

MUS 266: Introduction to Music Education

Course Syllabus, Spring 2024

T/Th 3:10-4pm
Music Hall 125

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Office: Music Hall 205

Office Hours: T 1-3pm; Th 9-10am; 2-3pm

additional times by appointment (face-to-face and virtual)

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Introduction to Music Education offers an overview of what it means to study music education at the collegiate level. The purpose of the course is to (1) expose music majors to current music education practices, (2) introduce primary teaching methods and approaches in music, (3) examine music education history, and (4) establish reflective thought regarding teaching philosophy.

Required Materials:

Music Education in Your Hands, Mark & Madura
ISBN 9780415800907

Yamaha Plastic Soprano Recorder

Iowa State University Music Education Handbook – available on the Canvas Music Education page

Student Learning Outcomes:

The students will

- Develop a preliminary music teaching philosophy
- Develop a preliminary resume
- Discuss and identify major historical events within the United States music education system
- Explore and apply the National Standards of Music Education (1994) and the new Music Standards (2014)
- Write appropriate goals and objectives for music instruction
- Consider the pros and cons of competition and cooperation in music learning
- Demonstrate the ability to plan for music instruction
- Explain the rationale for an instructional sequence
- Explore various perspectives and experiences pertaining to music teaching and learning
- Discuss 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
- Discuss issues influencing the quality of instruction and the musical experience
- Demonstrate burgeoning knowledge of how children learn and process music
- Define social emotional learning as it pertains to music education
- Explore various perspectives and experiences pertaining to social emotional learning in music education

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. On your 4th unexcused absence, your grade will be lowered one letter grade. Your grade will be lowered one letter grade for each subsequent absence. Excused absences are accompanied by university- or department-endorsed letters. All other absences are considered unexcused.

Additional Requirements:

Praxis Core Exam prior to Teacher Education admission

Recommended:

Join NAFME Collegiate/Iowa Music Education Association

Join OAKE/Kodaly Educators of Iowa

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.

I 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.

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 when outlined in Canvas** (unless other instructions have been given). Additionally, written work is to be typed, double-spaced, error-free, and in proper essay/written form. **Be mindful in backing up your work.**

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

* Candidates pursuing Educator Preparation are required to earn a minimum of a “C” in ALL Education (EDUC), Human Development and Family Studies (HD FS), and Special Education (Sp Ed) courses and all other program-specific pedagogy coursework. **This includes this course.** In addition, Educator Preparation candidates are expected to maintain a 2.5 cumulative GPA throughout the program in order to continue being eligible for educator preparation courses.

Assignments

Writing Assignment, Personal Narrative #1: How Did You Get Here? (25 pts)

Create a 2-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.

Answer the following:

- 1) Describe your background in music education (experiences with music teachers, performances, and learning about music)
- 2) Why do you want to be a music educator?
- 3) Why is music education important?

Lesson Plans (200 pts)

A total of four (4) lesson plans will be assigned during the semester. You will compose these in the format provided and type them in a word-processing program as stipulated previously in the syllabus. Specific details will be provided in advance of each due date.

Developing Teaching/Peer Teachings (200 pts)

Because Music 266 is more than likely your first music education course, you will be given several opportunities to participate in brief teaching segments. These might include leading warm-ups, teaching rhythm and/or tonal patterns, and leading sight-singing. Typically, these segments will last 2-3 minutes.

Reading Responses/Journal (250 pts)

You will create a CyBox document to use for responses to readings and submit the link on Canvas for me to look at. This can be an ongoing document separated by dates and titles of readings, with the latest entry being at the top. Each response needs to be at least half a page, written in complete sentences, Times New Roman, double-spaced, and 12-point font. These journals will help you participate in discussion in class.

All written assignments will be in the American Psychological Association (APA) 7th Edition format: 1-inch margins, 12-pt font, double-spaced, Times New Roman.

Advocacy Letter (50 pts)

Choose one scenario to inspire you.

Your middle school has recently earned poor scores in reading comprehension and science on the yearly standardized exam. In order to accommodate additional electives in reading and science, the principal has suggested that students are allowed only one elective choice (Visual Art, Theatre Arts, Band, Choir, Orchestra, or Physical Education). Students are required to take 3 semesters of Physical Education courses. You realize that such a change in elective offerings will reduce your program’s numbers and possibly funding for your teaching position. How will you advocate your program to your principal? Write a letter to your principal providing solutions to this situation. You must cite evidence of your arguments through articles, books, and websites. Wikipedia is not a source that is appropriate for this project. Your letter must be in 12 point Times New Roman font with 1 inch margins, double spaced, and no less than 750 words. Turn it in on Canvas on the due date.

Your district is facing a budget crisis due in part to the economic situation in your city. In addition, test scores in your district have not improved in the last three years, and the state is threatening to remove funding if the scores cannot increase. The superintendent has mandated that all general music programs

must be cut to save money and to increase academic instruction. Thirty-seven elementary music specialists will lose their jobs and students will not have the opportunity to participate in music until they are in middle school. How will you advocate your program to your school board? Write a letter to your school board providing solutions to this situation. You may take the position of the elementary music teacher, parent of a child affected, middle school music teacher, or high school music teacher. You must cite evidence of your arguments through articles, books, and websites. Wikipedia is not a source that is appropriate for this project. Your letter must be in 12 point Times New Roman font with 1 inch margins, double spaced, and no less than 750 words. Turn it in to Canvas on the due date.

Writing Assignment, Personal Narrative #2: Self-Analysis (25 pts)

Create a 2-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 strategies for addressing identified concerns and ways of enhancing existing strengths.

Writing Assignment: Resume (50 pts)

Using the provided templates, prepare a resume based on your experiences thus far.

Teaching Philosophy (50 pts)

Why do you teach music? What drew you to music education as a profession? What do you believe and value about music education? What personal experiences help shape your beliefs and values? How will you teach? What do you want your students to learn? What do you want your students to remember 10, 20, 30 years after your class? How do your beliefs and values guide this philosophy?

Construct a personal philosophy statement. This statement will be one page in length (12 pt, TNR, 1 in) and should answer these questions above. You must be able to identify your values regarding music education and how that shapes your philosophy. This statement should be in the first person and will guide the way you teach and construct curriculum. Turn it in to your student folder in One Drive on the due date.

Professional Music Organizations Presentation (100 pts)

There are many professional organizations that you have the opportunity to be a part of as a music educator. You will be assigned an organization and will be asked to give us a tour of their website. Be able to tell us what the purpose of the organization is, the resources available to music educators, membership, and convention information. Please provide a handout to the class and upload into the assignment One Drive folder on or before the due date.

Recorder and Ukulele Assessment (50 pts)

Each of you will “pass-off” each of the songs, therefore earning belts. This can take place at any point in the semester, by appointment. Students who successfully earn a Black Belt will receive all points. Student must demonstrate correct breathing, posture, fingerings, and counting.

***Syllabus subject to change.**

Misuse of Course Materials in the Educator Preparation Program

[Course Material Statement](#)

Required and Recommended ISU Syllabus Statements

[ISU Statements](#)

Free Expression

Iowa State University supports and upholds the First Amendment protection of [freedom of speech](#) and the principle of [academic freedom](#) in order to foster a learning environment where open inquiry and the vigorous debate of a

diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

Iowa State Educator Preparation Professional Attributes

Professional Attributes

ISU Educator Preparation Program Conceptual Framework:

The ISU educator preparation program is founded on the land grant commitment of access and opportunity when serving the people of Iowa, the nation, and the world. Like the University, the ISU educator preparation program is fundamentally grounded in the science and technology of living and learning. The themes of leadership, equity, critical thinking, and innovation are intentionally woven throughout the fabric of this program in order to help today's learners achieve to their full potential. Additional information about the framework can be found at:

<http://www.education.iastate.edu/educator-preparation-resources/conceptual-framework/>

Iowa State University Teaching Standards

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

***MUS 266 Assignment(s): University of Mississippi Project (I)**

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

***MUS 266 Assignment(s): University of Mississippi Project (I)**

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

***MUS 266 Assignment(s): Lesson Plans (I) (E), Peer Teachings (I) (E), Recorder Assessment (I) (R)**

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

***MUS 266 Assignment(s): Lesson Plans (I) (E), Peer Teachings (I) (E)**

Instructional Practices

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

***MUS 266 Assignment(s): Lesson Plans (I) (E), Peer Teachings (I) (E)**

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

***MUS 266 Assignment(s): Lesson Plans (I) (E), Peer Teachings (I) (E)**

Standard #8A: Technology. The teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Teachers practice and advocate safe, legal, and responsible use of information and technology.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

***MUS 266 Assignment(s): Teaching Philosophy (I), Personal Narrative #1 (I), Personal Narrative #2 (I), Resume (I)**

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

***MUS 266 Assignment(s): University of Mississippi Project (I), Resume (I)**