**Course Syllabus**

**MuEd 201 – Fall Semester 2016**

**Introduction to Music Education**

**Semester Hours: 3**

1. **Course Description**

This course provides the student with an overview of the profession of music education through the study of its history, philosophy, and current methodology, climate, and trends. 10 hours of field experience is required.

1. **Course Goals**
2. To understand the role of the music educator and the importance and value of music in the curriculum
3. To increase the student’s understanding of the significance of the teaching vocation, its joys, and its challenges
4. To help the student understand the professional characteristics, expectations, sensitivity, and interpersonal skills required of effective teachers.
5. **Course Objectives**
6. Demonstrate an understanding of the history of music education and articulate the role music plays in American schools and culture
7. Discuss the role music plays in the development of children and the relationship between child development and musical ability
8. Discuss and articulate the principal tenets of primary philosophies of music education
9. Develop a written philosophy of music education
10. Identify classroom management strategies that facilitate music learning, address discipline issues, and contribute to a safe and positive learning environment
11. Demonstrate the ability to write specific behavioral objectives that meet the appropriate criteria
12. Demonstrate awareness and sensitivity toward varied student populations
13. Identify techniques which may be utilized to aid students with special needs to accomplish musical objectives in the classroom
14. Demonstrate an understanding of National Core Music Standards and Nebraska state standards for curriculum development and assessment
15. Demonstrate a basic understanding of current trends and reform movements on the federal and state level and the impact of those decisions on music education
16. Describe various structural and governmental models of both private and public schools, especially as they pertain to music education
17. Discuss current cultural and social issues and their impact on music education
18. Articulate ethical issues of digital citizenship in music education including copyright and licensing laws
19. Discuss and identify tenets of advocacy for music education in schools
20. **Course Content**
21. History of music education in the United States.
22. Kodaly, Orff, Dalcroze, and Gordon philosophies and methods of music education.
23. Writing specific behavioral objectives
24. Classroom management.
25. Strategies for students with special needs
26. National and Nebraska state standards in music education.
27. Current trends and reform movements in education.
28. Current social issues and their impact on education.
29. Technology in the music classroom, copyright and licensing laws.
30. **Methodology**
31. Lecture
32. Group discussion
33. Case studies
34. Teaching simulations
35. Student presentations
36. Field experience
37. **Student Roles: The students will**
38. Attend class
39. Complete assigned readings.
40. Participate actively in class discussions.
41. Develop a philosophy of music education.
42. Complete individual and group presentations.
43. Complete papers and exams.
44. Develop an online portfolio using WordPress
45. Complete ten hours of field experience in a music classroom and submit a reflective summary.
46. **Required Texts**

*Music in Childhood from Preschool through the Elementary Grades* (Fourth Edition, Enhanced Edition) by Patricia Shehan Campbell and Carol Scoot-Kassner, Copyright © 2010, 2006, Schirmer, Cengage Learning. ISBN-13: 978-0-495-57213-8 or ISBN-10: 0-495-57213-6

Note: The above book must be purchased new to give you access to the web based and digital learning tools.

In addition to the above book, there will be other readings throughout the semester assigned by the professor.

1. **Evaluation**
2. Some assignments will be completed during class time, some will be cooperative projects, and some will be due in the following class period(s).
3. Grades will be based on the quality of assignments submitted, class attendance, completion of the portfolio, and class participation. Class attendance and participation will be worth 25 points per class.
4. Other assignments will be in the following areas.
5. History of Music Education:
6. Prior to 1800
7. The nineteenth century
8. The twentieth century
9. The twenty-first century
10. Child development and it’s implications for music education
11. Writing specific behavioral objectives
12. National Core Music Standards and Nebraska Standards
13. Music Theorists: Kodaly, Orff, Dalcroze, and Gordon
14. Identify what qualifies as an effective lesson in music education
15. Strategies for exceptional learners
16. Classroom management strategies
17. Technology in the music classroom, including digital citizenship
18. Copyright and the music classroom
19. Evaluation of classroom observations
20. Making a case for music education
21. Current trends in music education and the implication of ESSA
22. Philosophy of music education
23. Class notes
24. With respect to assignments:
25. A rubric will be provided for assignments.
26. Completed assignments will be uploaded to the student’s individual WordPress site.
27. Graded assignments will be emailed to the student

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**Concordia University, Nebraska** **Course Guide Statements**

**Course Workload** In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, credit hours are amassed in a course through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, assigned videos, and other activities. No matter the length of the course meeting time in weeks or the amount of face-to-face instruction in the course, students can expect to devote at least 135 hours for each 3-credit course.

**Course Participation** Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

**Academic Integrity** At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

**ADA** Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the Academic Resource and Disability Support Services Coordinator, Bethany Landrey, please call 402.643.7187 or 800.535.5494 ext. 7187 or email Bethany.Landrey@cune.edu.

**Emergency Information** In inclement weather, check your e-mail, Blackboard, and the Concordia website (www.cune.edu) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in “Banner Self-Service” on the connectCUNE portal (http://connectCUNE.cune.edu).

**Learning Goals for General Education at Concordia**

**Faith**: to recognize that we are created by God, condemned by sin, redeemed by Christ, living out faith in our vocations.

**Appreciation**: to value the whole of God’s creation and human experience.

**Knowledge:** to gain a base level of knowledge in core disciplines.

**Analysis**: to recognize, understand, critically evaluate and synthesize the components of a topic using methods appropriate to the discipline.

**Application**: to employ learning creatively in a variety of settings and disciplines.

**Communication**: to demonstrate effective communication skills for personal, academic and professional purposes.

**Responsibility**: to grow in Christian stewardship, leadership, and professionalism.

(see more online: cune.edu/GenEd)