

Course Description and Objectives:

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

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

1. Articulate in writing their personal qualifications and areas for improvement in music teaching,
2. Articulate important events in the history of music education in the United States as well as international influences.
3. Articulate components of music teacher identity development,
4. Articulate characteristics of effective teaching,
5. Discuss elements of curriculum design,
6. Discuss issues and strategies for classroom management,
7. Discuss the relevance of a philosophy of music education and articulate in writing their own personal philosophies of music education, and
8. Organize and assemble materials into the preliminary stages of a professional portfolio.
9. Identify and locate resources for hearing, vocal and musculoskeletal health
10. Demonstrate understanding of health and safety practices appropriate to the course content

Required Materials:

Campbell, P. S. (2008). *Musician and Teacher: An Orientation to Music Education*.
New York: W. Norton and Company

“The Dog Whisperer” available via Amazon.com streaming - View “The Very Best of:” or any 2 (two) episodes from seasons available online.

Additional supplemental materials may be utilized by the instructor but will be made available either electronically or as handouts.

Attendance: As future professional music educators, your attendance and quality of participation requirements are as you would expect of your students – consistent and mandatory. Two *carte blanche* absences are granted per semester. Should you befall upon circumstances that require additional absences for reasons of serious illness or an emergency, such absences will be excused if officially documented through the Office of Student Life. Absences caused by conflicts with professional development opportunities must be discussed with the professor 14 calendar days in advance and will be approved or denied on a case-by-case basis. *No excused absences will be granted for conflicts with professional development opportunities post-absence.* More than one unexcused absence will cause your attendance grade to be lowered by one letter per additional absence. Excessive absences (>20% of class meetings) will result in a failing grade for the course.

Tardiness: As with the absence policy, behave as you would as a music educator - do not be tardy. However, a tardy is preferred to an unexcused absence. Should you be late to class by more than ten minutes more than twice, each subsequent tardy will require an additional assignment of the instructor's choosing to prevent the tardy from converting to an unexcused absence.

Assignments: Any homework assignment must be typed/printed; handwritten assignments will not be accepted (in-class written assignments excepted). Emailed assignments will not be accepted. Whenever possible, avoid abbreviations, contractions, and colloquialisms – adhere to professional standards

Grading:

Attendance	23%
Assignments/Participation	23%
Daily, in class writing	23%
Philosophy of Music Education chapters	13%
Final Paper/Exam	8%
Extra Evidence	10%

Assignments/Participation Breakdown:

Writing Center Participation	33.3%
Readings based assignments	33.3%
Micro-teaches/Participation	33.3%

Assignment grades will be assessed on a competency based model. As such, **only one 48-hour extension will be granted.** However, the student will be given an opportunity to correct work until it passes the competency threshold. Failures of technology, such as printing issues, failed hard drives, theft, etc., are not acceptable excuses. With forethought, a little judicious paranoia, and cloud based storage such as Google Drive or Dropbox, academic “emergencies” can be easily prevented.

Grades of “Incomplete” are only given in *extreme* cases and the reason(s) must be documented via the office of the Dean of Students. Poor time management or opting to prioritize extracurricular activities over academics, do not constitute an “extreme case.” Should you have any difficulties with time management, you are encouraged to speak to the instructor or locate a resource through the Office of Student Success before your grade is negatively impacted.

Mask Policy:

Due to the ongoing pandemic, Carthage College has adopted a policy requiring masks to be worn by all individuals in all buildings. Masks must be worn at all times in the classroom, laboratory, studio spaces, hallways, bathrooms, and during in-person meetings. The face covering must conform to CDC guidelines and must cover both the nose and mouth at all times. Note that bandanas, neck gaiters, and masks with exhalation or external valves are not acceptable and are not sufficient for protection of others or yourself. Acceptable masks tie behind the head or loop behind the ears, fit snugly over the nose and chin, and can include cloth masks, medical/surgical masks, and N95s or KN95s. Eating and/or drinking are prohibited while in the classroom (because those activities interfere with consistent mask wearing).

Any student who refuses to wear a mask or consistently forgets one will be dismissed from the class and not be given an opportunity to make up missed work. The student will also be referred to the Dean of Students, as outlined by the process on Carthage’s Stay Safe website.

Stay Safe Guidelines: <https://www.carthage.edu/carthage-covid-19/stay-safe-carthage/>

Support for Students with Learning, Psychiatric or Physical Disabilities:

Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services (dschowalter1@carthage.edu).

Academic Integrity:

This course adheres to the College's guidelines as well as utilizes the vast anti-plagiarism tools available to all instructors. Group work is permitted and encouraged but should a student attempt to present another's work as his or her own, the student will earn an "F" for the assignment and possibly for the course. Plagiarism is defined in the Carthage College student handbook as:

...the appropriation by any means of another's work or words and the unacknowledged incorporation of that work or words in one's written [as well as oral] work offered for credit. Some ideas have such wide currency that all may use them freely; some words, such as proverbs and clichés are public property. But when the writer borrows what belongs to another, the writer must indicate the source by way of an internal reference, and she/he must enclose all distinctive words of the source within quotation marks [or otherwise denoted].

Students enrolled in this course are expected to be familiar with and abide by the college academic honesty guidelines. (<http://www.carthage.edu/campus-life/code/academic-concerns>)

When in doubt, cite the source.

Communication:

Students are expected to monitor their *carthage.edu* email as well as utilize Schoology. Email is the preferred method of communication, however, all assignments should be submitted to the instructor as a hard copy – emailed assignment submissions will not be accepted unless specifically instructed to do so by the professor.

Citations/Style guides:

Refer to the Sixth Edition of the APA (American Psychological Association) publication manual for all citation and formatting guidelines. A website maintained by Purdue (Purdue OWL: <https://owl.english.purdue.edu/owl/resource/560/01/>) is a useful primer into APA 6.0. Also, the Carthage Writing Center can provide assistance if needed.

Health and Safety Resources: The Carthage College Music Department, in compliance with the National Association of Schools of Music, provides faculty and students with information regarding health and safety issues related to the teaching, listening, practice, and performance of music in general and specialized study. This includes but is not limited to information regarding hearing health, vocal health, and musculoskeletal health.

Health and safety depend in large part on the personal decisions of informed individuals. Carthage College has health and safety responsibilities that are inherent in our practices, procedures, and daily operating procedures. However, fulfillment of these responsibilities cannot and will not ensure any specific individual's health and safety. Each individual is personally responsible for avoiding risk and preventing injuries to themselves before, during, and after study or employment at Carthage College.

It is important to be aware and well informed. Like many health-related issues, prevention is much easier and less expensive than cures. Take time to read the available information

concerning hearing, vocal, and musculoskeletal health available on the Carthage “my carthage” portal, in the Music Groups page.

Professional Development: You are *strongly* encouraged to join Carthage’s student chapter of the National Association for Music Education and/or the Carthage Orchestra and String Teachers Association. Membership in the organization(s) will provide you with a great deal of information and opportunities for pre-service teachers. See Dr. Ripley for details for information on NAFME.

Above all, behave professionally to be treated professionally.

This syllabus is subject to change with appropriate notice.

Week of:		
Sept. 6	T	First day of classes, Orientation
	Th	Campbell: Chapter 1, discuss Figures 1.1 and 1.2
Sept. 6	T	Research papers
	Th	Campbell: Chapter 2
Sept. 13	T	Reading related assignment due, Visit Writing Center (Meet first in JAC)
	Th	Have read Campbell: Chapter 3
Sept. 20	T	Reading related assignment due.
	Th	<i>Outline/storyboard/flowchart of first section of Philosophy of Music Education due. (The “why” of music education. Why is music education important? Use statistics and studies to support your assertions.)</i>
Sept. 27	T	Have read Campbell: Chapter 4
	Th	<i>Draft of first section due.</i>
Oct. 4	T	Have read Campbell: Chapter 6
	Th	<i>Outline/storyboard/flowchart of second section of Philosophy of Music Education due. (The “how” of music education. How should music education be delivered? Examples: Suzuki, Orff, Essential Elements, etc.)</i>
Oct. 11	T	Have read Campbell: Chapter 7
	Th	Reading related assignment due. <i>Draft of second section due.</i>
Oct. 18	T	Have read Campbell: Chapter 8

	Th	<i>Outline/storyboard/flowchart of third section of Philosophy of Music Education due. (The "who" and "what" of music education. Who benefits the most from music education? What grade levels? What genre (band/chorus/general/etc.)? What populations?)</i>
Oct. 25	T	FALL BREAK
	Th	Have read Campbell: Chapter 9
Nov. 1	T	<i>Draft of third section due.</i>
	Th	Have read Campbell: Chapter 10
Nov. 8	T	<i>Revise all three sections.</i>
		Have read Campbell: Chapter 11
	Th	Classroom management
Nov. 15	T	<i>Draft of Introduction and Conclusion section of Philosophy of Music Education due.</i>
	Th	<i>Completed draft of Philosophy of Music Education due. In class edits.</i>
Nov. 22	T	Have read Campbell: Chapter 13 "The Dog Whisperer"
		"The Dog Whisperer" transfer due
	Th	THANKSGIVING BREAK
Nov. 29	T/Th	<i>TBD/Extra Evidence</i>
Dec. 6	Friday	<i>TBD/Extra Evidence</i>
Dec. 13	Monday	<i>Final Draft of Philosophy of Music Education due</i> LAST DAY OF CLASSES (this class does not meet)