

Iowa State University
Course Syllabus – Fall 2017
Music 466 – Program Development and Evaluation in Music Education
Music Hall room 125

Instructor: Dr. Natalie Steele Royston
Music Hall 003
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Pre-requisites:

C or better in Music 266 & 366, successful completion of at least 1 credit Music 480k
Full Admission & Good Standing in Teacher Education
Concurrent enrollment in Music 480k (1hr)
Will be student teaching Spring or Fall 2018

Required Texts:

- *Scale Your Way to Music Assessment* Paul Kimpton & Delwyn Harnisch: GIA Publications; ISBN 978-1-57999-636-9
- *Intelligent Music Teaching* Robert Duke ISBN 978-0-9771139-0-3
- *Iowa State University Music Education Handbook* – online

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.

Learning Outcomes:

1. Students will demonstrate skills in lesson planning & lesson presentation for the K-12 music classroom.
2. Students will demonstrate skills in curriculum development for the K-12 music classroom.
3. Students will demonstrate skills in classroom management for the K-12 music classroom.
4. Students will demonstrate skills in student assessment for the K-12 music classroom.
5. Students will demonstrate the use of “best practice” teaching strategies for the K-12 music classroom
6. Students will demonstrate the ability to accommodate for the diverse needs of students in the K-12 music classroom.
7. Students will be able to prepare and critique recruitment/hiring applicable to their future job search
8. Students will be able to reflect upon their teaching practice.
9. Students will demonstrate an understanding and application of the ISU Teaching Standards through the compilation of the e-portfolio.

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. Office hours will be posted and appointments may be made outside of regular office hours, as there will be times that I have meetings, appointments with other students, or observations with student teachers. If you need to be certain of seeing me, making an appointment will guarantee uninterrupted time.

Additional Requirements:

IMEA attendance Nov 16-18 (registration fee **will be** required)

Optional (but encouraged) NAFME membership
IAAE Fall Symposium for Beginning Fine Arts
Saturday, October 28 at Iowa Central Community College in Fort Dodge
Luther Music Education Symposium

Professional Expectations:

You are expected 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 preparation and participation will be factored into evaluation. This means completing the required reading and actively participating in class every day so that discussions can be as meaningful as possible.

Assignments and Projects*:

(Late papers and/or projects will not be accepted)

Questions	10	August 24 & 29
Teaching	30	TBD
Mentor Teacher Project	30	October 10
Research Paper	100	November 7
Curriculum Project 150		November 30
Map (50)		
Objectives/Linked Lesson Plans/References (50)		
Assessment Plan (50)		
Philosophy Paper	30	December 7
Resume & Cover Letter	15	December 7
IMEA reports	20	after IMEA/ no later than Dec 7
Misc, Class Prep & Participation	20	ongoing

***Subject to Change**

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

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 the result of EXCELLENT work, a B is the result of GOOD work, and a C is the result of AVERAGE work.**

A "C" or better is required for this course.

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:

Recommended Books:

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

Crowd Control: Susan Haugland; Rowman & Littlefield; ISBN:978-1-57886-611-3

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

Common Core: Re-Imagining the Music Rehearsal and Classroom; Standards, Curriculum, Assessment, Instruction; GIA Publications ISBN: 978-1-62277-101-1

Performance Assessment in Band; Wendy Barden; Kjos Music Co; ISBN: 978-0-8497-2610-1

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

Teaching Band and Orchestra; Methods and Materials; Lynn Cooper; GIA Publications;
ISBN: 1-57999-275-7

Starting Out Right: Beginning Band Pedagogy; J. S. Millican; Scarecrow Press;
ISBN: 978-0-8108-8301-7

Conducting and Rehearsing the Instrumental Music Ensemble; John Colson; Scarecrow Press;
ISBN: 978-0-8108-8260-7

Choral Music: Methods and Materials; Brinson & Demorest; Schirmer; ISBN: 978-133-59966-1

Music Learning Today: Digital Pedagogy for Creating, Performing, and Responding to Music;
William Bauer; Oxford Univ Press; ISBN: 978-0-19-989059-0

Musicianship-Focused Curriculum and Assessment; Colleen Conway; GIA; ISBN: 978-
1622771370