

SYLLABUS
Indiana State University
Department of Music

MUS 324: Instrumental Tech in the General Music Classroom (1 cr.)

Instructor: Dr. Alex Ruthmann

MUS 393: Secondary General Music Methods (2 cr.)

Term: Fall 2007

Office: FA 405

Class Time: Tues. & Thurs., 8-9am (MUS 324) & 9-10am (MUS 393), FA 409

(812) 237-2790

Office Hours: TR, 1-3pm; other times by appointment

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<http://www.alexruthmann.com/blog/>

Course website: <http://isumus393.ning.com/>

TEXTS & ARTICLES:

Wiggins, J. (2001). *Teaching for musical understanding*. New York: McGraw-Hill. ISBN: 0072307838

Articles in course pack to be downloaded from class website throughout course

REQUIRED CLASS MATERIALS:

Membership in CMENC (including subscriptions to *Music Educators Journal* and *Teaching Music*)

Criminal history background check (MUS 393 students need to complete this in advance of field observations)

COURSE DESCRIPTION:

MUS 324: A practical study in playing classroom instruments (guitar, recorder, percussion, autoharp, etc.) for use in the general classroom. Two class hours a week. *Prerequisite:* Completion of MUS 201 with grade of C or higher.

MUS 393: Principles and practices of teaching music based on experiences in the secondary music classroom. Emphasis on the development of musical understanding through an interactive approach, including study of current trends in education and music education. Two class hours a week. *Prerequisite:* Completion of MUS 201 with grade of C or higher.

COURSE GOALS:

MUS 324:

1. Consider music teaching from the students' perspective and how to design, teach, and connect general music experiences to children's lives.
2. Continue to develop an understanding of different visions of music teaching (from discussions of field observations, personal reflections, and readings) and of the ways music educators think.
3. Develop a full understanding of the musical dimensions common to the music of many cultures and of the relationship among these dimensions, your own music education, and the music education of others.
4. Develop an understanding of how to facilitate large group, small group, and individual composing and performing with traditional classroom music instruments, synthesizers, and computer software in general music classes.
5. Develop an understanding of how to frame music learning experiences around rich and authentic musical problems.
6. Begin to develop an understanding of how to infuse informal learning processes in formal music learning contexts

MUS 393:

1. Develop a basic understanding of how to design music learning experiences that are personally relevant and connected to the musical lifeworlds of middle and high school students.
2. Develop a deep understanding of the musical dimensions common to the music of many cultures and of the

relationship among these dimensions, your own music education, and the music education of others.

3. Begin to develop an understanding of how to develop ongoing assessments of students' musical understanding in context.
4. Develop an understanding of how to design lessons for secondary students around complex musical problems and essential questions.

COURSE REQUIREMENTS:

1. **Attendance (MUS 324 & MUS 393):** The most important opportunities for learning in this course will be during class discussions and experiences, peer teaching, and field observations. Attendance, arriving to class on time, and participation are crucial factors in your ability to succeed in this course. It is expected that you will attend all classes and field observations. Attendance will be taken at each session. **UNEXCUSED ABSENCES MAY RESULT IN THE LOWERING OF FINAL GRADE BY ONE LETTER FOR EACH ABSENCE.** Treat all music education classes as if you were already teaching in a K-12 school. If you are sick or need to be absent, ask the instructor for permission to miss class in advance, as you would your building principal. If you absence is an emergency, call or email the instructor before the missed class.
2. **Readings (MUS 393):** Readings in the required texts and coursepack will serve as the basis for particular class discussions. Your ability to participate in and learn from these discussions will be dependent upon your having read the material **before** the class session for which it was assigned.
3. **Interview Project (MUS 393):** Students will interview a middle or high school students who is no longer involved in school music programs. You can select a student who you know personally (sibling, family friend, acquaintance from church, etc.). The results of this interview will be written and summarized per directions handed out in class.
4. **Fieldwork, teaching, and journal (MUS 393):** Students will be assigned a field placement in a secondary general music classroom. This assignment will be determined by mid-September.

Students are expected to make a *minimum* of **10, one hours of visits** to their field site. During the first two visits, your experience should be primarily observation. By the third visit, you should begin to assist the teacher. By the fifth visit, you should be teaching lessons or portions of lessons on your own when possible.

You are expected to keep a journal chronicling your field observations in secondary general music. There are three journal submission deadlines listed in the course calendar. All journal entries completed by the deadline should be sent through email to sruthmann@indstate.edu by the due date listed in the course calendar. When sending the journals, please put the following in the subject line: "**MUS 393 journal - <<your name>>**." This will allow me to easily keep track of your journals. Please feel free to write these journals informally. I am not looking for a double-spaced word document. All journal entries should be long enough to show your personal reflection, comprehension of in class activities and readings, and professional dedication toward improving yourself as a teacher.

No journal assignments will be accepted late.

5. **Group Performance Projects (MUS 324):** Students, working in groups, will form their own "garage band" and compose, rehearse, and perform cover tunes, songs, and other original compositions created by the group. These pieces will be created using students own instruments, traditional classroom instruments, guitars, synthesizers, and computer-based means.
6. **Reflections (MUS 324):** Based on class discussions, experiences, and collaborative performances, students will submit four written reflections (minimum two pages in length in double spaced, 12 point, Times New

Roman font). The due dates for these reflections are listed in the course calendar. Specific guiding questions will be distributed when the reflections are assigned.

7. **Lesson Planning and Teaching (MUS 393):** Students will plan and teach three lessons over the course of the term. Lesson one will be an introductory experience designed to find out what students already know and understand about music through a listening experience. In lesson two, students will create a lesson centered around the process of performing. In lesson three, students will create lesson centered around the process of creating.
8. **Final Written Reflection (MUS 324):** Students will write a 6-8 page reflective paper (double spaced, 12 point, Times New Roman font) summarizing your experiences throughout the course learning to play and integrate classroom instruments into general music teaching experiences, as well as your experiences as a collaborative musician covering a tune and creating an original composition.
9. **Final Unit Project (MUS 393): Creating a unit that involves secondary students in listening, performing, and creating.** This unit will be an opportunity for students working alone or in pairs to plan an extended unit for a secondary general music course. Lesson plans for each lesson in the unit will be completed and turned in. The students will choose one lesson from the unit to teach to the class and will share a printed scope and sequence, as well as a materials list with the class.

CRITERIA FOR GRADING:

Your attendance at each class session (and field observations – MUS 393):

- Regular and prompt attendance
- Ability to participate in class discussion due to completing the assigned readings
- Turning in assignments on time.
- Ability to successfully engage in collaborative musical group work, making a personal contribution to group activities

Rubric-based assessments of in and out of class projects, assignments, and peer teaching experiences

Thorough completion of reflection/reflective journal assignments

GRADING POLICY:

MUS 324:

The final grade will consist of:

Reflection 1	10%
Reflection 2	10%
Reflection 3	10%
Reflection 4	10%
Group cover performance	15%
Group composition performance	15%
Final written reflection	30%

MUS 393:

The final grade will consist of:

Interview project	15%
Field observation journals	10%
Field observation attendance	10%
Lesson plan and teaching 1	15%
Lesson plan and teaching 2	15%
Lesson plan and teaching 3	15%
Final unit project	20%

****Grades will be posted on the course Blackboard sites as completed. It is the student's responsibility to double-check their grade in Blackboard with written grades handed back in class as mistakes can occur during entry.*

GRADING SCALE: %

A	93-100	B+	88-92
B	83-87	C+	78-82
C	73-77	D+	68-72
D	63-67	F	62 and below

Disposition Standards

All students will be held to the teacher disposition standards of professional conduct adopted by the music education division. The disposition standards are the professional standards expected of professional music educators. Violating the disposition standards in or outside of coursework will result in a meeting with your advisor and/or the Coordinator of Music Education and may result in your dismissal from the music education program.

Code of Student Conduct – Academic Integrity:

Available for download and review at <http://www.indstate.edu/sjp/code.html>

Laptop Not Required for Course: Usage Permitted

While there will be no assignments or examinations for which the laptop will be used, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus. There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.