

“Preparing educators to contribute to a just and democratic society.”
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MUSIC DEPARTMENT

**Asian and Pacific Music
in Education
MUS 457-S01
Fall 2009, Two credit hour**

**W: 9:10 – 10:50 a.m.
MB 201**

Instructor:

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Office: MB 111

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Catalog Description:

Musical concepts in songs, dances, and instrumental music of Asia, Hawai'i, and other Pacific Islands, appropriate for K-12. Pre: 353, 354, or 355 and 356. DA

Student Learning Outcomes:

Students will demonstrate the ability to teach Asian and Pacific music in K-12 classrooms. Upon completion of the course, students will be able to model activities such as singing, dancing, listening, reading music, and playing ethnic instruments based on Asian and Pacific music and culture appropriate for K through Grade 12. Students will be assessed through classroom writing assignments, classroom demonstrations, field experiences and student teaching. Classroom writing assignments will include lesson plans, curriculum sequences, and assessments. Classroom demonstrations will involve students in teaching their peers. Field experiences and student teaching will involve students in observation, analysis, participation and teaching in regular K-12 classrooms.

Course Description:

This class is an exploration of the interrelationships between Asian and Pacific cultures and music. The class is organized around the following geographic areas: (1) Hawai'i, (2) China, (3) Japan, (4) Korea, (5) the Philippines, (6), Malaysia & Indonesia, (7) the Polynesia Midway Islands (Samoa, Tonga). Students study the music of other peoples, thereby gaining an understanding of the culture, mores, and traditions of those peoples. The different functions music serves in a society are also considered. For each topic, the students will have assigned readings, as well as assigned listening, dancing, repertoire singing and instrument playing. Class format includes class discussion, music making, concert attendance, and various field experience assignments.

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Course Outcomes:

Outcomes:
Knowledge
Upon completion of the course, the students will be able to:
1. Identify musical sounds from Hawai'i, China, Japan, Korea, Philippine, Malaysia, Indonesia, Polynesia Midway islands.
2. Examine philosophy, geography, history, and cultural identities as they pertain to music; and recognize the function of music within social, ritual and cultural contents.
3. Develop a repertoire of materials for the public school system to include Hawaiian, Samoan, Tonga, Japanese, Chinese, Korean, Filipino, Malaysia and Indonesian folk music and materials.
4. Explain the history of 'ukulele, ipu, ohe kā'eke'eke, ili'ili, 'uli'uli, pū'ili and the needs of teaching these instruments in the public school system. Develop material and activities that focus on playing and accompanying songs with 'ukulele for use in grades K-12.
5. Develop an overview of curricula for 'ukulele. Identify the importance of sequencing lessons by connecting content that was learned previously to the current content, and to future content that remains to be learned.
6. Demonstrate a basic understanding for utilizing technology, such as researching library materials and websites for instructional and organizational applications in the classroom
Outcomes:
Performance:
Upon completion of the course, the students will be able to:
7. Develop skill in playing 'ukulele in the keys of F, G, C, D major, d minor and a minor.
8. Develop skills in listening and playing folk instruments from China, Japan, Korea, the Philippines, Malaysia, Indonesia and the Polynesian Midway Islands.
9. Research, read and reflect on the State and National Standards as they relate to teaching Asian Pacific music.
10. Perform quality music literature that can be used to effectively teach Asian Pacific music in the public school system.
11. Demonstrate effective lesson planning utilizing sequential patterns of instruction and effective delivery and pacing in 'ukulele classroom settings.
Outcomes:
Disposition:
Upon completion of the course, the students will be able to:
12. Demonstrate professional ethics, establish a positive environment, build a good rapport with classmates through participation that promotes a classroom environment that fosters interest and growth in all aspects of learning. Build a professional relationship with classmates, professors and music teachers in a cooperative learning environment.
13. Use a variety of formal and informal assessment techniques (e.g. field observation, portfolios of student work, performance tasks, projects, student self-assessments, research as outcomes of experiencing and learning) to enhance personal growth and knowledge.

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14. Demonstrate the ethics of teaching students who have different race, color, creed, sex, national origin, marital status, age, handicap condition, political or religious beliefs, family, sexual orientation and social or cultural backgrounds by using a variety of approaches to reach these students and provide them a safe environment for learning.

15. Demonstrate initiative and the desire for life-long learning by attending concerts, local workshops, state and national conferences.

Required Instruments and Materials:

1. **‘Ukuele:** A soprano ‘ukulele is required for this class. If you own or have made arrangements to borrow a ‘ukulele for this class, please obtain approval from the professor. If you are going to use a ‘ukulele belonging to University of Hawai‘i, please make arrangements with Dr. Loong to check out an instrument. You are expected to return the instrument in good condition at the end of the semester.
2. **One 3-ring binder (3").** This notebook should be categorized in a neat and orderly fashion, with tabs, for use as a future reference.
 - Syllabus & Calendar
 - Notes from discussions, lectures, reading, research
 - Multi-cultural web-sites & Music Scores:
 - Hawaiian
 - Chinese
 - Japanese
 - Korean
 - Filipino
 - Malaysian & Indonesian
 - Polynesian Midway Island (Tonga, Samoa)
 - Class Assignments:
 - Three Individual Projects, including articles
 - Three Concert Reports
 - Teaching Presentations – MUS 399
 - Classroom presentation & Lesson plan #1 (w/ self-evaluation)
 - Classroom presentation & Lesson plan #2 (w/ self-evaluation)
 - Classroom presentation & Lesson plan #3 (w/ self-evaluation)
 - Curriculum Projects:
 - Song Collection of Asian Pacific Music

Course Requirements/Expectations: Every student is strongly encouraged to join the Hawaii Collegiate Music Education Association, Organization of American Kodaly Educators and American Orff-Schulwerk Association. Forms for HMEA are available online and on the HMEA bulletin board. The other forms are available from Dr. Loong. Membership in HMEA will permit you to attend workshops and the Hawaii Music Education Convention and to receive the journals “Teaching Music” and “Music Education Journal.”

The structure of the course and weekly activities involve individual instrument playing, singing, dancing, cooperative learning activities, presentations, discussions and lectures. References will be reserved at Sinclair Music Library. Practicing your instruments before coming to class will enhance your learning. And, remember, classroom participation is a significant part in this class. “Participation” is defined as a willingness to answer and ask questions both in and out of class, taking an active role in discussions and a demonstration of preparedness in performance.

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E-mail Communication and Classroom policies:

According to University of Hawai`i policy, “Students are responsible for checking their email account frequently and consistently to remain current with University communications. They are expected to monitor and manage their email storage quota to insure that their mailboxes are not saturated and are able to receive new messages.” Please note that all e-mails must be written professionally and allow at least 48 hours for a reply. Professors will only correspond to @hawaii.edu accounts. Students who use personal accounts need to direct their @hawaii.edu e-mails to their personal addresses.

Students are expected to communicate respectfully in class. In addition, no cell phones, text messaging or videotaping is allowed during class time. Students who refuse to follow these rules will be asked to leave the classroom.

Evaluation:

Individual Projects (3 projects @ 10% per project)	30%
Curriculum & Lesson Planning Project	12%
Three Concert Reports (3 reports @ 4% per project)	12%
Ukulele Proficiency	7%
Singing Proficiency	6%
Instrument Proficiency	12%
Dance Proficiency	6%
Mid-term Exam	6%
Final Exam	6%
Resource Notebook	<u>3%</u>
Total	100%

Grading Scale:

A+ = 98 - 100% A = 93 - 97% A- = 90 - 92% B+ = 87 - 89% B = 83 - 86% B- = 80 - 82%	C+ = 77 - 79% C = 73 - 76% C- = 70 - 72% D+ = 67 - 69% D = 63 - 66% D- = 60 - 62%, F < 60%
*This course is part of the University of Hawai`i Music Education Degree Core. Failure to earn a C or better will require the student to repeat the course.	

Assessment Strategies: For specific outcomes listed in the course the following assessment measures will be employed. These assessments are correlated with the course expectations and requirements. Criteria (a rubric) for each assessment will be given to students prior to the actual assessment.

Course Outcomes	Knowledge,/ Understanding/ Practice/ Application	Assessment Strategy
1, 2, 6, 13	K, U, A	Individual Projects: 1) A summary of the assigned reading material, plus answers to these questions: What are the major topics of discussion? How do the topics relate to the class activities? Why is it important to read this/these article(s)? 2) A log or diary of your view or changing ideas about teaching in K-12 classrooms, and/or the implications of these ideas to the teaching of music in other settings.

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13, 15	K, U, A, P	Concert and Field Experience Reports: Each student is expected to complete three assigned field experiences and follow-up reports in a professional and timely manner.
7, 8, 19, 12, 14	K, U, P, A	Group Teaching Presentations: Small groups will be assigned to teach in three different classroom settings. Each group is to be prepared to turn in three lesson plans that include a variety of activities for elementary classroom settings.
3, 5, 6, 9, 10, 11	K, U, A	Curriculum project: Students will be given curriculum projects that are based on practices used in elementary classroom settings. <ul style="list-style-type: none"> ✓ Song Collection of Asian Pacific Music ✓ Assessment
1, 2, 4	K, U, A	Mid-Term & Final Listening Examination:
7, 8, 10	K, U, A, P	Final Proficiency Examinations: The content of the proficiency examinations is as below: <ul style="list-style-type: none"> • Ukulele • Singing Proficiency • Instrument performance • Dance

Attendance Policy:

Punctual class attendance is required for success in this course. Attendance is required for this class and every field experience. For each unexcused absence, the final grade will be lowered by a partial letter grade. (Example: An A would become an A-, an A- would become a B, etc.) During class meetings, announcements are sometimes made about schedule changes, additional assignments, etc. Much of the course content is learned in class during class activities and lesson presentations. **If you are not in class, you are responsible for obtaining all the information that was presented in class**

According to the University of Hawai`i Absence Policy:

No professor is required to excuse absences in excess of 10% of class meetings.

I. The policy of the College is that all students are expected to attend all classes. It is realized, of course, that not all students will or can attend all classes. Excused absences from class fall into three main categories:

A. Absences for field trips or activities directly involved with the academic program.

B. Absences for official College functions and activities, such as intercollegiate athletic competitions and co-curricular activities of performing groups or individuals.

C. Absence for death in the family, a serious illness, or a major religious holiday.

II. Any student who wishes to be excused for reasons of “serious illness” must present some appropriate form of verification (e.g., a medical excuse) to the professor. In the absence of such documentation, the decision of whether or not to excuse is left to the professor’s discretion. Any student who wishes to be excused because of a death in the family must present appropriate verification to the Office of the Associate Dean of Students, who will notify faculty members accordingly. Any student who wishes to be excused for sports-related events or academic field trips must present the professor with advance notification (e.g., at the beginning of the term for scheduled events, and as far in advance as possible for events scheduled while the term is in progress).

III. Regardless of reasons for the absence, the student is responsible for contacting the professor at the beginning of the term for scheduled events, and as far in advance as possible for events scheduled while the term is in progress. The student is responsible for any work he/she may have missed due to absence, excused or unexcused.

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Also, there is no provision for missed presentations. **Students absent on the day they are scheduled to give presentations will receive no credit (F) for that assignment.** Please notify your Professors in advance, **in writing**, if you must miss class. Failure to notify promptly will forfeit any chance of makeup. Late papers will result in a maximum possible grade of “C” (70%).

Students with Disabilities: Any student with a documented disability (e.g., mobility, learning, psychological, vision, hearing, etc.) who needs to arrange accommodations must contact both the professor and Disability Services at the beginning of the term.

ACADEMIC INTEGRITY POLICY:

Academic Integrity is violated whenever a student:

- A. Knowingly represents the work of others as his/her own, or represents previously Completed academic work as current.
 - Submitting a paper or another academic work, for credit, that includes words, ideas, data, or creative work of others without acknowledging the source.
 - Using another author’s words without enclosing them in quotation marks, without paraphrasing them, or without citing the source appropriately.
 - Presenting another individual’s work as one’s own.
 - Submitting the same paper or academic assignment to another class without the permission of the instructor.
- B. Inappropriately or unethically uses technological means to gain academic advantage.
 - Inappropriately or unethically acquiring material via the Internet.
 - Using hidden devices for communication during an examination.

Adapted from *Successful Beginnings*, McGlynn, 2001

“Copyright protection exists in ‘original works of authorship’, which are ‘fixed in a tangible medium of expression.’ Among the types of works which are subject to copyright protection are literary, dramatic, musical, choreographic and pictorial, graphic, pantomimes, sound recordings, sculptures, motion pictures and audio-visual.”

“When visiting a web site, the general (and incorrect) notion is that anything that is on the Internet is public domain and may be taken without permission from the creator/owner. This is a false statement.”

From *Copyright*, MENC

Consequences for Violations of Academic Integrity:

Statement of Cheating and Plagiarism: Academic Dishonesty will not be tolerated. Cheating on exams, or plagiarism, will result in a grade of zero for that particular assignment or test. If that zero results in an overall failing average, a grade of “F” may be assigned. (See the section on **Policy on Academic Dishonesty** on page 34 of the **2002-2004 College Catalog**.)