Instructor: Dr. Natalie Steele  
Music Hall 207  
ISU Phone: 294-6829  
Email: nasteele@iastate.edu  
Office hours: Monday & Wednesday 2:00-3:00 and by appt

Required Materials:


Iowa State University Music Education Handbook – available online

1 three-ring binder

USB flash drive (minimum of 4GB)

Course Description:

Music 266 acquaints prospective music education majors with the field of music education through the study and discussion of historical, psychological, sociological, philosophical, and methodological approaches held by the profession. Through readings, discussions, observations, and assignments, students will become more aware of the profession as a whole and what is needed to prepare for their future. Students will draft a philosophy of teaching, begin an e-portfolio, observe teachers in schools, and peer teach during the semester. **Concurrent enrollment in Music 480K (.5 credit), Field Experience for Secondary Teaching Preparation (Music) is REQUIRED.** You must also have completed a background check by January 13.

Attendance Policy:

All students are expected to attend class regularly. You are allowed 1 absence that will not affect your grade. Each additional absence will lower your final grade by 1 letter grade. More than three unexcused absences will result in a failing grade for the course. 2 tardies is equal to 1 absence. Excused absences will only include University sanctioned absences and family or medical emergencies. Documentation will be required for all medical emergencies. **Use your 1 absence wisely.**
You are responsible for the class materials and all assignments. NO incompletes will be given unless you are in an emergency situation. Check my office door for office hours. Appointments may also be made outside of regular office hours, as there may be times that I have appointments with other students or observations with student teachers. If you need to be certain of seeing me, making an appointment will guarantee some uninterrupted time.

**Additional Requirements:**
Teacher Education Admission Interview
Praxis I Exam before April 12, 2012**

**Recommended:**
Join NAfME Collegiate and Iowa Music Education Association

**Professional Expectations:**
I will expect you to view yourselves as professionals, and, therefore, to act as professionals. Just as you will expect your students to attend class regularly and arrive on time, I will expect the same from you. This is an interactive class, and we will be learning from each other. At this point, you should prepare yourself for the professional world. I would not expect a professional to skip work; therefore, I do not expect you to skip class.

When observing in the schools, you are expected to dress and act professionally. Be respectful and courteous. Dress appropriately, turn off your cell phone, and do not chew gum, take food or drinks. All communications with teachers, written or verbal, should also maintain a professional demeanor. Thank you notes should be sent when appropriate.

**Class Participation:**
There will be frequent class activities and discussions that require participation, and students are expected to be prepared. Class participation will be factored into grading. This means completing assignments, including required reading, and actively participating in class every day so that discussions can be as meaningful as possible.

**Written Assignments:**
The development of writing skills is an important attribute of a successful teacher; therefore, assignments will be evaluated on the basis of content, insight, mechanics, and cogency. All assignments are to be completed on time and are **due at the beginning of class in hard-copy form** (unless other instructions have been given). Additionally, written work is to be typed, double-spaced, error-free, in proper essay form, and stapled in the upper left-hand corner. **Late assignments will NOT be accepted.** Additionally, assignments not received on time will be given a zero. Be mindful in backing up your work.
Evaluation:
Written Assignments and Projects *(Late papers and/or projects will receive a zero)*

- Intro writing assignment 10
- Teaching philosophy 50
- Advocacy Assignment with speech 100
- 2 Teaching Segments w/ Lesson Plans (35/20/5) 50 each
- Esquith Paper 30
- Discussion questions (5 each) 60
- E-Portfolio 40
- Class Notebook 25
- Class Preparation & Participation 10

**TOTAL 425**

Additional assignments and/or quizzes are possible

Grading Scale:

- 395-425 = A
- 383-394 = A-
- 374-382 = B+
- 348-373 = B
- 340-347 = B-
- 331-339 = C+
- 306-330 = C
- 297-305 = C-
- 255-296 = D
- below 255 = F

*You must receive a C or better in this class in order to pass.*

While the evaluation process is implemented in order to protect and encourage your academic and musical growth, resist the urge to become fixated on grades. Keep in mind that an A is a result of EXCELLENT work, a B is a result of GOOD work, and a C is a result of AVERAGE work.

**Disability Statement:**
If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me as soon as possible. Please request a Disability Resource staff to send a SAAR form verifying your disability and specifying the accommodations you will need.

**Final Exam Time:**

Thursday May 3 Final Exam 2:15-4:15 p.m.
## Music 266  Spring 2012  Tentative Calendar

| Jan  | 9    | discuss syllabus, observation requirements, forms |
|      | 11   | discuss Chapter 1  (**most influential teacher/dream job due**) |
| 16   |      | **NO SCHOOL – MLK day** |
| 18   |      | Lesson plans -Read chapter 2 (esp. pp 17-21) - look at National Standards |
| 23   |      | discuss teaching segments |
| 25   |      | Chapter 12 - Philosophy Reimer & Elliott |
| 30   |      | Chapter 3 |
| Feb  | 1    | Chapters 4 & 5 |
| 6    |      | Chapter 6 – Band Programs – (**Teaching Philosophy Due**) |
| 8    |      | Chapter 7 – Orchestra Programs |
| 13   |      | Chapter 8 – Choral |
| 15   |      | Chapter 9 - Multicultural |
| 20   |      | Lesson 1 |
| 22   |      | Lesson 1 |
| 27   |      | Basic Research |
| 29   |      | Advocacy  (**teaching reflection 1 due**) |
| Mar  | 5    |  |
| 7    |      |  |
| 19   |      | March 12 – 16  Spring Break |
| 21   |      | Chapter 11 |
|      |      | History of Music Education (**Reading paper due**) |
| 26   |      | Lesson 2 |
| 28   |      | Lesson 2 |
| Apr  | 2    | Lesson 2  (**E-portfolio due**) |
| 4    |      | Lesson 2 |
| 9    |      | Learning Theories & Music Learning Theory  (**teaching reflection 2 due**) |
| 11   |      | |
| 16   |      | Read article – Effective Teacher Discussion (**Advocacy Paper Due**) |
| 18   |      | Advocacy Speeches |
| 23   |      | Advocacy Speeches |
| 25   |      | Advocacy Speeches - **Class Notebook Due** |
| May  | 3    | Final Exam – 2:15-4:15 p.m. |
Assignments

**Introduction writing assignment  Due January 9**

Write 2 paragraphs…
1) Describe the most influential teacher that you have ever had. This does not have to be a music teacher. Think about the characteristics that were particularly attractive to you.
2) Describe your career plans and dream job.

**Discussion Questions  Due the day readings are due**

Write a minimum of 3 discussion questions based on the reading assignment. These should be typed and turned in the day the reading assignment is due. You should also be prepared to lead a discussion on your questions if called upon.

**Teaching Philosophy  Due February 6**

Write your philosophy of music education. (what do you value and why?) Be sure to include something of the role of music in society and or the importance or music to human life, the function of the schools with respect to these roles/values, and what the nature of music instruction should be – by whom, to whom, of what content (performance/non-performance classes) and so on.

Be sure that for every statement in your philosophy, you provide justification. Empty comments without supporting rationale and evidence make for a weak philosophical statement. Your philosophy of music education should reflect your thinking as a teacher and your experience providing music instruction. It should not represent the perspective of a student ("in my high school experience, or when I was in high school, etc). It needs to be YOUR philosophy not generalized (we believe, music teaches should…instead, “I believe” “In my classroom”, etc).

Your philosophy should be 1-2 pages in length, double spaced, and free from grammatical and spelling errors. (make sure to write your personal philosophy – not an advocacy for music education!)

**Reading Paper  Due March 21**

1) Read *Teach Like Your Hair’s On Fire* by Rafe Esquith.
2) Present a brief overview of the main points of the book
3) Identify at least two significant points made in the book and present these more in depth and apply them to music education
4) Present a brief personal reaction to the book (ex: personal feelings, emotions, likes, dislikes)
5) The paper should be 3-5 pages in length, typewritten, double-spaced, and free from grammatical and spelling errors

**Teaching Segments - See Schedule**

You will prepare and teach 2 lessons. For each you will prepare a lesson plan, teach, and write a personal self-reflection. Exact schedules and times will be discussed in class. All teaching will be recorded and provided to you for review. You must have a comprehensive lesson plan, all needed materials, and a flash drive for the camera in order to teach. If you are unprepared, you will forfeit your time. Rescheduling will be done only if time permits.
**E-Portfolio Due April 2**
Set up E-portfolio on ThinkSpace

Upload
- 1) Philosophy
- 2) Personal Statement that includes:
  a) self-assessment of progress so far and
  b) personal goals regarding the teaching profession
- 3) Writing sample (minimum 3 pages – can be something already completed)
- 4) Degree Audit

**Advocacy Paper. Write on the Importance of Music Education. Due April 16**

Build a convincing argument on why music is an essential part of the pubic school experience and why music should not be cut from the curriculum and can include the role of music in society. The paper must be 3 – 5 double-spaced pages with at least three citations from research literature (with appropriate reference information in APA, Chicago or Turabian style); one personal anecdote (anecdotal evidence, testimonial) allowed but not required; must use scholarly prose style writing (does not mean outlines or bullet points). The paper must be submitted in hard copy. Late assignments will not be accepted.

**Oral Presentation. Prepare and present a 2-3 minute oral presentation. Due April 18, 23, 25, May 3**

Pretend you are a music teacher who is trying to convince a group of parents and school board members to not cut music from the school curriculum (level is your choice). You will be limited to no more than 3 minutes to make your point. Be prepared to answer questions and/or debate your point. Be sure to understand the research used in your paper in case questions are asked (including but not limited to research methodology).

**Class Notebooks Due April 25**
Must be organized, please label sections, please DO NOT use plastic pages in your notebooks!
- class notes (from all class meetings) and notes from readings
- handouts from class and any workshops/conferences/festivals attended
- notes and review of practicum experience (480k) w/ appropriate signatures
- All assignments from the semester (intro writing, teaching segment info, feedback, evaluation, philosophy, paper on reading, etc)