**Course Syllabus**

**Introduction to Music Education**

**MUE 2040**

Prof. Amy Spears

Fall 2013 AL 248 TR 8:00- 8:50 am

Office: AH 119D Hours: TR 9:00-10:00am or by appointment

Phone: 561-297-4523 Email: [**spearsa@fau.edu**](mailto:spearsa@fau.edu)

**GOALS:**

1. To stimulate thinking concerning the teaching profession and life as evidenced by demonstrating ability to logically analyze, criticize, and/or choose alternatives consistent with some value orientation.

2. To expose students to information used to develop and demonstrate basic music teaching behaviors including musical planning, presentation, observation, and evaluation skills.

3. To develop and articulate an initial philosophy of music education.

**MATERIALS:**

* Madsen, C.K. & Kuhn, T.L. (1994). *Contemporary Music Education* (2nd ed.). Raleigh, N.C.: Contemporary Publishing.
* Large 3-ringer binder for all class notes and handouts
* Pen and Paper for note-taking and daily writing
* A method for receiving videos (we will discuss in class)
* BLACKBOARD: <http://blackboard.fau.edu>
* Evidence of Field Placement/Fingerprinting application. Submit evidence by scanning and submitting evidence into the Blackboard. Show evidence by Sept. 16th, at 9 PM. **You will not be able to finish the course without doing this step.** <http://www.coe.fau.edu/students/oass/fieldexperience/palmbeach.aspx>

You are also required to join our student music education chapter. With this membership, you will receive *Teaching Music* and the *Music Educators Journal* (MEJ)*,* the official journal publications of NAfME: The National Association for Music Education (http://www.nafme.org). *MEJ* and *Teaching Music* are only available by joining the FAU student NAfME chapter. There will be assignments based upon articles in these two journals.

**OBJECTIVES:**

The student will:

* + - 1. Demonstrate professional behavior by reading assigned text (see calendar), participating in class discussions/activities, submitting work in a timely manner, and missing no more than three classes and/or field experience sessions for any reason.
      2. Experience a professional environment by observing and teaching in cooperating K-12 classrooms as assigned, as well as reflect on and write about those experiences.
      3. Demonstrate current level of teaching ability by completing one in-class teaching demonstration.
      4. Develop a personal philosophy of music education and describe it in written form.

**ASSIGNMENTS:**

1. Read assigned text as outlined on the course calendar and write reflections when assigned. Material should be read before coming to class on the day for which the reading is listed so that student can fully participate in class discussions, activities, in-class writing and projects.
2. Take a test over *Contemporary Music Education* text. Submit one original multiple-choice question for every two incorrect responses on the test (original questions may cover any aspect of the text and do not necessarily have to relate to questions missed).
3. Observe experienced teachers in a variety of settings, complete three observation forms, and interview one teacher in the field.
4. Develop a lesson plan for teaching a simple activity and then do an in-class teaching demonstration. The activity must include student engagement so that you can assess student performance.
5. Library Assignment: Read one full article each from Music Educators Journal and Update: Applications of Research in Music Education. You must read a third article from one of the following: The Instrumentalist, *Choral Journal,* General Music Today, or Teaching Music (feature article). For each article prepare bibliographic information and a brief summary that includes the importance and application of the information.
6. Miss no more than 3 classes and or field experience sessions for any reason.
7. Philosophy Paper –Write a paper that describes your philosophy of music education. The paper should be word processed, include at least four references, conform to the formatting standards of the American Psychological Association (handout provided), include specific teaching goals connected to the Sunshine State Standards, and be no less than five pages in length (excluding cover page and references).
8. Final portfolio – You will turn in either a hard copy or an electronic copy of your final portfolio. The portfolio will include all assignments you have done over the course of the semester, edited with corrections or additions I have asked you to make.
9. Final Exam

**ATTENDANCE:**

No more than three (3) absences are allowed the entire semester. If you have more than three absences, your final grade will be lowered by one letter grade.\*

*\*except as provided for in university policy, as stated in relevant Provost’s memoranda:*

<http://www.fau.edu/provost/files/religious2011.pdf> <http://www.fau.edu/provost/files/studentabsences.pdf>

Teachers cannot arrive late to the classroom, therefore, you are expected to arrive early and be ready to begin at 8AM. Excessive tardiness will affect your final grade.

**OCTOBER 18th IS THE LAST DAY TO WITHDRAW WITHOUT RECEIVING AN F.**

**GRADING:**

No incompletes will be given.

Your grade for the course is determined by attitude, attendance, participation, assignments, teaching, final portfolio, and final exam. Most homework is due by 8pm the night before class the next day and should be emailed to me. Please remember to put your name, the title of the assignment, date and course number at the top of the page.

Class Participation: 20%

Homework and Class Assignments: 25%

CME Test: 15%

Teaching Demonstration: 10%

Final Portfolio: 10%

Final Exam: 20%

Attendance: **Final grade dropped one letter grade for each absence after 3 absences.**

Assignments are due on the dates scheduled (see calendar), but late assignments will be considered for partial credit. Any missed course requirement or assignment may result in a lowered grade (this includes attendance requirements). All assignments must be word processed with the exception of in-class writing assignments and forms. Keep copies of all work (some assignments may not be returned). The instructor reserves the right to raise a course grade in exceptional circumstances by using plus and minus grades.

**Disability Policy Statement:** In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 110 (561-799-8010); or at the Treasure Coast, CO 117 (772-873-3441) – and follow all OSD procedures. <http://osd.fau.edu/>

**Code of Academic Integrity Policy Statement:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf>

MUE 2040 ASSIGNMENT CHECKLIST Fall 2013

Name

This checklist **must** be handed in by Monday, Nov. 26th at 4 PM in order to receive full credit

Completed Not

Assignment (date) Completed

PB County Fingerprinting and Background \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Test over *CME* \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Test Questions \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Library Assignment #1 \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Library Assignment #2 \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Library Assignment #3 \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Observations #1 \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Observations #2 \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Observations #3 \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Field Experience Interview \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Lesson Plan \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

In-Class Teaching Demonstration \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

(describe)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Reflection Assignments \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Philosophy Paper \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Final Portfolio \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

(describe)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Classes Missed (please list dates): \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Presentation Days Missed (please list dates): \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Field Sessions Missed (please list dates): \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Grade Expected: \_\_\_\_\_\_\_

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**Instructor Use Only**

**Final Grade Assigned:** \_\_\_\_\_\_\_\_\_\_

**MUE 2040 CALENDAR**

**Fall 2013 – Subject to change by instructor**

Week of:

August 27th T Orientation

Th *CME* Part 1 - Chapter 1*/S.P.I.T. Paper Due (Wed. night)*

Sept. 3rd T *CME* Part 1 - Chapter 2*/S.P.I.T Paper Due*

Th *CME* Part 1 - Chapter 3

Sept. 10th  T *CME* Part 1 - Chapter 4*/ S.P.I.T Paper Due*

Th *CME* Part 1 - Chapter 5

Sept 17th T Effective Teaching*/ S.P.I.T Paper Due*

Th CME Part 1 - Chapter 5

*Field Experience Documentation Due*

<http://www.coe.fau.edu/students/oass/fieldexperience/default.aspx>

Sept 24th T CME Part 3 - Chapter 4*/ S.P.I.T Paper Due*

Th  *CME* Part 3 - Chapter 1

Oct 1st T *CME* Part 3 - Chapter 2*/ S.P.I.T Paper Due*

Th ***CME* Exam**

Oct. 8th (mid-semester)T *CME* Part 3 - Chapter 3

Th Discussion of Personal Philosophy/*CME Test Questions Due*

Oct. 15th T Discussion of Effective Teaching/*Personal Philosophy Due*

ThDiscussion of Effective Teaching*/Library Assignment #1 S.P.I.T Paper Due Due*

Oct. 22nd T Discussion of Articles

ThDiscussion of Articles*/Library Assignment #2 S.P.I.T Paper Due Due*

Oct. 29th T Discussion of Articles

Th Discussion of Articles/*Library Assignment #3 S.P.I.T Paper Due Due*

Nov. 5th T Observations Discussion/*Observation Forms Due*

Th Effective Lesson Planning/*Teaching Demonstration Lesson Plan Due*

Nov. 12th T Discussion of Interviews/*Field Experience Interview Due*

ThIn-Class Teaching Demonstrations

Nov. 19th T In-Class Teaching Demonstrations

Th In-Class Teaching Demonstrations/*Post-Field Teaching Reflection Due*

Nov. 26th T In-Class Teaching Demonstrations

Th In-Class Teaching Demonstrations*/In-Class Teaching Reflection Due*

Dec. 3rd T Teaching Demonstrations/Observations Discussion/*Philosophy Paper and*

*Assignment Check List*

*Due by Monday, Dec. 2, at 8 PM*

Final Exam: *Final Portfolio*

Tues., Dec 10, 7:45am - 10:15am *Due by Tues Dec. 10, at 4PM*

MUE 2040 Florida Educator Accomplished Practices Fall 2013

1.1 Analyzes and identifies students’ cognitive, social, emotional, and physical needs in order to design instruction.

2.1 Identifies and uses appropriate techniques for effective classroom instruction (e.g. listening, modeling/demonstrating, using examples and non-examples, checking for understanding, getting students’ attention, probing, summarizing student comments, set induction, and closure).

2.2 Encourages students in a positive and supportive manner while communicating to all students high expectations for learning.

3.1. Uses data from his/her own learning environment as a basis for designing and evaluating innovative or experimental teaching practices that meet demands of particular learning conditions.

3.2. Seeks to increase her/his own professional growth by establishing professional relationships with peers and colleagues and participating in training and other professional development experiences.

4.1. Provides opportunities for students to learn higher-order thinking skills and problem solving strategies.

4.2. Uses strategies, materials, and technologies that she/he will use to expand students’ critical and creative thinking abilities and problem solving.

4.3. Poses problems, dilemmas, and questions of various levels in lessons.

7.1. Identifies academic, physical, and social developmental levels of students.

7.2. Organizes instruction to help students’ link new knowledge to previously acquired knowledge.

7.3. Varies activities to accommodate different student learning needs, developmental levels, and experiential backgrounds.

7.4. Employs knowledge of learning theories, subject matter structure, curriculum development, and student development processes in planning instruction.

9.2. Establishes appropriate physical environment for facilitation student learning.

9.3. Identifies a repertoire of techniques for establishing smooth, efficient, and well-paced routines.

9.4. Identifies strategies for establishing rules and standards of behavior.

10.1. Determines instructional long-term goals and short-term objectives appropriate to student needs.

10.3. Identifies activities (learning and evaluation) that support the knowledge, skills, and attitudes to be learned in a given subject area.

Activity/Assignment FEAP Indicators

Field experience (observing) 1.1, 2.1

Field experience (teaching) 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 7.1, 7.2, 7.3,7.4,

9.2, 9.3, 9.4

In-Class Teaching Demonstration 2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 7.1, 7.2, 7.3, 7.4

Philosophy Paper 7.1, 7.2, 7.4, 10.1, 10.3