Iowa State University
Course Syllabus – Fall 2013
Music 466 – Program Development and Evaluation in Music Education
Music Hall room 2 – TR 10:00 - 10:50

Instructor: Dr. Natalie Steele Royston
Music Hall 207
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Pre-requisites:
C or better in Music 266 & 366
Admission to Teacher Ed Program
Concurrent enrollment in Music 480k (1hr)

Required Texts:


Iowa State University Music Education Handbook – available online

I three-ring binder for class notebook

Recommended Books:

Classroom Management in the Music Room: David Newell; Kjos Music Co:
ISBN: 978-0-8497-0789-6


A Musicianship Curriculum for Middle-level and Small High School Bands; David Lewis;
ISBN: 9781481054058


Performance Assessment in Orchestra; Wendy Barden; Kjos Music Co;
ISBN: 978-0-8497-2611-8

Performance Assessment and Reflection in Choral Ensembles; Wendy Barden; Kjos Music Co;
ISBN: 978-0-8497-2615-6
**Course Description:**
Music 466 acquaints music education majors with music program development; curriculum, assessment, classroom management, professional growth of the teacher; preparation for student teaching and the job market as well as developing a personal rationale for music education. **Concurrent enrollment in Music 480K (1 credit), Field Experience for Secondary Teaching Preparation (Music) is REQUIRED.**

**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:**
IMEA attendance Nov 21-23 (registration fee will be required)

Optional (but encouraged) - Music Mentor Workshop: Fort Dodge, IA, Oct 26 (free)
- Luther Music Education Symposium, Oct 12 ($10)

**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.

**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 the required reading and actively participating in class every day so that discussions can be as meaningful as possible.
Evaluation:

Assignments and Projects  (Late papers and/or projects will receive a zero)

- Peer Teaching 50
- Curriculum Map 50
- Unit Plan w/ linked lessons 100
- Literature Assignment 50
- Classroom Management Plan 50
- Mentor Teacher Project 25
- Philosophy Paper & Speech 25 each
- National Standards Objectives 25
- National Standards Rubrics 25
- Resume 10
- Interview Questions 10
- Class Notebook 25
- Video/Podcast Lesson 50
- Class Preparation & Participation 20

TOTAL = 540

Grading Scale: 500-540 = A
486-502 = A-
475-485 = B+
443-474 = B
432-442 = B-
421-431 = C+
394-420 = C
378-393 = C-
324-377 = D
below 324 = F

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.

Written 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 cogency. All assignments are to be completed on time and are due at the beginning of class in hard-copy form (unless announced ahead of time). 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.
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:
Tuesday Dec. 17  9:45 - 11:45

ASSIGNMENTS

Peer Teaching w/ self-reflection - exact dates TBD
You will teach 1 – 15 minute lesson on a topic of your choice. Within your lesson a musical concept of some sort must be addressed (although may be secondary); you may not run a music rehearsal or teach a song unless there is a musical lesson/concept directly involved. Further details will be discussed in class. Lesson plans must be provided.

Philosophy of Music Education ~ due September 10
Write your philosophy of music education – in no more than 200 words. This is what you may be asked to write on a teaching application (thus the length), and is something you should rewrite every year. This will part of your portfolio. It should be double spaced and free from grammatical and spelling errors. (make sure to write your personal philosophy – not an advocacy for music education!)

Objectives for the National Standards in Music ~ Sept 24
Work in groups: Write two objectives for each of the 9 Music National Standards. Share with the class. (ISU Standard #4)

Literature Assignment – Due Oct 1
Details to be distributed in class

Rubrics – Oct 15
Choose 4 of the objectives for the 9 National Standards in Music in the previous assignment and create a rubric. Total of 4 (ISU Standard #8)

Curriculum Map – Due Oct 24
You will create a Curriculum Map for a class and be discussed and examples will be shown in class. List/describe/chart of concepts and behaviors to be learned at each grade level K-6 or 7-12.

Mentor Teacher Correspondence ~ Oct 31 (minimum of three separate entries)
-identify mentor teacher and establish connection by September 1
-minimum of three separate email correspondences
-ask a minimum of three questions/each correspondence (refer to handout for suggestions)
Classroom Management Plan – Nov 14
Details will be distributed in class

Philosophy Speech ~ November 21
Present your philosophy of music education verbally. Prepare this as if you are presenting it in an interview (3-5 minutes).

Unit Plan with a minimum of 5 linked lessons – Due December 5
• You should include a full unit plan for a class and grade level of your choice (can be taken from your curriculum map assignment)
• You must include teaching of at least one musical concept, not just ensemble performance rehearsal
• A minimum of 5 full, detailed linked lesson plans must be included (30 minute class for elementary, 45 for middle school, 60 minutes for high school)
• utilize the National Standards – students should be involved in a variety of ways –use at least 6 of the 9 standards over the five lessons - singing, performing, improvising, composing/arranging, reading, notating, listening/analyzing/describing, evaluating, understanding relationships with other arts and in relation to history/culture
• for each lesson, identify/focus on an appropriate standard of the ISU-12 in addition to instructional planning, student learning, diverse learners, (instructional planning), instructional strategies, learning environment/classroom management, assessment, computer technology related to instruction
• you must include at least one accommodation for a special needs student (not gifted)
• you should include at least one usage of technology in your unit
• You include a Bibliography
  o Identify all sources in a Bibliography at the end (include all references for songs, games, accompaniments, etc)
  o Identify each individual song – include one copy of each song or musical selection used

Interview Questions ~ December 10
Prepare 1) five questions you might be asked during an interview and 2) five questions you might want to ask during an interview. Turn in one copy at the beginning of class

Resumé ~ Dec 10
Prepare a 2-3 page resume for your professional portfolio. (Recommendations for what to include and examples will be presented in class.)

Video/Podcast Lesson – Dec 12
Details will be distributed in class

Notebook ~ due Tuesday, December 17 at the final exam time
Must be organized, please use a table of contents and 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 workshops/conferences/festivals attended
• notes and review of practicum experience w/ appropriate signatures
• All assignments from the semester
Music 466   Fall 2013   Tentative Calendar

Aug  27    Introduction; discuss syllabus, practicum, mentor teacher
         29    student teaching info

Sep   3    Technology
         5
         10   Curriculum (lit selection)
         12
         17
         19   Special Needs Students in Music
         24
         26   (SMTE)

Oct  1     Grading/Assessment
         3
         8
         10   Classroom Management
         15
         17
         22   Duke Sequencing Instruction
         24   Duke Feedback
         29   Duke Transfer
         31   Duke Effecting Change & A Teaching Life

Nov  5     Peer Teaching
         7     Peer Teaching
         12    Peer Teaching
         14    Peer Teaching
         19    Philosophy Speeches
         21    Leon Keuhner   (IMEA Nov 21-23)

Dec  3     Resume/Job Search
         5     Interviews
         10    Student Teaching
         12

Dec  17    9:45 – 11:45    Final Exam – Class Notebook Due

***Readings will be announced in class