

Indiana University
 Jacobs School of Music, Music Education
Freshman Colloquium in Music Education – E131 – Fall 2018
 T, TH: 10:10 to 11:00, MC040

Instructor Information:

Dr. Peter Miksza
 Office Hours: By appointment
 Simon 145H; 812-855-7253
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Course Description:

This course will provide an introduction to the basic principles and practices of music education (e.g., philosophy, types of school programs, organization and implementation of instruction, sociological context). The assignments in this course have been designed to provide opportunities for students to develop pedagogical skills and critically consider and reflect upon issues related to their personal development as music teachers.

Required Text/Readings/Materials:

- Campbell, P. (2008). *Musician and teacher: An orientation to music education*. NY: Norton.
- Links to additional pdf readings and web resources will be posted on CANVAS
- Restricted access/password protected blog/web site account to create a template for your portfolio (e.g., WordPress, Weebly, Wix)

Goals:

1. To introduce the student to the professional field and practice of music education.
2. To familiarize students with general trends in music teacher development and identity.
3. To provoke thoughts leading to the development of a philosophy of music education.
4. To provoke reflective thinking regarding personal teaching qualifications and career direction.
5. To introduce the basic elements of organized instruction.
6. To provide peer teaching experiences for each student.
7. To provide opportunities for reflection on observations and peer teaching.
8. To help students organize and lay out a plan for what will become their professional portfolio.

Objectives:

Upon completing this course students will be able to...

1. Articulate in writing their personal qualifications and areas for improvement in music teaching.
2. Articulate in discussion, general trends in music teacher development and music teacher identity and how they may impact their educational career.
3. Articulate their personal philosophies of music education in writing.
4. Articulate in discussion, characteristics of effective teaching.
5. Create a lesson plan for various teaching experiences.

6. Successfully carry out a peer teaching exercise.
7. Discuss the primary elements of curriculum design.
8. Discuss issues in classroom management.
9. Discuss issues in student assessment.
10. Articulate in writing, the educational principles observed in field experience/observation activities.
11. Discuss issues related to the sociological context of schooling.
12. Articulate in writing, their reflections on observation and peer teaching activities.
13. Discuss the relevance of a philosophy of music education.
14. Organize and assemble materials into the preliminary stages of a professional portfolio.

Assignments: (all must be word-processed and are due on the assigned due date. No late work will be accepted.)

1. *Written Reflections* – Short forum responses pertaining to the readings throughout the semester. For each assigned reading (when no other assignment is due), provide a short summary that includes a conceptual summary (5-10 bullet points) of the content, followed by 1-2 paragraphs describing how the content of the readings(s) may apply or relate to your own performance, teaching, or personal situation (e.g., teaching, conducting, performing, composing, listening, theory, personal anecdote, etc.).
2. *Philosophy* – You will explore and explain your teaching values in the style of the “This I Believe” curriculum. Please create a 500 to 600-word narrative following the general guidelines provided at this link: <https://thisibelieve.org/guidelines/>

Please focus your narrative on at least one thing you believe about music teaching and learning, or about music education more broadly, that you can state with integrity and conviction. Additionally, record a video of your narrative accompanied by music, pictures, and/or other artifacts that might help emphasize your point or story. Please post your video to YouTube, IBox, or any other medium where it can be private and I can easily gain access to view it. Once the link has been established, make sure to add it to your portfolio website before the end of the semester.

3. *Self-Assessment and Professional Goals Statement* – This assignment should lead you to examine your own qualifications for music teaching. The first part of the assignment focuses on your perceptions of your current strengths and limitations as a music teacher, and the second part focuses on your plans for improving on your teaching attributes during the academic year.
4. *Influential Teacher Interview* – Each student must contact an influential teacher from their past and document their thoughts and ideas regarding selected issues in the music education profession.

5. *Field Trip Observation Write-Up* – An observation report will be due after the field trip. Field trip-specific (i.e., general/choral/instrumental) guidelines for the write-ups will be discussed in class.
6. *Assessment Rubric* – Each student will create a rubric that could be used to evaluate the achievement of their classmates regarding an objective similar to that of their peer teaching lesson plan.
7. *Peer Teaching Lesson Plan* – This assignment will be the peer teaching lesson taught to the class by the student later in the semester. The plan must include the required components and format discussed in class.
8. *Peer Teaching Reflection (others and self)* – You will write a brief reflection regarding your thoughts about your own teaching performance based on specific guidelines. You will also have an opportunity to provide structured and constructive feedback for lessons taught by your classmates.
9. *Portfolio* – A professional portfolio is an organized collection of written and other media-related materials documenting your professional qualifications, development, and accomplishments in a clear and concrete way. Each student must collect and organize the appropriate materials as specified in class.

Assessment:

The grade for this course is determined by the following:

1. Students are expected to attend class prepared to participate in activities and discussion. Because punctuality and attendance are requirements of the music education field, each unexcused absence will result in 3 percentage points being deducted from the semester grade. Excused absences (absences due to illness, family emergency, or university-sanctioned event) have no grade penalty, but require documentation (doctor's note, administrator, etc.). Students are requested to notify the instructor in advance of any impending absences. Written assignments and exams may be made up only in the case of an excused absence. Two instances of late arrival will be considered one unexcused absence.
2. Completion of written work
3. Performance on peer teaching sessions

NOTE: Full credit is given only to assignments that are complete and submitted by the appropriate date and time. There will be a 25% point reduction for assignments turned in one day late and a 50% reduction for assignments that are two days late. Assignments turned in more than 48 hours, or after the final class deadline, will receive no points.

The point break down of the course grade is as follows:

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|----|----------------------------------------|
| 20 | Reading Reflections |
| 10 | Self-Assessment and Professional Goals |
| 15 | Philosophy |
| 10 | Influential Teacher Interview |

10	Assessment Rubric Design
15	Field Trip Observation Write-Ups (3 @ 5 each)
10	Peer Teaching Lesson Plan
20	Peer Teaching Execution
5	Peer Teaching Reflection
35	Portfolio
60	Final Exam
210	TOTAL

Grading (in percentage):

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	Below 60
A-	93-96	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

Class Climate

In order to create an engaging, meaningful, and respectful class climate, please do your best to; (a) attend to others carefully, (b) maintain positive and respectful body language as well as discourse when encountering diverse views and means of expression, (c) contribute your own insights and observations respectfully and when appropriate, (d) reflect on how class topics and materials might apply to your own life and career, even when seemingly unconnected, (e) pause to consider your own biases before speaking or responding, (f) prioritize curiosity, creativity, and process over outcomes whenever reasonable and possible.

IU POLICY

Accommodations for Religious Holidays: Please note the dates recognized by IU for fall 2011 at <http://www.iub.edu/~vpfaa> ("Forms"). A student accommodation request form is available at this site. Please fill one out and bring it to class should the need arise.

Academic Misconduct: The definition of academic misconduct and the procedures to be followed at IU in the case that a problem should occur can be found at <http://www.iu.edu/~code/>. See both the Code document itself and the IU Bloomington Procedures.

Disabilities

Students requesting accommodations for various types of disabilities are referred to the Office of Disability Services for Students (Franklin Hall 006, 855-7578). Adjustments in course requirements cannot be made until a written evaluation from this office is received.

Freshman Colloquium in Music Education – Course Schedule – Miksza Changes to the schedule below may be announced in class.			
Date	Topic	Readings/Assignments/Guest Speaker	Assignment Due
8/21	Course overview, Music Education Masterclass, CNAfME	Reading: Campbell, <i>A musician's life in teaching</i> (chapter 1) Assignment: Self-assessment and professional goals statement	
8/23	Philosophy of music education	Reading: Reimer, <i>Why do we need a philosophy?</i> Reading: This I believe curriculum https://thisibelieve.org/guidelines/ Assignment: Philosophy	DUE: Self-assessment and professional goals statement
8/28	Building your teaching portfolio	Familiarize yourself with Wordpress, Wix, and Weebly Assignment: Portfolio	
8/30	What is an Effective Teacher?	Reading: Brand, <i>Music teachers: What makes them great?</i> (pdf) Assignment: Influential teacher interview	DUE: Reflection
9/4	Planning Instruction	Reading: Duke, <i>Sequencing instruction</i> (pdf), Handouts given in class	DUE: Philosophy
9/6	Planning (continued)	Assignment: Peer teaching	
9/11	Classroom Management Techniques	Reading: Bauer, <i>Classroom management for ensembles</i> (pdf) Reading: Reese, <i>The four C's of classroom management</i> (pdf)	DUE: Reflection
9/13	Guest Lecture – Dr. Gault – Elementary General Music	Reading: Campbell, <i>Teaching music to children</i> (chapter 7)	DUE: Peer teaching lesson plan
9/18	Standards for Music Education	Reading: National Standards for Music Education https://nafme.org/my-classroom/standards/core-music-standards/ Reading: Indiana fine arts standards https://www.doe.in.gov/standards/fine-arts-dance-music-theatre-visual-arts	DUE: Reflection
9/20	Curriculum basics	Reading: Conway, <i>Curriculum writing in music</i> (pdf)	DUE: Reflection
9/25	Assessment	Reading: Campbell, <i>Assessment</i> (chapter 13) Assignment: Assessment rubric	DUE: Influential teacher interview
9/27	Assessment	Reading: Choose one... Keenan-Takagi, <i>Embedding assessment in choral teaching</i> (pdf); Chiodo, <i>Assessing a cast of thousands</i> (pdf); Goolsby, <i>Assessment in instrumental music</i> (pdf)	DUE: Assessment Rubric
10/2	Social Justice and Music Education	Reading: Soto, <i>Equity in music education</i>	DUE: Reflection
10/4	Learners with Exceptionalities	Reading: Darrow & Adamek, <i>Recent and continuing initiatives and practices in special education</i> (pdf) Reading: Campbell, <i>Diverse learners and learning styles</i> (chapter 11)	DUE: Reflection

10/9	Motivation	Reading: Lehmann et al., <i>Motivation</i> (pdf)	DUE: Reflection
10/11	No Class	BTAA	
10/16	Guest Lecture – Loida Pineda – Multicultural Music Education	Reading: Fung, <i>Rationales for teaching world musics</i> (pdf) Reading: Goetze, <i>Challenges of performing diverse cultural music</i> (pdf) Reading: Indiana fine arts standards https://www.doe.in.gov/standards/fine-arts-dance-music-theatre-visual-arts	DUE: Reflection
10/18	Guest Lecture – Dr. Nicholas Roseth – LGBTQ issues and Music Education	Reading: TBA	DUE: Reflection
10/23	Field Trip – Carmel High School	MUST HAVE BACKGROUND CHECK COMPLETE Directions for attendance given in class	
10/25	Educational Policy	Reading: Tuttle, <i>Every student succeeds act: Opportunities for the music educator</i> (pdf) Reading: Also choose an article from the following sites... Education Week (https://www.edweek.org/ew/index.html) National Education Policy Center (http://nepc.colorado.edu/)	DUE: Field trip observation write-up
10/30	Guest Lecture – Dr. Kevin Watson - Teaching Jazz	Reading: TBA	DUE: Reflection
11/1	Technology and digital media	Reading: Tobias, <i>Towards convergence</i> (pdf)	DUE: Reflection
11/6	Guest Lecture – Dr. Diaz – Musician and Teacher Wellness	Reading: TBA	DUE: Reflection
11/8	Guest Lecture – Dr. Brenner – Instrumental Music Education	Reading: Campbell, <i>Of school bands, orchestras, and jazz ensembles</i> (chapter 9) Reading: Suzuki, <i>Nurtured by love</i> (p. 1-3, 36-41) (pdf)	DUE: Reflection
11/13	Guest Lecture – Dr. Madura Ward-Steinman – Choral Music Education	Reading: TBA	DUE: Reflection
11/15	Peer Teaching		DUE: Peer teaching lesson plan revised (if necessary) DUE: Peer teaching reflection day after lesson
11/27	Peer Teaching		
11/29	Peer Teaching		
12/4	Peer Teaching		
12/6	Peer Teaching		DUE: Portfolio
	FINAL EXAM	Thursday 12/13 – 10:15AM to 12:15AM	