

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of MUSIC
COURSE SYLLABUS**

Course Prefix and Number: MUE 3001

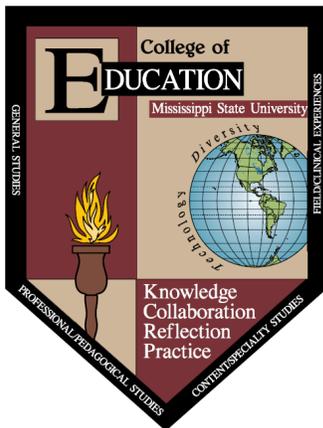
Course Title: Practicum in Music Education

Credit Hours: One (1) semester hour

Course Type: Laboratory

Catalogue Description: Laboratory-observation, discussion, and critique of elementary and secondary school music classroom settings.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Description:

Practicum courses are designed as realistic training in music teaching through observation, pedagogy, lesson planning, curriculum design, assessment, and teaching in a variety of school settings. Future music teachers learn by observing practicing teachers in the field. Additional instruction will be provided through lecture of master teachers and administrators and reflection on assigned readings. Students are prepared for their profession by functioning as apprentice teachers in field experience prior to the student teaching phase of their coursework. This early field experience exposes future teachers to the reality and rewarding challenges of the profession. The practicum provides prospective teachers the opportunity to develop insights and skills needed to become effective educators. It also serves as an experience of synthesis and application regarding the role of the teacher in a variety of school settings. Emphasis is also placed on career preparation through demonstration of oral and written skills. Students will discuss and write about their observations and reflections.

Course Objectives:

1. Demonstrate understanding of establishing rapport with students. **CFPO #1, 2**
2. Demonstrate professional behaviors toward students. **CFPO #1, 2**
3. Demonstrate positive professional appearance in dress and neatness in accordance with school policy. **CFPO #1**
4. Demonstrate a willingness to attend classroom observation sessions with regularity and punctuality. **CFPO #6**
5. Demonstrate cooperation with school personnel. **CFPO #1, 8; INTASC #10**
6. Demonstrate enthusiasm about the music education profession. **CFPO #1**
7. Demonstrate positive response to constructive criticism. **CFPO #1**
8. Demonstrate knowledge of lesson planning. **CFPO #3; INTASC #7, 4**
9. Demonstrate knowledge of curriculum design. **CFPO #5, 6; INTASC #7**
10. Demonstrate knowledge of assessment. **CFPO #4; INTASC #8**
11. Demonstrate knowledge of classroom management and discipline. **CFPO #2, 5, 6; INTASC #2**
12. Demonstrate knowledge of established pedagogical approaches to music education. **INTASC #4**
13. Demonstrate understanding of music instruction for special education and gifted students. **INTASC #2, 3**
14. Demonstrate knowledge of integration of technology for music instruction. **CFPO #10**
15. Examine the relationship between theory and practice. **INTASC #9**
16. Determine how specific teaching methods are employed in the classroom and how students respond to the classroom environment. **INTASC #4**
17. Analyze and critically examine the role of the teacher in the teaching and learning process. **INTASC #9**
18. Explore the relationship of various instructional strategies to multicultural and learning style differences that influence student learning. **INTASC #3**
19. Engage in critical thinking, reflective thinking, and problem-solving activities and exercises. **INTASC #9**

Topics to Be Covered:

1. The role of the teacher (8 hours)
2. Preparation for a lesson (8 hours)
3. Methods of teaching (8 hours)
4. Methods of evaluation (6 hours)
5. Discipline and classroom management (6 hours)
6. Professionalism (4 hours)

Methods of Instruction:

1. Lab
2. Seminar

Suggested Student Activities:

1. Field observation of local music programs (40 hours) (Course objective #1-13)
2. Reading assignments (6 hours) (Course objectives #8-#12)
3. Writing assignments (6 hours) (Course objectives #8-12)
4. Group discussions (3 hours) (Course objectives #1-13)

Honor Code:

All students are expected to follow the directive of the Mississippi State University Honor Code and conduct themselves with honor and integrity at all times:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Technology:

This course is largely field observation experience for the music education students and does not address or utilize technology as a major component of the course. However students may submit their observation documentation on line during throughout the semester. The final project for the course utilizes power point, video and audio packaging in the presentation.

Diversity:

All students are afforded an experience in an environment that fosters an appreciation for diversity. The observations are public school settings that afford the apprentice teachers the opportunity to develop an appreciation and understanding for the uniqueness of each individual in a diverse setting. Through this early field experience, the assigned readings and guest lectures, students are exposed to numerous inclusive classroom experiences and models.

Disabilities:

Students with disabilities requesting academic accommodations must identify themselves to the Office of Student Support Services and to the instructor and the beginning of the semester. Refer to <http://www.msstate.edu/dept/audit/1235.html> for more details.

Field Component:

1. Total amount of time spent in field experience: 40 hours
2. Students will have the opportunity to observe at all levels and specializations of K-12 music teaching in general, choral and instrumental specializations
3. Sites for practicum experience are public school settings that include students with exceptionalities and diverse ethnic, racial, and socioeconomic backgrounds

Evaluation of Student Progress:

All assignments must be submitted be typed. The written documentation for observations must be written legibly in order to receive credit. Please have supervising teacher sign all forms for documentation.

1. Attendance at required 40 hours of documented field experience (see below for explanation) 40 Hours required (70%) Written log of activities and experiences: Include observations of cooperating teachers' instructional strategies, approach to discipline, evaluation, curriculum, and school policies.
2. Written assignments, outside readings and projects (10%) (see below for details)
3. Final paper: Reflective Summary (10%)
 - a. Describe what was most significant about practicum
 - b. What did you learn that was most valuable to you?
4. Final Project: (10%) (see below for details)

Grading Scale: A = 100.00 - 90.00
 B = 89.00 - 80.00
 C = 79.00 - 70.00
 D = 69.00 - 60.00
 F = 59.00 - 0.00

Practicum Assignment I

1. Twelve Hours of Observation Due
2. Reading: I Don't Think We're in Kansas Anymore – & Making the Connection Between Theory and Practice, Rule No. 1
3. Please answer and turn in Questions for Discussion at the end of each reading
4. Being as objective as you can be, do some self-examination of your personality and how it relates to teaching music. What are your strong points? What needs your special attention so that it can be improved? Please submit.

Practicum Assignment II

1. Twelve Hours of Observation Due

2. Reading: I am Mr. Swain - & Lost Without A Pace
3. Please answer and turn in Questions for Discussion at the end of each reading.

Practicum Assignment III

1. Sixteen Observation Hours Due (Total of Forty Hours)
2. Final paper: Reflective Summary
 - a. Describe what was most significant about practicum
 - b. What did you learn that was most valuable to you?

Final Project:

You are a new teacher in a community at a new school. You are involved with selling the idea of your program to parent groups in your school and community. Please prepare a power point presentation that will give parents appropriate information about the program and will portray the program in such a way as to identify your goals and priorities, their commitment, benefits, etc. Please use graphics, photos and footage that emphasize key elements of your program, scanned photos and footage of performances as examples. List points you feel to be appropriate and affective in describing your program. The power-point presentation should be accompanied with a script. In a real setting – you would have opportunity for oral presentation – so please submit a script with the power- point presentation. Sell your community on the benefits of enrolling their child in your program.

Bibliography:

Abrahams & Head. (2005). *Case studies in music education*. Chicago, IL: GIA Publications.

Conway & Hodgman. (2006). *Handbook for the beginning music teacher*. Chicago, Illinois: GIA Publications.

Conway, Smith, & Hodgman. (2010). *Handbook for the Music Mentor*. Chicago, IL: GIA Publications.