Semester/Year: Spring 2016

Lecture Hours: 2  Lab Hours: 0  Credit Hours: 2

Class Time: 11:00-11:50  Days: T Th  Room: MU 104

Instructor’s Name: Dr. Zach Vreeman

Instructor's Contact Information:  Office: MU 207
                                 Office phone: 307-268-2603
                                 Email: zvreeman@caspercollege.edu

Office Hours: Monday, 9-10:30am; Tuesday, 10-11:30am; Wednesday 9:00-10:00am, 1:00-2:00pm

Course Description (catalog): (2L,2CR) This course is designed to help music majors explore music education. It is a required course for admission into the teacher education program. Course materials will explore: motivation for teaching; the structure of the American public school and public school music programs; the changing nature of education; an introduction to the historical and philosophical foundations of music education. A field experience is required.

Prerequisites: Music majors only, permission of instructor

Goal: To give future music teachers a broad overview of the topic of music education, in order to acquaint them with many different kinds of music programs in all levels of K-12 schooling. Students will also begin developing their personal philosophies of music education, both from an advocacy and pedagogical standpoint.

CC Gen-Ed Outcomes

1. Demonstrate effective oral and written communication
   a. Students will compose several written documents for this course, sometimes with feedback on draft versions which will lead to final versions.
   b. Students will share some of their work by means of oral presentation.

2. Demonstrate knowledge of diverse cultures and historical perspectives
   a. Music is one of several vital cultural artifacts through which we study, describe, and compare cultures with one another, and students will encounter diverse music in this course.

3. Appreciate aesthetic and creative activities
   a. Music is a primary form of art in any culture, and studying it through listening, score reading, and performance leads to appreciation for that activity.

4. Describe the value of personal, civic, and social responsibilities.
   a. Students will develop a philosophy of music education, which engages them with the topics of social responsibility to teach that subject.
Course Outcomes: The students will

- Explore the roots of music education in history and in the United States specifically.
- Assess their own strengths and weaknesses with respect to a future as a music teacher.
- Critically analyze various teaching methodologies and apply them to their own situation.
- Develop a personal philosophy of music education.
- Observe practicing teachers in various types of music classrooms and analyze methodology, classroom management, assessment, and other topics of music education.

Methodology:

- Readings in text and other sources, with guided written reflections
- Lecture and discussion about the various topics addressed in readings
- Formal written assignments including philosophy, article reviews, interview summaries, formal observations of field research.

Evaluation Criteria:
The course will involve significant amounts of reading and writing, with written assignments of various levels of refinement. “Low-risk” written assignments, such as reflections on daily reading assignments, will only be accepted on the class day in which they are due. More formal written assignments (with their own categories in the grading system below) draw together information from several class periods and are more summative. Formal written assignments will be accepted late, but at a cost of 10% of the grade per day. More specific information about each assignment, such as grading rubrics, will be distributed in class.

- Daily assignments and attendance – 40%
- Formal Written Assignments – 30% (5% each)
  - Field Observations (3)
  - Article Reviews (2)
  - Interview
- Philosophy Document – 15%
- Written Final – 15%

Required Text, Readings, and Materials:
- *Musician and Teacher*, by Patricia Campbell
- Other readings distributed in class
- Notepaper

Class Policies:

Attendance: Attendance at all class meetings is assumed. Failure to attend class sessions will force the instructor to question your ability to be successful in the teaching profession.

- Last Date to Change to Audit Status or to Withdraw with a W Grade: April 14, 2016

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.
Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.
## Course Calendar – Intro to Music Ed, Spring 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Other</th>
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<tbody>
<tr>
<td>1</td>
<td>1/19 No Class – All State</td>
<td>1/21 Chapter 1</td>
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<td>2</td>
<td>1/26 Chapter 1 Self-assessment</td>
<td>1/28 Ch 2: 28-38, Ch 5 Case Study</td>
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<td>3</td>
<td>2/2 Phillips Reading Philosophy</td>
<td>2/4 Ch 4: 81-85 Standards</td>
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<td>4</td>
<td>2/9 NO CLASS – Jazz Fest</td>
<td>2/11 Philosophy DUE Ch 6: 104-114 Science of Sound</td>
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<td>5</td>
<td>2/16 Ch 6: 114-123 Process</td>
<td>2/18 Process/Basics Resources</td>
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<td>6</td>
<td>2/23 DUE Article Rev. 1 Methods Discussion</td>
<td>2/25 Basic Methods/Basic Process</td>
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<td>7</td>
<td>3/1 Methods/Process</td>
<td>3/3 Class TBA</td>
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<td>8</td>
<td>3/8 DUE Article Rev. 2 Ch 7: All Elementary Methods</td>
<td>3/10 Ch 15: All Elementary Methods</td>
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<td>9</td>
<td>Spring Break</td>
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<td>10</td>
<td>3/22 *Elementary Observation TBA</td>
<td>3/24 Ch 8: All Choral Methods</td>
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<td>11</td>
<td>3/29 DUE Observ. 1 Ch 12: All Choral Methods</td>
<td>3/31 *Choral Observation</td>
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<td>12</td>
<td>4/5 Ch 9: All Instrumental Methods</td>
<td>4/7 DUE Observ. 2 Instrumental Methods</td>
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<td>13</td>
<td>4/12 *Instrumental Observation</td>
<td>4/14 DUE Observ. 3 Ch 10: 206-213 Other music curriculum</td>
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<td>14</td>
<td>4/19 Ch 13 Assessment</td>
<td>4/21 DUE Interview Assessment</td>
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<td>15</td>
<td>4/26 North Platte Dist Fest – Observation and Assistance</td>
<td>4/28 Ch 16 A Teacher’s Life</td>
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<td>16</td>
<td>5/3 Philosophy/Standards</td>
<td>5/5 Miscellaneous Topics</td>
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<td>17</td>
<td>Final: Tuesday, 5/10, 3:10-5:10</td>
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