



**DIVISION OF ADULT LEARNING**

**SYLLABUS**

**MUED-513: Foundations of Music Education**

Date: 07/31/2018

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**University Mission Statement:**

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

**Health and Safety Statement:**

The Lee University School of Music values the health and safety of its students, faculty, and staff. Information related to vocal, hearing, and neuromusculoskeletal health for musicians, and injury prevention is available on Portico (<https://portico.leeuniversity.edu/universityservices/Resources/schoolofmusic/Pages/default.aspx>). In addition, the university provides counseling services, health services, and security services to students, faculty, and staff through the Student Development Sector.

**Catalog Description:**

This course reviews philosophical and historical foundations of music education with an emphasis on synthesizing and refining a personal philosophy of music education, based on sound historical and theoretical principles. The course encompasses vocation, calling, and the act of teaching.

**Required Text(s) and/or Supporting Resources:****Required Text:**

Mark, Michael L. (2007). *A History of American Music Education, 3rd edition*, Reston, VA: Music Educators National Conference. ISBN: 9781578865765.

Reimer, Bennett. (2002) *A Philosophy of Music Education, 3rd edition*, Upper Saddle River, NJ: Prentice Hall Publishers. ISBN: 9780130993380.

**Additional Supporting Resources:**

Resources included in the Learning Management System (LMS).

**Prerequisite Skills and Knowledge:**

None

**Course Goals and Learning Outcomes:****PURPOSE**

This course is designed to help the student develop the skills to analyze and reflect on educational theory and practice in music. The body of knowledge covering the history and schools of philosophy will serve as a foundation for reflective thinking.

**General Learning Objectives (Course Goals):**

*This course seeks to:*

1. Encourage students to think about their own professional philosophy of teaching and learning.
2. Encourage students to develop a philosophy of music education based on current conceptual ideas concerning Teaching, music, music performance, aesthetics, and other important influences.
3. Identify important historical events in the history of music education
4. Examine what it means to be a Christian in today's educational society and how this can, should, and could impact the music classroom.
5. Introduce students to the terms and concepts of various schools of philosophy
6. Assist students in understanding the difference between educational fads and important trends in music instruction and its integration with other professional aspects of teaching and learning.
7. Encourage students to examine their teaching practices in light of the ways music has been taught in the past and philosophical theories that have been developed concerning music instruction.
8. Familiarize students with causes of, and preventative measures related to injuries common to musicians.
9. Define what it means to be a professional music educator.
10. Ethical considerations in the teaching and learning in the music classroom.

**Specific Behavioral Objectives (Learning Outcomes):**

*As a result of the activities and study in this course, the student should be able to:*

1. Identify the major tenets of the various philosophical schools.
2. Identify important events in the history of music education in The United States of America.
3. Explain how the epistemological principles of the philosophical schools occur and influence educational ideas and practices.
4. Examine his/her own teaching in light of these philosophical ideas.
5. Evaluate current trends and practices in music education to determine educational merits as well as philosophical implications.
6. Articulate a Christian philosophy of education applying Biblical principles.

**Major Topics:**

- A. Major Philosophical Schools in Western Thought
- B. Philosophies which a music education program might be based
  1. Aesthetic Education
  2. Praxial Philosophy of Music Education.
- C. Western Heritage (Judeo/Christian Culture) as foundation to music education
- D. Music in the New World-New England and beyond
- E. Yankee Tunesmiths, The Singing Schools
- F. Shaped Note Notation and the *Sacred Harp* Tradition
- G. Pestalozzian Principles and early music education in the United States
- H. Lowell Mason and the beginning of Public School Instruction
- I. Democracy and American Education
- J. Normal Institutes and the beginning of music teacher education in America
- K. The Industrial Revolution and its effects on Education.
- L. The Development of the Band and orchestra Program in American Education
- M. The beginnings of music curricula for public schools-Graded Music Series-Rote versus Note.
- N. Teacher Training in the 19<sup>th</sup> Century-Normal Schools

- O. Development of Professional Educational Organizations
- P. The Music Curriculum in the 20<sup>th</sup> Century.
- Q. MSNC, MENC and NAFME: its impact on instruction
- R. Music Education after 1957 in America-Sputnik
- S. Important Conferences and Symposiums in Education, Music and Music Instruction-1960's.
- T. Sequential Curriculums in Music Education
- U. A Nation At Risk
- V. National Standards in Music Education
- W. Psychological Foundations of Music Education
- X. New emphasis on Assessment.
- Y. Current Trends in Music Education.

### Course Assessments:

- A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of "a" and "b" above) and then response posts interacting to other students' initial posts (evaluation of "c" above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.
- C. **Unit Assignments.** The student is required to write several short reflection papers throughout the course.
- D. **Course Project.** The student is required do a 15-25 page research paper to: 1) define the major rationales on which a philosophy of music education might be based; 2) compare and contrast prevailing authorities on philosophies of music education (which will be provided through textbook readings and additional articles); and 3) support your own personal philosophical view on the purposes for the teaching of music, why it is important, and how you might make a difference in others' lives.

### Evaluation:

- |                         |     |
|-------------------------|-----|
| A. Threaded Discussions | 210 |
| B. Unit Assignments     | 90  |
| C. Course Projects      | 700 |

### Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929

B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
F	.0	0 - 729

#### Letter Grade Equivalencies:

**A** = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

**B** = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

**C** = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

**F** = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

#### Unit and Time Distribution:

The time to complete each unit is approximately 17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

## POLICIES

#### Attendance Policy:

At Lee University, student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

#### Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document.

Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

#### Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final unit.

## EXPECTATIONS

#### Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)

- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

#### Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

### IMPORTANT STUDENT INFORMATION

#### Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or



email [academicsupport@leeuniversity.edu](mailto:academicsupport@leeuniversity.edu). It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

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