualization Theory), Rogers (Client Centered Therapy), and Gardner (Multiple Intelligences Theory).

6. Develop an understanding of how learning theories have been synthesized and applied in music education (i.e., child development, adolescence, concept teaching, individualized instruction, programmed instruction, and computer assisted instruction) through the applications of Jerome Bruner, James, Mursell, and Edwin Gordon.

7. Demonstrate the ability to articulate understandings in writing and orally.

**Methods and Learning Activities**
Students will:

1. Complete reports and presentations on the following reviews of literature
   a. Philosophy of music education
   b. Learning theory
   c. Music learning theory

2. Write a personal philosophy

3. Develop a class portfolio
4. Be assessed with a midterm examination
5. Teach a lesson that incorporates the issues covered in class
6. Write a paper on current research in music learning theories and present findings to class. Correlation to National Standards should be included.

Academic Honor
At West Georgia, the student is expected to achieve and maintain the highest standards of academic honesty and excellence. Not only does academic honesty preserve the integrity of both the student and the institution, but it is also essential in gaining a true education. The West Georgia student, therefore, pledges not to lie, cheat, steal or engage in plagiarism in the pursuit of his or her studies and is encouraged to report those who do. Every student's work must be his/her own product. Failure to comply may result in a grade of “F” on the project/test or a grade of “F” in the course.

Evaluation
Students are graded on the quality of work done on summary-critique assignments, examinations, research project(s), and on their ability to articulate understandings orally and in writing. The instructor will evaluate the quality of work done on course assignments, papers, and presentations and class participation. Work must be completed when due to receive credit.

The following course requirements may earn up to the following number of points as detailed below:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Paper/Reports (3)</td>
<td>54</td>
</tr>
<tr>
<td>Personal Philosophy</td>
<td>06</td>
</tr>
<tr>
<td>Sample Unit Presentation</td>
<td>10</td>
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<tr>
<td>Class Portfolio</td>
<td>05</td>
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<tr>
<td>Final Paper/Presentation</td>
<td>25</td>
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Grades will be assigned as based on the following points earned:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>91-100</td>
<td>A</td>
</tr>
<tr>
<td>81-90</td>
<td>B</td>
</tr>
<tr>
<td>71-80</td>
<td>C</td>
</tr>
<tr>
<td>61-70</td>
<td>D</td>
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<tr>
<td>60 or below</td>
<td>F</td>
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</table>

Attendance
Learning and participation is only possible if the student participates in class and receives the essential information. Since the course will move at a very fast pace with written work due on a regular basis, students are expected to attend every class meeting. Cases of illness or serious emergency will be considered excused with advanced notification. Should a student not be able to attend a class, he/she is responsible for the information covered and assignments.

Schedule
<table>
<thead>
<tr>
<th>Week</th>
<th>Month</th>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January</td>
<td>11</td>
<td>Introduction to Course; Philosophy Lecture</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>18</td>
<td>Music Education Philosophy Lecture and Discussion; Personal Philosophy due</td>
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<tr>
<td>3</td>
<td></td>
<td>25</td>
<td>Music Education Philosophy Paper/Report #1 due: Class Presentations</td>
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<tr>
<td>4</td>
<td>February</td>
<td>1</td>
<td>Music Education Philosophy Class Presentations</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>8</td>
<td>Learning Theory Lecture and Discussion</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>15</td>
<td>Learning Theory Lecture and Discussion; Midterm Examination</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>22</td>
<td>Learning Theory Paper/Report #2 due: Class Presentations</td>
</tr>
<tr>
<td>8</td>
<td>March</td>
<td>1</td>
<td>Learning Theory Class Presentations</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>8</td>
<td>Music Learning Theory Lecture and discussion</td>
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<tr>
<td>10</td>
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<td>15</td>
<td>Music Learning Theory Lecture and discussion</td>
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<tr>
<td>11</td>
<td></td>
<td>22</td>
<td>Spring Recess – no class</td>
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<tr>
<td>12</td>
<td>April</td>
<td>5</td>
<td>Music Learning Theory Class Presentations</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>12</td>
<td>Applications of Music Learning Theory Lecture and Discussion</td>
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<tr>
<td>14</td>
<td></td>
<td>19</td>
<td>Applications of Music Learning Theory Sample Unit Lesson</td>
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<tr>
<td>15</td>
<td></td>
<td>26</td>
<td>Portfolio due; Applications of Music Learning Theory Sample Unit Lesson</td>
</tr>
<tr>
<td>Final</td>
<td>May</td>
<td>10</td>
<td>5:30 – 7:30 Project Presentation; Final Paper due</td>
</tr>
</tbody>
</table>

**Disclaimer**

Instruction contained in this syllabus was, to the knowledge of the instructor, considered correct and complete when distributed for use; however, this syllabus should not be considered a contract between University of West Georgia and the student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation.