

CORNELL COLLEGE

Music Education Seminar (MUS 331)
Term 2 2019

INSTRUCTOR: David Law
CLASS MEETING TIME: 9:00–11:00 AM, 124 Armstrong Hall
OFFICE: 124 Armstrong Hall
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maestrolaw@gmail.com
OFFICE HOURS: By appointment

COURSE DESCRIPTION:

This course will serve as an introduction to the music teaching profession. Topics that will be covered include planning, teaching strategies, assessment, technology in the classroom and classroom management. We will also examine the history of music education.

COURSE GOALS/LEARNING OBJECTIVES:

Students will

Demonstrate knowledge of the music education foundations, theory, philosophy and history

Explain educational theories and practices and apply them to the discipline of music education

Develop a comprehensive understanding of the professional responsibilities every music educator must uphold

Construct lesson plans, displaying an increased knowledge and understanding of educational goals, demonstrate knowledge of planning and show familiarity with various forms of assessment

Formulate and clearly articulate a personal statement of teaching philosophy

Synthesize learned concepts with practicum observation experiences through active class

discussion and interaction

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, inquiry, communication, ethical behavior and vocation.

REQUIRED TEXT:

Charles R. Hoffer, Teaching Music in the Secondary School (5th edition, 2001)
Guskey, Thomas R. and Jane M. Bailey, Developing Grading and Reporting Systems for Student Learning (2001)

Edmund, Emmer T., Carolyn M. Evertson and Murray E. Worsham, Classroom Management for Middle and High School Teachers (7th edition, 2006)

Music Educators Journal (MEJ)

American Choral Directors Association Journal (ACDA)

American String Teachers Association Journal (ASTA)

School Band and Orchestra Magazine (SBO)

The Instrumentalist

ASSIGNMENTS:

The cumulative projects of the course will consist of two things: a unit plan and a research paper (see handouts for more details). We will also write a statement of teaching philosophy and keep a reflective observation journal. Both will be due at the end of the third week.

ATTENDANCE AND PARTICIPATION:

Your attendance and participation in this course are expected. Absence from class will affect your participation grade as well as your understanding of the material. If you need to miss class for any reason, please let me know ahead of time via email, phone or in person. Whether an absence affects your grade will be handled on a case-by-case basis. If you are gone for any reason, make sure you understand what assignments you've missed, as due dates will not be extended. To make life easier for everyone, however, just plan to be here!

In keeping with Cornell's 15-day drop policy, "W"s will be granted only to students who have made good-faith efforts to succeed in this course, i.e. students with good records of attendance, who have turned in all assigned work and taken all exams.

QUIZZES:

Quizzes can be made up only in the case of excused absences (communicated to me ahead of time). An unexcused absence on the day of a quiz or exam will result in a zero.

GRADING:

Unit Plan: 30%

Research Paper: 30%

Statement of Teaching Philosophy: 15%

Quizzes: 15%

Reflective Journal: 5%

Classroom Attendance, Contribution and Preparation: 5%

B-	80–82.99%	C+	77–79.99%	C	73–76.99%	C-	70–72.99%
D+	67–69.99%	D	60–66.99%	F	0–59.99%		

COURSE OUTLINE

Week 1:

Date	Class Activity/Discussion	Assignment
Monday /23/2019	Overview of course including: Syllabus/course outline	Read Chapters 1–3
Tuesday 9/24/2019	Classroom observation Discuss observations	
Wednesday 9/25/2019	Discuss Chapters 1–3 (Introductory Chapters, and Part 1: Why Teach Music?)	Read Chapters 4–5
Thursday 9/26/2019	Discuss Chapters 4–5 (What: The Subject Matter of Music) Introduce Lesson Plans	Read Chapters 6–8
Friday 10/6/2017	Discuss Chapters 6–8 (How: The Methods of Music Teaching) Quiz 1 NAFME Standards and Benchmarks	Read Chapters 9–14

Week 2:

Date	Class Activity/Discussion	Assignment
Monday 9/30/2019	Classroom observation	
Tuesday 10/1/2019	Classroom observation	
Wednesday 10/2/2019	Classroom observation	
Thursday 10/3/2019	Individual Appointments with Jen Rouse	
Friday 10/4/2019	NAfME Standards and Benchmarks into IHSMA ballots	Read Chapters 15–16

Week 3:

Date	Class Activity/Discussion	Assignment
Monday 10/7/2019	Discuss Chapters 15–16 (To Whom: The Students)	Read Chapters 17–18

Tuesday 10/8/2019	Classroom observation
Wednesday 10/9/2019	Classroom observation
Thursday 10/10/2019	Classroom observation
Friday 10/11/2019	Discuss Chapters 17–18 (With what results?) Quiz 2

	Statement of Teaching Philosophy Due Observation Journal Due Teaching students with disabilities and/or accommodations.	
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Week 4:

Date	Class Activity/Discussion	Assignment
Monday 10/14/2019	Unit Plans Due (Everyone will present their unit plans in class)	
Tuesday 10/15/2019	Technology in the Music Classroom	
Wednesday 10/16/2019	Research Papers Due 9:00 AM	

OBSERVATIONS:

You are required by the Iowa Department of Education licensure division to complete twenty hours of classroom observation in this course. You can observe in schools other than those listed in the handout accompanying this document with the approval of the instructor in advance of the observation. You are encouraged to begin your observations as soon as possible.

A few guidelines about observations:

Be sure to report to the main office and sign in as a guest

Dress professionally

Plan to arrive a few minutes early

Turn off your cell phone

Do not eat, drink or chew gum

Be prepared to assist with instruction if called upon by your cooperating teacher

Cooperating Teachers:

MVHS Band: Scott Weber – sweber@mvcsd.org

MVHS Choir: Thad Wilkins – twilkins@mvcsd.org

MVMS. Band/Choir: Elise Rodenberg – erodenberg@mvcsd.org

[MVMS Choir/General Music: Kristin Anderson –kanderson@mvcsd.org](mailto:kanderson@mvcsd.org)

ACADEMIC HONESTY:

Please be sure that you understand the college's policy on honesty in academic work (see below). Violations of this policy will result in some form of academic sanction, such as an F for the assignment, exam, or possibly for the entire course. Please consult with me if you have ANY questions! Also, please note that working together on workbook assignments does NOT constitute academic dishonesty. I invite and encourage you to work on these assignments with others.

“Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty.” The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading “Academic Policies – Honesty in Academic Work.”

ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES:

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.