

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of MUSIC
COURSE SYLLABUS**

Course Prefix and Number: MUE 4873

Course Title: Professional Seminar in Music Education

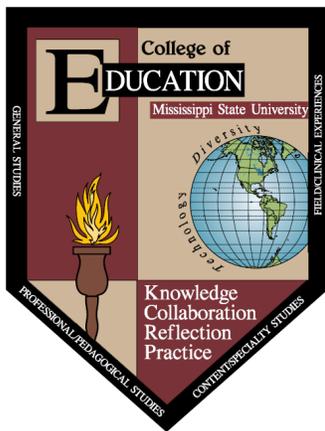
Credit Hours: Three (3) semester hours

Course Type: Seminar. Student teachers meet to discuss broad issues and the daily concerns of music education.

Catalogue Description: A seminar dealing with legal, professional, administrative, and curriculum issues as they relate to music education in the schools.

Prerequisite: Admission to Teacher Education and senior standing

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 Objectives:

1. Demonstrate knowledge of professional behaviors toward students (**InTASC 9; CFPO 1**)
2. Demonstrate knowledge of the importance of cooperation with school personnel (**InTASC 10; CFPO 5, 6, 9**)
3. Demonstrate enthusiasm about the music education profession (**InTASC 9; CFPO 1**)
4. Demonstrate knowledge of lesson planning (**InTASC 7; CFPO 10**)
5. Demonstrate knowledge of curriculum design (**InTASC 7; CFPO 10**)
6. Demonstrate knowledge of assessment (**InTASC 6; CFPO 4**)
7. Demonstrate knowledge of music education philosophy (**InTASC 9; CFPO 1**)
8. Demonstrate knowledge of classroom management and **discipline** (**InTASC 3; CFPO 11**)
9. Demonstrate knowledge of established pedagogical approaches to music education (**InTASC 5,8; CFPO 2, 3**)
10. Demonstrate understanding of music instruction for special education and gifted students (**InTASC 1, 2; CFPO 2**)
11. Demonstrate knowledge of technology for music instruction (**InTASC 8; CFPO 7**)
12. Examine the relationship between theory and practice (**InTASC 9; CFPO 3, 8**)
13. Analyze and examine the role of the teacher in the teaching and learning process (**InTASC 9; CFPO 10**)
14. Explore the relationship of various instructional strategies to multicultural and learning style differences that influence student learning (**InTASC 1,2; CFPO 2**)
15. Analyze and reflect on the relationship of the classroom environment and the characteristics of the teacher and student (**InTASC 3; CFPO 11**)
16. Engage in critical thinking, reflective thinking, and problem solving activities (**InTASC 5, 8, 9; CFPO 8**)

Topics Covered in the Course:

1. The role of the student teacher
2. Preparation for a lesson
3. Methods of Teaching
4. Methods of evaluation
5. Discipline and Classroom Management
6. Professionalism
7. Diversity
8. Problem solving, self analysis, reflection
9. Curriculum
10. MENC National Standards

11. Resumes and Cover Letters
12. Interviews
13. Formative and Summative Teacher Intern Assessment Instrument
14. Creativity
15. The Job Market and Interviews
16. Licensure
17. Why Teach Music?
18. Impact on Student Learning Assignment
19. Philosophy
20. Reflections

Text:

Various Assigned Readings

Periodicals:

Council for Research in Music Education
Instrumentalist
Music Educator's Journal

Methods of Instruction:

1. Classroom lecture
2. Supervised student presentations
3. Supervised group discussions
4. Personal reflection papers (based on class reading and internships experiences)
5. Guided music making activities

Suggested Student Activities:

1. Daily writing assignments (objectives 1-16)
2. Daily reading assignments (objectives 1-16)
3. Class presentation (objective 9)
4. Group discussions (objectives 1-16)
5. Music making activities (objectives 4, 7, 9, 14, 16)
6. Reflection (objectives 1-16)

Honor Code:

“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:

Technology is used in the delivery of the course content in this class. Students watch videos (DVDs and Internet/Youtube) and listen to audio recordings (CDs, tapes, and Internet/Youtube) of selected musical examples. All course assignments will be completed using appropriate software. Document camera visuals and supplemental print material are sometimes used to enhance learning. Students also demonstrate basic knowledge of technology for the music classroom.

Diversity:

Issues of diversity are discussed as they relate to the structure of multi-sensory and multicultural musical learning, national standards in music education, and integrating music with the study of peoples, places, and cultures. We also discuss

1. using music to promote understanding.
2. dealing with dehumanizing biases, discrimination, and prejudices.
3. creating learning environments which contribute to the self esteem of all persons and to positive interpersonal relations.
4. respecting human diversity and personal rights.

Disability:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, call SSS at (662)325-3335 or visit the SSS office in 01 Montgomery Hall.

Field Component:

The seminar takes place concurrently with student teaching internship

Evaluation of Student Progress:

1. Attendance at all scheduled seminars
2. Participation in seminar activities including discussions, presentations, and music making activities.
3. Participation in Wrap-Up Day
4. Attendance at Teacher Interview Day
5. Written assignments

Grading:

90 – 100 = A

80 – 89 = B

70 – 79 = C
60 – 69 = D
Below 60 = F

Bibliography:

- Anderson, W. M. (2000). *Teaching music in the secondary schools*.
- Battisti, F. L. (2002). *The winds of change: The evolution of the contemporary American wind band/ensemble and its conductor*.
- Boonshaft, P.L. (2002). *Teaching music with passion: Conducting, rehearsing, and inspiring*.
- Colwell, R. (2002). *Teaching of instrumental music, (3rd Edition)*.
- Conway, C. M. (2002). *Handbook for the beginning music teacher*.
- Cooper, L. G. (2004). *Teaching band and orchestra: Methods and materials*.
- Dvorak, T. L. (2000). *Best music for high school band: A selective repertoire guide for high school bands & wind ensembles*
- Garofalo, R. (2000). *Blueprint for band*.
- Hamann, D. L. (2003). *Strategies for teaching strings: Building a successful string and orchestra program*.
- Jagow, S. (2007). *Teaching instrumental music: Developing the complete band program*.
- Labuta, J. A. (2000). *Teaching musicianship in the high school band*.
- Lisk, E. S. (2000). *The creative director: Alternative rehearsal techniques*.
- Madsen, C. K. (1998). *Teaching/Discipline: A positive approach for educational development*.
- Otoole, P. (2003). *Shaping sound musicians*.
- Rush, S. (2006). *Habits of a successful band director: Pitfalls and solutions*.
- Saphier, J. (2008). *The skillful teacher: Building your teaching skills*.
- Williamson, J. E. (2007). *Rehearsing the band*.