**MUS 240: Foundations and Principles of Music Education (3 credits)**

**Campbellsville University**

**School of Music**

**Fall 2016**

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**Meeting Time:** TTh 8:00-9:15

**Instructor:** Dr. April Sholty, Associate Professor of Music

**Office:** Gosser, Rm. 222

**Office Hours:** MF – 2:00-3:00; W – 11:00-12; TTh – 9:30-12:00

**Office Phone:** 270-789-5463

**Email:** ahsholty@campbellsville.edu

**Required Materials:**

* “Music Education In Your Hands: An Introduction for Future Teachers” by Michael Mark and Patrice Madura. ISBN: 978-0-415-80090-7
* An activated Campbellsville University email account.
* Access to Tigernet

**Course Description:**

A systematic investigation into the historical and philosophical foundations of music education as well as the study of music education curriculum development and evaluation.

**COURSE OBJECTIVES**

The student will:

* Become aware of music education history including personalities, trends, world and social influences.
* Become aware of major philosophies of aesthetics and music education.
* Become aware of the major psychological theories of music education.
* Become aware of the role of a music teacher as a professional educator and the implications and responsibilities associated with the profession.
* Complete the first of four Continuous Assessment Points (CAP) on the path to teacher certification. The CAP 1 process will be completed as part of this course.

**School of Music Student Learning Outcomes**

* The student will develop curricula and plan for instruction in diverse P-12 settings, implementing technology in planning and teaching strategies.
* The student will demonstrate knowledge of various teaching methodologies, practices, and learning theories associated with education

**Kentucky Teacher Standards:**

Standard 1: The teacher demonstrates applied content knowledge\*

Standard 2: The teacher designs and plans instruction\*

Standard 3: The teacher creates and maintains learning climate\*

Standard 4: The teacher implements and manages instruction

Standard 5: The teacher assesses and communicates learning results\*

Standard 6: The teacher demonstrates the implementation of technology\*

Standard 7: Reflects on and evaluates teaching and learning

Standard 8: Collaborates with colleagues/parents/others\*

Standard 9: Evaluates teaching and implements professional development

Standard 10: Provides leadership within school/community/profession

 **\*Diversity Proficiencies**

**REQUIREMENTS**: (Linked to *New Teacher Standards*)

A. The student will demonstrate knowledge of music education history including major personalities and trends. **(KTS IV)**

B. The student will demonstrate an awareness of major aesthetic and philosophical views. **(KTS IV)**

C. The student will demonstrate knowledge of music education curriculum models. **(KTS IV)**

D. The student will demonstrate an awareness of psychological theories of music education. **(KTS IV)**

E. The student will demonstrate the ability to write behavioral objectives by completing written lesson plans. **(KTS I I/IV)**

F. The student will write a statement of his own operational philosophy for a school setting and defend that philosophy in a class presentation. **(KTS II/I).**

**G.** The student will design and implement a collaboration project. Details to be announced. The lesson plan will contain connections to the ***Program of Studies, Core Content,*** and ***National Standards in Music***. **(KTS II/IV)**

H. The student will complete at least 20 hours of field experiences (with reflections) specified appropriate by the instructor. **(KTS VII)**

**Course Requirements:**

* Cell phones and other electronic devices must be turned off prior to the start of class unless instructor states otherwise. No text messaging allowed. Laptops should be used only for class activities and put away when requested by instructor
* No food or drink (with the exception of water) is allowed in the classroom.

**Email Etiquette Expectations:**

 As a future teacher, email will be a main means for communicating with administrators, parents, and colleagues. It is never too soon to practice professionalism in the field of education. When emailing your professor (or school teacher to schedule field experience), please make an effort to include the following: Subject line, Salutation (Dr. Sholty,), the body of email should use proper spelling, punctuation, and sentence structure, and a signature (your name). Dr. Sholty reserves the right to not respond to emails lacking the above criteria.

Dr. Sholty will not respond to email after 7 p.m. Please plan ahead if you need assistance with an assignment.

**Grading Scale:**

A = 90-100 D = 60-69

B = 80-89 F = 59 and below

C = 70-79

**Attendance:** Students are expected to attend all class meetings. Absences are not excused but work may be made up if the absence meets the criteria listed in the University Attendance Policy as printed in the Student Handbook.

**Course Assignments:**

Course assignments are to be completed on time. Late work will incur a **deduction of 5% each day it is late**. Assignments will not be accepted after **SEVEN DAYS**. Make up work is at the discretion of the instructor and will only be consider in extenuating circumstances.

All assignments should be free from grammatical errors and typed using a double-spaced, 12-point publication font (No extra spaces between paragraphs). Be sure to include your name, date, and assignment name at the top of all assignments.

Exams must be taken on the scheduled date. Midterm and final exams/projects will be based on readings and in-class activities.

* **Statement of Teaching Philosophy:** Each student is to submit a 2-3 page document explaining his or her personal teaching philosophy as an elementary music educator. There will be a discussion to assist in writing your philosophy.
* **Teaching and Reflection:** You will teach one lesson to your peers during the semester. This assignment will include a specific concept or topic (to be discussed at a later date). The teaching experience is graded using the evaluation form discussed in class and available on Tigernet. Please dress professionally and appropriately for teaching your lesson.

After you’ve taught your lesson, you will turn in a 1-2 page reflection paper evaluating your lesson and micro-teaching experience. There will be a handout on Tigernet to use as a guideline.

* **Collaboration Project:** You will work in pairs to complete a collaborative teaching project as required by the School of Education. More details to come.
* **Exams:** You will have three exams during this course.
* **Field Experience:** You will complete a minimum of 20 hours of field experiences (with reflections) specified appropriate by the instructor.
* **Writing Assignments:**  The development of writing skills is an important attribute of a successful teacher, so assignments will be evaluated on the basis of content, insight, mechanics, and clarity.
	+ *Personal Narrative #1: Uncovering Past Experience:* Create a 3-4 page narrative of your personal background in music education. Using rich description, tell the story of your experiences with music teachers and describe your journey toward becoming a musician.
	+ *Personal Narrative #2: Personal Effects – A Self-Analysis of Teaching Potential:* Create a 3-4 page narrative exploring your personal strengths and limitations as you perceive they relate to your ability to teach others. Include personality characteristics, prior preparation as either a musician or teacher, and any other factors you believe might impact your ability to lead others. Include a plan for addressing identified concerns and ways of enhancing existing strengths, your personal strengths and limitations as you perceive they relate to your ability to teach others.
* **Pre-Professional Development Hours:** You must complete three hours of PPD for credit in this course. Instructor will provide more information about this requirement.
* **Web Quests:** Designed to help you become familiar with the state department’s education website and procedures for licensure.
* **Participation:** Participation in class discussions and activities is very important. Reading assignments should be read and ready to discuss each day. Lack of preparation and refusal to participate in class activities will result in a lowered grade.

**Partial Booklist**

Abeles, Hoffer, and Klotman. *Foundations of Music Education*. 2nd ed. Schirmer Cengage Learning, 1995.

Mark, Michael. *Contemporary Music Education*. 3rd ed. Schirmer, 1996.

**Academic Integrity**

Cheating is the violation of classroom rules of honesty with respect to examinations and assignments. Any student helping another student to cheat is as guilty as the student assisted. Any student found guilty of cheating will receive a failing grade of F for any assignment, project, or exam in which they have cheated.

Plagiarism is defined as representing or repeating the words or ideas of someone else as one’s own in any academic exercise. Therefore, all writing you do for any course must be your own and must be exclusively for that course alone. Any student found guilty of plagiarism will receive a failing grade of F for that assignment, project or exam. (Policy adopted March 2010, revised Feb. 2011)

**Disability Statement**: Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University’s Title IX Coordinator.

Title IX Cordinator:

Terry VanMeter

1 University Drive, UPO 944

Administration Office 8A

Phone: 270-789-5016

Email: twvanmeter@campbellsville.edu

Information regarding the reporting of secual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX).

**Campus Security:** Contact number – 270-789-5555 or 270-403-3611 (cell phone is preferred number).

Note: The instructor reserves the right to modify this syllabus during the semester. Students will be made aware of any changes in a timely manner.

**MUS 240 Final Grade Checklist**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Due Date** | **Max Points** | **Your Score** |
| **Personal Narrative #1** | **9/6** | **15** |  |
| **CAP I Application** | **9/29** | **25** |  |
| **Exam 1** | **9/29** | **50** |  |
| **ESL Paper and Presentation** | **10/11** | **50** |  |
| **Web Quest 1** | **10/27** | **50** |  |
| **10 Minute Teaching** | **Varied** | **50** |  |
| **Exam 2** | **11/8** | **50** |  |
| **Teaching Philosophy DRAFT** | **11/15** | **15** |  |
| **Web Quest 2** | **11/29** | **50** |  |
| **Personal Narrative #2** | **12/6** | **15** |  |
| **Collaboration Project** | **12/8** | **50** |  |
| **Pre-Professional Development** | **12/8** | **45** |  |
| **Field Experience Hours (10 hours – 3 hours ESL and 7 Classroom hours)** | **10/25** | **100** |  |
| **Field Experience Hours (10 hours – 5 after school hours and 5 classroom hours)** | **11/24** | **100** |  |
| **Class Participation and In-Class Assignments** | **ongoing** | **60** |  |
| **Total Points** |  | **725** |  |

**Class Schedule (subject to change)**

|  |  |
| --- | --- |
| DATE | Topic/Assignment(s) |
| WEEK 1 |  |
| 8/30 | Topic: Introduction to Course, Why Music Education? |
| 9/1 | Topic: CAP I Application Process  |
| WEEK 2 |  |
| 9/6 | Topic: “The Role of Government in School Music”**READ: Mark, Ch. 2****DUE: Personal Narrative #1 (via Tigernet File Exchange by 11:55 p.m. EST)** |
| 9/8 | Topic: “Why Music Education?”**READ: Mark, Ch. 1****DUE: Syllabus Acknowledgement Form** |
| WEEK 3 |  |
| 9/13 | Topic: Lesson Planning 101 (KTIP Style) and State Standards |
| 9/15 | Topic: “The Music Curriculum for All Students”**READ: Mark, Ch. 3** |
| WEEK 4 |  |
| 9/20 | Topic: “The Music Curriculum for All Students” |
| 9/22 | Topic: Collaboration Project Details |
| WEEK 5 |  |
| 9/27 | **4th District Choir Day – No Class Meeting****You will be required to volunteer for a minimum of one hour to helping with this event (field experience opportunity)** |
| 9/29 | **Exam 1** **DUE: CAP I Application (along with all supporting documentation)** |
| WEEK 6 |  |
| 10/4 | **ESL Partner Assignment** |
| 10/6 | **ESL Partner Assignment** |
| WEEK 7 |  |
| 10/11 | **ESL Partner Presentations** **DUE: ESL Partner Reflection Paper and Powerpoint** |
| 10/13 | Topic: “The Music Curriculum for Vocal and Instrumental Performers”**READ: Mark, Ch. 4** |
| WEEK 8 |  |
| 10/18 | Topic: Department of Education/Standards and Intro to Web Quests**10 MINUTE TEACHING: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| 10/20 | **FALL BREAK – NO CLASS** |
| WEEK 9 |  |
| 10/25 | Topic: “The Music Educator’s Communities”**READ: Mark, Ch. 5****10 MINUTE TEACHING: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****DUE: Field Experience Hours (10 hours. 3 hours will be your ESL Partner Hours)** |
| 10/27 | Topic: Developing a Personal Philosophy of Music Education**DUE: Web Quest 1****10 MINUTE TEACHING: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| WEEK 10 |  |
| 11/1 | Topic: “Professional Associations: The Third Community”**READ: Mark, Ch. 6****10 MINUTE TEACHING: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| 11/3 | FIELD EXPERIENCE DAY (no class meeting) |
| WEEK 11 |  |
| 11/8 | Topic: “What Music Teachers Need to Know to Be Successful”**READ: Mark, Ch. 7****DUE: Exam 2 (Take Home)****10 MINUTE TEACHING: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| 11/10 | Topic: Assessment in the Music Classroom**10 MINUTE TEACHING: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| WEEK 12 |  |
| 11/15 | Topic: “What Music Teachers Need to Know to Be Successful”**DUE: Personal Philosophy of Teaching FINAL DRAFT (via Tigernet File Exchange by 11:55 p.m. EST)****10 MINUTE TEACHING: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| 11/17 | Class work on Teaching Philosophy**10 MINUTE TEACHING: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| WEEK 13 |  |
| 11/22 | Topic: “Competencies That Music Teachers Need to Be Successful”**READ: Mark, Ch. 8****10 MINUTE TEACHING: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| 11/24 | **Thanksgiving Break – No Class** |
| WEEK 14 |  |
| 11/29 | Topic: “Challenges for the New Teacher”**READ: Mark, Ch. 9****DUE: Web Quest 2****10 MINUTE TEACHING: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| 12/1 | Topic: “Challenges for the New Teacher”**10 MINUTE TEACHING: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| WEEK 15 |  |
| 12/6 | Topic: “Statements of Belief: Words that Guide the Profession”**READ: Mark, Ch. 10** **DUE: Collaboration Project****10 MINUTE TEACHING: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| 12/8 | Topic: “Preparing for the Future of Music Education”**READ: Mark, Ch. 11****DUE: Personal Narrative #2****10 MINUTE TEACHING: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Week 16 |  |
| 12/13 | **Final Exam at 8:00 a.m.****DUE: PPD Hours****DUE: Field Experience Hours (10 hours)** |

MUS 240 Syllabus Acknowledgement

I have read and understood all of the requirements set forth in the MUS 240 Syllabus. I understand that is my responsibility to follow these requirements.

I am aware of the policy of attendance and grading. It is my responsibility to utilize office hours should I need help.

In order to get the most from this course, I understand that I need to be current on my reading assignments and adequately prepared for all lessons.

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Name (print)

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Signature Date