

COURSE SYLLABUS: MUS ED 1500

GENERAL INFORMATION

| | |
|------------------|--|
| Course | MUS ED 1500– Introduction to Music Education |
| Session | Spring 2020 |
| Date/Time | Tuesdays and Thursdays, 8:00-8:50 |
| Location | Russell Hall 147/159 |

INSTRUCTOR

| | |
|---------------------|---|
| Instructor | Cayla Bellamy |
| Mailbox | Russell Hall 167 |
| Email | cayla.bellamy@UNI.edu |
| Office Hours | Thursdays and Fridays 11:00am-12:00pm and by appointment |

COURSE DESCRIPTION

Description “Overview of music education methodologies, philosophies, and techniques, including computer-based music instruction (CBMI). Techniques for audio and video recording of music ensembles.” (<http://catalog.uni.edu/courses/music/>)

Objectives Upon completion of the music education (BM) degree, students will be able to:

Demonstrate mastery of the foundational principles of choral/general OR instrumental/general music education including teaching methods, educational philosophy, and technical/musical skills necessary for teaching music at the K-12 level;

OR

Demonstrate mastery of the foundational principles of jazz music in the areas of theory, arranging, improvisation, history, and ensemble performance.

Upon completion of this course, students will be able to:

Articulate in writing their personal philosophy, qualifications, and areas for improvement in music teaching, as well as general trends in music teacher development and identity and how they may impact their educational career.

COURSE SYLLABUS: MUS ED 1500

Discuss the history of music education in the United States as well as recent trends in music education.

Create a lesson plan for a live teaching experience and successfully carry out a peer teaching exercise.

Discuss issues in classroom management, music standards and student assessment, and diverse student learners.

Articulate in writing the educational principles observed in and their reflections of in field observation and peer teaching activities.

Materials Notebook and writing utensil
OR
Laptop/tablet computer/smartphone

Resources Raiber, Michael, and David Teachout. *The journey from music student to teacher: a professional approach*. New York: Routledge, 2014.

Duke, Robert A. *Intelligent music teaching : essays on the core principles of effective instruction*. Austin: Learning and Behavior Resources, 2005.

Additional articles as posted to eLearning site

CLASSROOM ENVIRONMENT

Attendance Students are expected to attend every class, beginning precisely at 8:00. Any student arriving past 8:00 will be considered tardy. Three tardies constitute one unexcused absence (i.e. one unexcused absence + three tardies = two unexcused absences). Sleeping in class also constitutes an absence.

Three unexcused absences will automatically result in the loss of one half (plus/minus) letter grade.

The University of Northern Iowa respects the right of all students to observe their religious holidays and will make reasonable accommodation, upon request, for such observances. Such requests should be made in writing to the instructor by the end of the second week of the course to allow for the request to be processed through the program office.

Technology Technology is permitted and encouraged in the classroom, and all students are expected to maintain focus for the duration of the class period. Please refrain from use of social media unless explicitly requested for a course activity.

COURSE SYLLABUS: MUS ED 1500

- Food** You may eat in class as long as it does not become a distracting activity and the room is left clean. This privilege may be revoked if abused! Food and open beverages are not permitted in the electronics lab.
- Honesty** Academic ethics violations include, but are not limited to: plagiarism, misrepresentation, fabrication, cheating, and facilitation. For more information, view the UNI Student Academic Ethics Policy. (<http://www.uni.edu/policies/301>) Students found guilty of academic misconduct are eligible for dismissal from the university.
- Inclusion** If you have a preferred name or pronoun that differs from your gender as listed on official UNI student records, please let me know, and I am happy to use that.
- The University of Northern Iowa complies with the Americans with Disabilities Act Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. To request accommodations please contact Student Accessibility Services for more information at accessibilityservices@uni.edu. (<https://sas.uni.edu>)
- The University of Northern Iowa does not discriminate in employment or education. Visit 13.03 Equal Opportunity & Non-Discrimination Statement (<https://policies.uni.edu/1303>) for additional information.
- Respect** This course will encourage you to voice your opinions about your personal concepts of aesthetics, taste, and preference, as well as philosophies of learning, ethics, and interpersonal relationships. All students are to respond to both themselves and others with respect, tolerance, and care. Should any disrespectful interactions occur, I reserve the right to remove students from the class.

GRADING PROCEDURES

Assignments The following assignments make it possible to earn 1000 points over the course of the 16-week semester.

| | |
|-------------------------|----------|
| Participation | 150 pts. |
| Weekly Blogs (15) | 300 pts. |
| Observation Reports (3) | 150 pts. |
| Lesson Plans (3) | 150 pts. |
| Teaching Philosophy | 50 pts. |
| Resume | 50 pts. |
| Final Teaching Project | 50 pts. |
| Final Reflection | 50 pts. |

COURSE SYLLABUS: MUS ED 1500

Bingo Card

50 pts.

Final Grade Your final grade for MUS ED 1500 will be a total point value of a possible 1000 and assigned a corresponding letter as follows.

| | |
|----|---------------|
| A | 930-1000 pts. |
| A- | 900-929 pts. |
| B+ | 870-899 pts. |
| B | 830-869 pts. |
| B- | 800-829 pts. |
| C+ | 770-799 pts. |
| C | 730-769 pts. |
| C- | 700-729 pts. |
| D+ | 670-699 pts. |
| D | 630-669 pts. |
| D- | 600-629 pts. |
| F | 0-599 pts. |

COURSE SCHEDULE

Explanation The following is a comprehensive course plan.

Attendance is expected at every class, but please be aware that absences on exam and project days may result in missing assignments that may not be made up for credit. Also included are reading assignments alongside dates by which you are expected to have completed reading. Activities that take place in any given class period will rely on you having completed the assigned reading and assignments.

| Date | Topic | Reading (Due) | Assignment (Due) |
|-------------|--|---------------------|--|
| T – Jan. 14 | Five Ws I: Who teaches? | | |
| R – Jan. 16 | OBSERVATION DAY | COE Disposition pdf | |
| T – Jan. 21 | Traits and Proficiencies | R/T 41-57, 189-196 | Blog 1: Trait Demonstration |
| R – Jan. 23 | History I: Philosophical Underpinnings | Edutopia web | Observation Reflection 1 |
| T – Jan. 28 | Participation I: -centric Models | R/T 115-129 | Blog 2: Philosophical Leanings |
| R – Jan. 30 | Five Ws II: What to teach? | Gordon web | |
| T – Feb. 4 | Teaching Standards | R/T 84-87, 197-218 | Blog 3: Complete Education Descriptive |

COURSE SYLLABUS: MUS ED 1500

| | | | |
|--------------------|---|--|---|
| R – Feb. 6 | Comprehensive Musicianship | CMP web | |
| T – Feb. 11 | Five Ws III: Where to teach? | R/T 96-112 | Blog 4: Complete Education Prescriptive |
| R – Feb. 13 | Classroom Management | H/C 294-295, 305-307, 316-317 | |
| T – Feb. 18 | Five Ws IV: When to teach? | D “Sequencing” | Blog 5: Classroom Scenarios |
| R – Feb. 20 | Curriculum Design and Annual Plans | | |
| T – Feb. 25 | Lesson Plans, Part One | D “Precision” | Blog 6: Elementary, Middle, High School Proficiencies |
| R – Feb. 27 | Assessment vs. Evaluation | R/T 246-272 H/C 136-137 D “Assessment” | Lesson Plan 1 |
| T – Mar. 3 | History II: Suzuki, Orff, Kodaly, Dalcroze | R/T 135-141 | Blog 7: Successful Assessments |
| R – Mar. 5 | History III: American Milestones | R/T 87-91 | Observation Setup |
| T – Mar. 10 | Five Ws VI: Teach how? | Peak Performance web | Blog 8: History Deep Dive (topic TBD) |
| R – Mar. 12 | OBSERVATION DAY | | |
| T – Mar. 17 | SPRING BREAK | | |
| R – Mar. 19 | SPRING BREAK | | |
| T – Mar. 24 | Music Learning Theory and Motivation | R/T 142-149 | Blog 9: Teaching Notation |
| R – Mar. 26 | Tech I: Apps and Software | Pollard pdf | Observation Report |
| T – Mar. 31 | Sequencing and Scaffolding (Lesson Plans, Part Two) | R/T 138, 145-147 | Blog 10: Transfers |
| R – Apr. 2 | Tech II: Classroom Hardware | D “Feedback” | Lesson Plan 2 Dyslexia Training Registration |
| T – Apr. 7 | History IV: Contemporary Trends and Voices | R/T 22-40 H/C 405-406 | Blog 11: Tech Ideas Reflection 2 |
| R – Apr. 9 | Inclusive Classrooms I | R/T 171-189 | Dyslexia Training Certificate |

COURSE SYLLABUS: MUS ED 1500

| | | | |
|--------------------|--|--|--|
| T – Apr. 14 | Inclusive Classrooms II | D “Effecting” | Blog 12: Inclusiveness Observation Setup |
| R – Apr. 16 | Social Justice | A/S pdf Berman web | Blog 14: Resume Brainstorm |
| T – Apr. 21 | OBSERVATION DAY | | |
| R – Apr. 23 | Five Ws VI: Why teach? | Program Advocacy: H/C 235-236, KR pdf | Blog 13: Advocacy Scenario |
| T – Apr. 28 | Guided Work Day: Lesson Plan, Philosophy, Resume | | |
| R – Apr. 30 | Professional Development | H/C 344-345, 364-365, 393-395 | Lesson Plan 3 Teaching Philosophy |
| T – May 5 | Teaching Demos Final Reflections | | Blog 15: Next Steps Teaching Reflection Resume Bingo Card |

Reading Code A/S - Randall Everett Allsup and Eric Sheih, “Social Justice and Music Education”
 COE - UNI College of Education
 D - Robert Duke, *Intelligent Music Teaching*
 H/C - Donald Hamann and Shelly Cooper, *Becoming a Music Teacher*
 KR - Lauren Kapalka Richerme, “Apparently We Disappeared”
 pdf - posted in pdf format on eLearning
 R/T - Michael Raiber and David Teachout, *The Journey from Music Student to Teacher*
 web - linked website via eLearning
 # - indicate page numbers of relevant reading

Special Dates The following are highly recommended events in the music education division, each of which offers professional development and a chance to both see our division in action and advocate for our program and music education in the state. Please attend all you can.

Saturday, January 25 -
 Music Education Workshop

Thursday-Saturday, February 13-15 -
 Northern Festival of Bands

Wednesday-Friday, February 19-21 -

COURSE SYLLABUS: MUS ED 1500

Tallcorn Jazz Festival

Tuesday, March 3 -

Northern Iowa Band Invitational

Thursday, April 2 -

Orchestra Invitational

Saturday, April 4 -

Music Education Workshop

Tuesday, April 14 -

Women Sing

Sunday, April 19 -

Spectrum Project Concert

ASSIGNMENT DESCRIPTIONS

| | |
|----------------------------|---|
| Participation | Reported on eLearning at semester conclusion. Reflects class preparation, participation, and contribution. |
| Blog | Due weekly via eLearning blog widget. Written in prose form with complete, grammatically accurate sentences. Expected length: 1-2 paragraphs |
| Observation Report | Due periodically via eLearning blog widget. Written in essay form with introduction and conclusion. Expected length: 5-7 paragraphs |
| Teaching Philosophy | Due at semester conclusion in hardcopy. Written in cohesive narrative form with transitions and authorial voice. Expected length: one page, single spaced |
| Lesson Plan | Due periodically in hardcopy. Written in chart form, complete sentences not required. Expected length: template provided |
| Resume | Due at semester conclusion in hardcopy. Written in bullet form, uniform construction required. Expected length: one page |
| Teaching Demo | Presented live at semester conclusion. |

COURSE SYLLABUS: MUS ED 1500

Expected length: five minutes

Final Reflection Due at semester conclusion via eLearning blog widget.
Written in essay form with introduction and conclusion.
Expected length: 5 paragraphs

Bingo Card Due at semester conclusion in hard copy.
Written in bullet form.
Expected length: up to 24 observations

NOTES

Help If you are having trouble reaching the class deadlines or are confused about the readings or assignments in any way, please arrange to attend an instructor office hour. I can help you individually to understand the concepts, study for exams, and develop an effective work schedule.

Disclaimer This syllabus is subject to change at the discretion of the instructor. Should any changes occur, they will be announced in class, and an updated syllabus will be posted to eLearning. If at any point you are confused about the requirements and expectations for this course, please contact me immediately.