



Introduction to Music Education

MUS 2250, NJ01: 2 credits

Fall 2019 Tuesday-Thursday 4:00–5:00 Bentley 207

Instructor Steven Light

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Course Website <http://www.fyreandlightning.org/jsc/pages/Intro/intromused.html>

Office Hours Tuesdays-11:00-12:30, 5:00-5:30 and Thursdays-11:00-11:30, 5:00-6:00 by appointment (just talk to me before or after class to schedule).

Prerequisites None

Course Description This introductory course in Music Education is intended to provide historical, philosophical, and practical foundations for the teaching of music. Initial exposure to the methods, tools, language, and literature of the professional music educator will be reviewed to help the student explore and confirm his or her decision to enter the field. Students will become collegiate members of the professional organization NAFME read articles in its professional journal and attend the annual Vermont Music Educators Conference. Field observations in area schools will provide real world examples of public school music instruction.

Core Goal Upon successful completion of this course students will have a rich understanding of the Music Education profession, NVU program and requirements.

Student Learning Outcomes Students will gain an understanding of:

- The characteristics of good teaching
- The concept of "Create, Perform, Respond"
- The National Music Standards
- The development of music education in the United States
- Various pedagogical approaches used in today's schools
- The typical role of the music specialist in the educational process
- How to identify personal and professional traits associated with successful
How to articulate a rational and well-reasoned philosophy of music education which is supported by both research and theory
- How to create well designed lesson plans and units
- General teacher-certification preparation and NVU's music education curriculum including orientation information to assist students in preparing for their matriculation through the music education degree program, including PRAXIS I & II content, Portfolio preparation and licensure requirements

Required Material	<p>Hoffer, Charles R. <i>Introduction to Music Education</i>. 3rd Edition. Long Grove: Waveland Press, 2009. (Required text)</p> <p>Erwin, Edwards, Kerchner, Knight. <i>Prelude to Music Education</i>, 2002 Prentice Hall. (On reserve)</p> <p>Abeles, Hoffer, Klotman, <i>Foundations of Music Education</i>, 2nd edition, Schirmer, 1995</p> <p>NAfME. (Serial). <i>Music Educators Journal</i>. (Included with NAfME membership).</p> <p>Organizer for notes, assignments and school observation responses</p>
Course Content and Methods	Students will be introduced to the course subject matter primarily through lecture, discussion and reading. A great deal of personal reflection is essential.
Participation	Active and respectful participations in all aspects of the course is essential. Students are expected to participate in all group discussions and activities, communicate electronically appropriately, complete independent work thoroughly, and present it with care and attention to detail. Participation should be grounded in knowledge and insights gained from course readings and previous class discussions and activities. Requests for alterations of assignments, extensions, or a review of problems should be made with the instructor during office hours.
Readings and Assignments	Weekly readings and online review quizzes are posted on the class website (fyreandlightning.org/jsc). You are responsible for attending class and monitoring your <i>NVU email</i> to learn of changes. You should read the scheduled items in advance and come ready to engage in discussion or tasks about the readings on the day they are due. Additional details will be provided for each of the assignments. All assignments are due by class time on the due date. Extensions may be granted <i>only</i> if requested.
Attitude and Professionalism	In addition to the quality of assignments submitted, factors such as attitude and professionalism in the classroom can affect the final grade.
Assignments and Grading	<p><i>Major assignments include:.....Percent of grade</i></p> <p>Read and respond during class discussions and in writing to weekly readings10</p> <p>Formulate a personal philosophy of music education with belief statements10</p> <p>Begin to assemble a professional portfolio.....5</p> <p>Develop a list of characteristics of quality teaching.....5</p> <p>Understand, memorize and be able to integrate in lesson planning the National Standards of Arts Education and Music Learning Components5</p> <p>Write a sample lesson plan10</p> <p>Write a sample unit plan10</p> <p>Create a timeline about and present to class the history of music education in America indicating the major innovators and their contributions including their approaches and philosophies10</p>

Write and recite a 5 minute speech on “My Most Influential Teacher” — and reflect on why this is the case, what those influences were and how it currently informs your desire to teach (qualifies for Oral Communications requirement).....5

Observe a minimum of once in each of the 4 age levels of school grades (K-2; 3-5; 6-8; 9-12). Keep observation logs, journals and write observation reports and reflections on each observation using assigned focus questions20

Write a self-assessment and professional goals paper.....5

Attitude and Professionalism.....5

Attendance3 points deducted for each *unexcused* absence
All assignments and aspects of the course will be explained in detail during class

Attendance and Submission Policies

Missing class will effect your grade. Please notify the instructor of any unavoidable absences *before* the class and arrange to obtain any handouts. In case of illnesses or emergencies, contact the instructor on or immediately after the absence.

Turn in assignments on the posted due dates. Submitting assignments after the due date will affect your grade. In general, turning work in late means losing some or all credit for it. If you need to submit work late due to illness, or family or other emergency, please contact the instructor by phone or email, during office hours, before or after class—preferably before the due date. Excused late submissions must be complete within one week of the due date; check in with instructor as to whether this may be done by email. Resubmissions of unacceptable work will be arranged on a case-by-case basis.

YOU ARE RESPONSIBLE FOR CHECKING YOUR NVU E-MAIL ACCOUNT.

NVU Policy on Academic Honesty

Students are expected to conform to the highest standards of academic honesty in all their academic work at Northern Vermont University. Academic dishonesty in any form is prohibited and unacceptable. Acts of dishonesty for which a student may be disciplined include, but are not limited to, receiving or providing unauthorized assistance on an examination and plagiarizing the work of others in writing assignments. The American Heritage Dictionary defines plagiarism in the following way: “To steal or use (the ideas or writings of another) as one’s own.” Students are responsible for knowing what specific acts constitute plagiarism; if students are uncertain whether a particular act constitutes plagiarism, they should consult with their instructors before turning in assigned work. Any suspicion of academic dishonesty will result in the commencement of a college investigation as outlined in the student handbook.

Nondiscrimination Policy

The Vermont State Colleges (“VSC”) and each member College do not engage in unlawful discrimination based on race, color, creed, ancestry, ethnicity, national origin, place of birth, sex, sexual orientation, disability, age, veteran status, marital status or any other status protected by law. Sexual harassment, racial harassment, and harassment of persons based upon other protected categories are forms of discrimination and will not be tolerated. Also, inappropriate sexual relationships between staff and students, although they may not rise to the level of sexual harassment, are prohibited. Further, the VSC and each member College, in accordance with Vermont law, do not discriminate against any person on the basis

of the person having a positive HIV-related blood test. For additional details see the college catalog.

**Policy on
Students with
Disabilities**

Northern Vermont University is committed to creating an accessible college community where students with disabilities have equal opportunity to participate in all aspects of the educational environment. If you are a student with a documented disability, you may be eligible for coursework accommodations provided current and comprehensive documentation is presented. Disclosure of a disability is voluntary; however, it is encouraged so students may access accommodations and services as soon as possible. If you feel comfortable, please make an appointment with your instructor to discuss your learning needs. For more information or to schedule an appointment with NVU's Learning Specialist, contact 802-635-1259. For additional information see the NVU Policy & Procedures manual or the Academic Support Services website.

Class Meeting Times and Schedule

Fall 2019 Tuesday-Thursday 4:00–5:00

Schedule, topics and assignments are subject to change

All readings are from the assigned textbook (“Hoffer”)

Week/Date	Topics	Assignments
1-Aug. 27/29	Introduction, Goals, Procedures, Self-Assessment	Chapter 1, Belief Statements
2-Sept. 3/5	Organize Observations*, Share belief statements, Philosophy of music ed., “Create, Perform, Respond” and the National Standards	Chapter 2, Chapter 12 (Erwin) National Standards, Philosophy
3-Sept. 10/12	Share philosophies, Observation de-brief*	Chapter 3, Comparison chart of old and new national standards
4-Sept. 17/19	Discuss reasons for becoming a music teacher, Characteristics of quality teaching, Influences, Observation de-brief	Chapter 4, “My Most Influential Teacher” speech
5-Sept. 24/26	Lesson planning, Observation de-brief, speeches	Chapter 5, Write and present lesson plan
6-Oct. 1/3	Lesson plans presented, Unit planning, Curriculum mapping	Chapter 6, Prepare for mid-term <i>Attend VMEA Conference 10/4</i>
Oct. 8/10	<i>Fall Break</i>	
7-Oct. 15/17	Mid-term: National Standards, Music Learning Components, Elements of Music	Chapter 7, Historical timeline
8-Oct. 22/24	History of music ed. in US, Timeline presentations, Observation de-brief	Chapter 8, Portfolio research
9-Oct. 29/31	Assembling your professional portfolio, NVU, Interview requirements, Observation de-brief	Chapter 9, Assemble portfolios
10-Nov. 5/7	Share, Critique portfolios, Observation de-brief	Chapter 10, Revise portfolios, Brainstorm “special topics”
11-Nov. 12/14	Planning for the future – Your Music Ed. plans, NVU requirements, Praxis I & II, Observation de-brief	Chapter 11-“Coda”
12-Nov. 19/21	Observation de-brief, Special Topics Week – what do you want to know and discuss?	Appendices A, B, C, Chapter 10 (Erwin)

Week/Date	Topics	Assignments
Nov. 26/28	<i>Thanksgiving Break</i>	
13-Dec. 3/5	Observation de-brief, Special learners, Tie up loose ends	Self-reflection & professional goals paper
14-Dec. 10/12	Present papers, Class assessment, Self-assessment, Review	Study!
Dec. 17 or 19	<i>Final Exam</i>	

Projects at a glance

Readings

Belief Statements

Philosophy of Music

National Standards

Influential Teacher Speech

Lesson and Unit Plan Writing

Curriculum Mapping

History of Music Education

Music Education at JSC

Professional Portfolio

School Observations

Special Topics Day

Self-reflection