

Iowa State University
Course Syllabus – Fall 2015
Music 266 – Introduction to Music Education
Music Hall 125 – T/TH 11:00

Instructor: Dr. Natalie Steele Royston
Music Hall 207
ISU Phone: 294-6829
Email: nasteele@iastate.edu
Office hours: TBD and by appt

Required Materials:

Musician & Teacher: An Orientation to Music Education. Campbell, P. S. (2008). Norton: New York. ISBN: 978-0-393-92756-6

Intelligent Music Teaching by Robert Duke. Publisher: Learning and Behavior Resources. Copyright 2011. ISBN: 978-0-9771139-0-3

Teach Like Your Hair's On Fire by Rafe Esquith. Publisher: Penguin Books. Copyright 2007. ISBN: 978-0-14-311286-0

Iowa State University Music Education Handbook – available online

Student Learning Outcomes:

The students will

- Understand the value of and write a professional philosophy of music education.
- Understand and be able to apply the National Standards of Music Education to organize instruction.
- Write appropriate goals and objectives for music instruction.
- Develop approaches for motivating student learning through the use of feedback.
- Consider the pros and cons of competition and cooperation in music learning.
- Demonstrate the ability to plan for music instruction and explain the rationale for the instructional sequence.
- Demonstrate the ability to develop appropriate assessment for music instruction.
- Establish procedures for preventing discipline problems, managing student behaviors, intervening in discipline problems, and remediating inappropriate student behaviors.
- Identify the various professional music teaching options that exist in K-12 schools and issues affecting the quality of instruction and the musical experience.
- Demonstrate through verbal and written methods burgeoning knowledge of how children learn and process music.

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 280K (.5 credit), Field Experience for Secondary Teaching Preparation (Music) is REQUIRED. You must also have completed a background check before observing in the schools.

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 can 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:

Praxis Core Exam prior to Teacher Education admission

Attendance at IMEA conference – Nov 19-21, 2015 – registration fee is required

Recommended:

Join NAFME Collegiate/Iowa Music Education Association

Professional Expectations:

You will be required to function as independent thinkers capable of demonstrating creativity, critical thinking, and problem solving skills. You are responsible for being aware of the attached calendar and all due dates. Reminders may or may not be given; do not rely upon them.

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.

Communication:

Communication should take place, whenever possible, during class time, my office hours, or an arranged appointment. Please refrain from emailing unless you have made an effort and been unable to speak to me in person or it is an emergency. Emails received in the evening, on weekends, or holidays, will be answered during the next business day. Every attempt will be made to reply to other emails within 24 hours. Please do not email assignments to be proofread and/or edited for you.

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/written form, and *stapled* in the upper left-hand corner. **Late assignments will NOT be accepted and will be given a zero. Be mindful in backing up your work.**

Assignments submitted on BlackBoard should be typed in Word and then submitted as a Word or PDF file (do not type directly into Blackboard). Please save a copy of every assignment as these will need to be submitted with your notebook.

Evaluation:

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

Writing assignment #1		10
Writing assignment #2		10
'How to' w/ Plans & Reflection	(20/15/5)	40
Reading Paper (Esquith)		25
Teaching philosophy		25
E-Portfolio		10
Final Project		30
Research Paper		40
Research Paper Presentation		15
IMEA attendance		25
Class Preparation, Participation & Misc		20

Additional assignments and/or quizzes are possible

Grading Scale:	92 - 100% = A
	90 - 91% = A-
	88 - 89% = B+
	82 - 87% = B
	80 - 81% = B-
	78 - 79% = C+
	72 - 77% = C
	70 - 71% = C-
	60 - 69% = D
	below 60% = F

***You must receive a C or better in this class in order to pass and be eligible to move forward in the music education program.**

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.