

# COURSE CHANGE CURRICULUM FORM UNDERGRADUATE NON-GENERAL EDUCATION

Department: Music

Submission Date: 2/16/2017

Catalog Year of Implementation (must be next academic year or later): 2017-18

## I. PROPOSED COURSE CHANGE INFORMATION

	CURRENT (required)	Check if no change		PROPOSED CHANGE (if applicable)
Course Prefix: <u>MUSC</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Course Number: <u>145</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Course Title: <u>Introduction to Music Education</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Credit Hours: <u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	<u>2</u>	

If yes, enter a justification for the change in credit hours and include a copy of the **current** syllabus. The 1-credit course was designed as a survey course, enabling freshmen music majors to explore the idea of music education. The 2-credit course is designed to develop and practice teaching skills, enabling students to make a more informed decision about their desire and ability to teach. The demands of the music major and the demands of licensure are such that students must make the decision to pursue this degree as freshmen in order to graduate on time. The new MUSC 145 covers similar survey topics and adds more time for discussion, the opportunity to practice delivering content, and the inclusion of topics related to the Music Degree and the Teacher Preparation Program at Longwood University.

May this course be repeated for credit when content changes?  Yes  No

If yes, maximum credit hours: Enter maximum credits, if applicable.

Prerequisites: <u>none</u>	<input checked="" type="checkbox"/>		
Writing Intensive: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Speaking Intensive: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If adding a speaking intensive designation, attach a copy of the department speaking intensive policy.			
Cross-listed Prefix: <u>none</u>	<input checked="" type="checkbox"/>		
Cross-listed Number: <u>none</u>	<input checked="" type="checkbox"/>		

### Current Catalog Copy:

MUSC 145. *Introduction to Music Education*. Survey of the role of music in the education of children, including historical, sociological, and philosophical aspects. Consideration of the relationship between assessment and instruction. Music Majors only. 1 period; 1 credit.

Proposed New Catalog Copy (Must match description on proposed course syllabus):

**COURSE CHANGE CURRICULUM FORM  
UNDERGRADUATE NON-GENERAL EDUCATION**

MUSC 145. *Introduction to Music Education*. Overview of Music Education at Longwood University and PK-12 music teaching. Designed to enable students to make early career choices. Students will study the music curriculum and its place in schools as well as survey the role of music in the education of children, including historical, sociological, and philosophical aspects. 2 periods; 2 credits.

Delete course from catalog

Submit course to storage

**Attach a proposed syllabus in the format specified by the FPPM that contains the proposed changes.** Course description on syllabus must match the proposed new catalog copy provided above.

**II. REQUIRED FOR MAJOR, MINOR, CONCENTRATION**

Bachelor of Music (BM), Concentration in Music Education

**III. RATIONALE FOR PROPOSED CHANGES**

The 1-credit course was designed as a survey course, enabling freshmen music majors to explore the idea of music education. The 2-credit course is designed to develop and practice teaching skills, enabling students to make a more informed decision about their desire and ability to teach. The demands of the music major and the demands of licensure are such that students must make the decision to pursue this degree as freshmen in order to graduate on time. The new MUSC 145 covers similar survey topics and adds more time for discussion, the opportunity to practice delivering content, and the inclusion of topics related to the Music Degree and the Teacher Preparation Program at Longwood University.

**IV. RESOURCE ASSESSMENT, IF CHANGE WARRANTS IT**

**A. How frequently do you anticipate offering this course?**

Every year

**B. Describe anticipated change in staffing for the course:**

None. This credit will be part of the regular teaching load for Dr. Secoy.

**C. Estimate the cost of new equipment required due to the change:**

None

**D. Estimate the cost and describe additional library resources:**

None

**E. Will the change in the course require additional computer use, hardware or software?** No

If yes, please describe and estimate cost: [Click here to respond](#)

**F. Will a new or changed course fee be assessed?** No

**COURSE CHANGE CURRICULUM FORM  
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If yes, the **Fee Recommendation Worksheet** must accompany this form. See the Budget Office forms page at <http://solomon.longwood.edu/offices--departments/budget-office/forms--documents/>.

All curriculum proposals/changes are processed in the date order received.  
Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

For the Curriculum Development Handbook and all forms, see <http://blogs.longwood.edu/curriculum/>.

The signature page follows as a separate sheet.

**COURSE CHANGE CURRICULUM FORM  
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V. APPROVALS

**Course Prefix:** MUSC **Course Number:** 145

**Course Title:** Introduction to Music Education

A change to the title or course number on this form implies that title or course number will change anywhere it occurs in the catalog.

**SIGNATURE PAGE**

	<b>Date Received</b>	<b>Date Approved</b>	<b>Signature</b>
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:			
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
3. College Dean	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____
5. EPC *	_____	_____	_____
6. Faculty Senate *	_____	_____	_____
7. Received by Registrar	_____		

\* EPC and Senate approval required for change in credit hours.

**All curriculum proposals/changes are processed in the date order received. In order to be included in the next academic year's catalog, all paperwork must be submitted no later than:**

- February 1 to the College Curriculum Committee
- March 1 to the Educational Policy Committee (EPC)

**Changes that affect spring advising for fall classes must have received approval from EPC and Senate before the registrar opens up the fall schedule for registration in March. Such proposals should reach the chair of EPC by the end of the fall semester. Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.**

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**Longwood University  
Spring 2017  
MUSC 145: Introduction to Music Education  
Syllabus**

<b>Instructor:</b>	<b>Dr. Jacqueline Secoy</b>	Office: Wygal, Rm. 226
<b>Time:</b>	<b>Wednesdays from 9:00-9:50am</b>	Office hours: by appointment E-mail: <a href="mailto:secoyjj@longwood.edu">secoyjj@longwood.edu</a>
<b>Location:</b>	<b>Wygal, Rm. 106</b>	Phone: 434.395.2049 Fax: 434.395.2336 trs.711

**Course Description:**

Survey of the role of music in the education of children, including historical, sociological, and philosophical aspects. Consideration of the relationship between assessment and instruction. 1 credit.

**TEXT AND MATERIALS:**

- Campbell, Patricia Shehan. *Musician & Teacher: An Orientation to Music Education*. New York: W.W. Norton and Company, 2008. Available in the Longwood bookstore.

**COURSE OBJECTIVES:**

Upon completion of the course students will be able to

1. Define the role music education in American education
2. Articulate the purpose and value of music in today's school curricula.
3. Identify ideals and techniques that demonstrate that music learning is taking place
4. Recognize the importance of research and assessment data in making decisions.
5. Acknowledge the realities and demands of music teaching
6. Begin establishing a personal philosophy of music education

**EXPECTATIONS**

**What You Can Expect from Me**

1. I will meet with you on a regular, timely, and consistent basis.
2. I will keep appointments you have made with me, and return your phone calls and email messages.
3. I will adhere to the course syllabus and schedule of assignments as closely as possible.
4. Each class period will be devoted to extending your knowledge of music education--I won't waste your time.
5. Your written work and quizzes will be graded and returned in a timely fashion.
6. I will conduct myself in a mature and civil manner and we will have fun, too.

**What I Expect from You**

1. Regular attendance and participation during class.
2. Regular use of the class Canvas site and regular checking of your campus email.

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3. Completion of assigned reading and written work (follow the schedule for the reading assignments even if class discussion lags behind).
4. Adherence to mandated deadlines for your work.
5. Competence in written and oral communication in English.
6. A willingness to perform within the parameters of this course.
7. A degree of maturity, civility, and propriety in your interactions with your instructor and with each other (and have fun, too!)

**Suggested Academic Workload Guidelines**

In general, students should plan to devote between 2–3 hours outside of class for each hour in class. As MUSC 145 is a 1-credit-hour course, you should schedule 2-3 hours outside-of-class for readings, study, and assignments, as needed.

**Grading Categories and Weights:**

Grades will be based upon the following categories and weights:	
<b>Category</b>	<b>Weight</b>
Class Participation and preparedness	<b>10%</b>
Chapter Quizzes	<b>30%</b>
Purpose Statement	<b>5%</b>
Teaching Episode	<b>15%</b>
Music Education Research Project	<b>20%</b>
Final Exam Presentation	<b>20%</b>
<b>Total</b>	<b>100%</b>

**Grading**

**Scale:**

A+ = 100-97    A = 96-93    A- = 92-90  
 B+ = 89-86    B = 85-83    B- = 82-80  
 C+ = 79-76    C = 75-73    C- = 72-70  
 D+ = 69-66    D = 65-63    D- = 62-60  
 F = 59 and below

**"A"** = Absolutely excellent work. All requirements of the assignment were met in a carefully- thought-out fashion. This work meets or exceeds the standards of the profession. 90-100%

**"B"** = Basically good work. Most of the requirements of the assignment were met. There is some room to grow, but progress in your teaching and musicianship/scholarship is evident. 80-89%

**"C"** = Caught unprepared. This work is not up to "A" or "B" quality. Too few of the requirements were met or too many mistakes and/or sloppy errors. 70-79%

**"D"** = Dang! This work has many major errors. (Teachers working at this level are in danger of educational malpractice.) 60-69%

**"F"** = Foolish. No work is evident (This *is* educational malpractice) Below 60%

Grades will be recorded, calculated, and reported on Canvas.

**Assignments**

## COURSE CHANGE CURRICULUM FORM UNDERGRADUATE NON-GENERAL EDUCATION

All formal written assignments should be word processed, and proofed for correct spelling and grammar. Use a standard font (such as Times New Roman, Arial, or Courier) with a font size of 12 points. Unless otherwise indicated, assignments should be submitted on Canvas and **should be in Microsoft Word format unless otherwise indicated**. PDF copies are not acceptable (unless the assignment involves the use of music notation) because sometimes comments for feedback cannot be added.

**ASSIGNMENTS** are **DUE** by 11:59pm on the day assigned, unless otherwise specified.

### Late Work

1) Habitually submitting work after the due date will not serve you well in the professional world; however, it is understandable that on rare occasions, deadlines for several unrelated obligations (courses, performances, etc.) will coincide. Therefore, if you cannot meet a deadline for this course, please email the instructor *prior* to the original due date and set a new due date. Then be sure to meet your new due date. If you adhere to this policy, you will receive full credit earned for the work. **You may set a new due date only once for any given assignment**. If you do not take responsibility for setting a new due date for yourself, the final grade for the late work will be reduced by one letter grade for each day that it is late. If you submit your assignment after the original due date, it will be treated as if you did not take responsibility for setting a new due date.

1. **This policy does not apply to lesson plans or final exam.**

2. If you email prior to the original due date but do not set a new due date, it will be treated as if you did not take responsibility for setting a new due date.

3. **No assignments will be accepted after the final day of classes**

2) For each day an assignment is late, one point will be deducted.

### Attendance Policy:

The attendance expectation for this course is the same as it will be for you as a professional educator. Punctual, consistent attendance is expected for all class meetings and scheduled field experiences.

1. Attendance and Tardiness. You are expected to attend class each day.

a. Perfect attendance will be rewarded with 2 points on your final grade.

b. Miss no more than **two** scheduled classes *for any reason*.

c. **Two instances of tardiness are equal to one absence.**

d. Anyone missing more than **two** scheduled classes will be penalized at the rate of one letter grade per absence over two (i.e., if you have an A- at the end of the semester and also have a total of 4 absences, you will receive a B as your final grade).

e. Teaching episodes and presentations must be completed on the scheduled day/time.

2. Any excused ensemble performance will be considered "release time" and will not be counted toward your total number of absences. However, you must inform your instructor prior to class about your absence. Do not assume that I know you will not be there. (Most school districts will grant release time for festivals, conferences, & performances by your ensembles, if given advance notice.).

3. Any extended illnesses or unusual circumstances must be discussed with the instructor and will be given separate consideration.

4. If you are absent or tardy, it is your responsibility to see your instructor for work missed.

5. It is your responsibility to monitor your attendance and be up to date on your absence status as the semester progresses. Check in with the instructor to be up to date.

**Honor Code:** Students are expected to live by the LU Honor Code. The instructor assumes that all work is pledged.

<p style="text-align: center;"><b>COURSE CHANGE CURRICULUM FORM</b> <b>UNDERGRADUATE NON-GENERAL EDUCATION</b></p>
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**Disability Support Services:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

**Communication Policy:** Good, clear, communication is absolutely essential in every facet of life, including this course. I encourage you to communicate with me throughout the course, whether you have comments, questions, or concerns. If you contact me, I will respond to your message within 24 hours. Because communication is an exchange, I ask for a response from you within 24 hours. After you complete an assignment, I will respond with feedback within a week of the due date. If you encounter an emergency of some sort, please notify me as soon as possible.

**Technical support Services (IT & DEC):** <http://www.longwood.edu/usersupport/>

**Academic Support Services:** <http://www.longwood.edu/2592.htm>

**Student Support Services (counseling, disability, career, health, etc.):**  
<http://www.longwood.edu/studentaffairs/12466.htm>

### **Technology**

The use of cellphones, laptops, or other computer technologies are only permitted during class when using them for project research, planning, or instrument tuning. Take hand written notes during class. Below are some resources that discuss how and why taking notes by hand can be more beneficial to students than using a computer:

<http://www.psychologicalscience.org/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html#.WHPTq5Lk5Ow>

[http://hilt.harvard.edu/files/hilt/files/notetaking\\_0.pdf](http://hilt.harvard.edu/files/hilt/files/notetaking_0.pdf)



**COURSE CHANGE CURRICULUM FORM  
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**MUSC 145 Introduction to Music Education  
Tentative Course Calendar  
Spring 2017  
W 9:00am-9:50am**

<b>Date</b>	<b>Agenda</b>	<b>Assignments/Due Dates</b>
<b>W January 18</b>	<ul style="list-style-type: none"> <li>• Course Orientation</li> <li>• Developing a Music Teacher Identity</li> </ul>	<ol style="list-style-type: none"> <li>1) Read Ch 1 and Ch2</li> <li>2) Complete Ch 1 &amp; 2 Canvas Quiz by 11:59pm on Tuesday, January 24<sup>th</sup></li> </ol>
<b>W January 25</b>	<ul style="list-style-type: none"> <li>• Discuss Chapter 1 and 2</li> </ul>	<ol style="list-style-type: none"> <li>1) Read Ch. 3 and Ch 6</li> <li>2) Take Ch. 3 and 6 Reading Quiz due by Tuesday, January 31<sup>st</sup> at 11:59pm</li> </ol>
<b>W February 1</b>	<ul style="list-style-type: none"> <li>• Discuss Ch. 3 and 6</li> </ul>	<ol style="list-style-type: none"> <li>1) Read Ch. 4 &amp; 7</li> <li>2) Take Ch. 4 &amp; 7 Reading Quiz due Tuesday February 7<sup>th</sup> at 11:59pm</li> </ol>
<b>W February 8</b>	<ul style="list-style-type: none"> <li>• Ch. 4 and 7</li> <li>• Teaching in Elementary School</li> </ul>	<ol style="list-style-type: none"> <li>1) Read Ch 13</li> <li>2) Complete Ch. 13 Assignment by 11:59pm on Tuesday, Feb. 14<sup>th</sup></li> </ol>
<b>W February 15</b>	<ul style="list-style-type: none"> <li>• Ch 13</li> <li>• Planning and Assessment</li> <li>• Writing a Lesson Plan</li> </ul>	<ol style="list-style-type: none"> <li>1) Pick a non-music topic to teach. You will have 2 minutes to teach this lesson. Pick something specific, that is of interest to you, and that you enjoy sharing.</li> <li>2) Complete the Teaching Episode Topic Assignment on Canvas by 11:59pm on Tuesday, February 21</li> <li>3) Read Ch. 15</li> <li>4) Complete Ch. 15 Canvas Quiz by 11:59 on Tuesday, February 21</li> </ol>
<b>W February 22</b>	<ul style="list-style-type: none"> <li>• Discuss Ch. 15</li> <li>• Prepare for Teaching Episode #1: Teaching non-music topic               <ul style="list-style-type: none"> <li>○ Writing a lesson plan</li> <li>○ Delivery Skills</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1) Fill in your lesson plan template</li> <li>2) Upload completed lesson plan (as a Word document) to Canvas by 11:59 on Tuesday, February 28<sup>th</sup></li> </ol>
<b>W March 1</b>	<ul style="list-style-type: none"> <li>• Teaching Episode #1 (2 min each person)</li> </ul>	<ol style="list-style-type: none"> <li>1) Complete Teaching Episode Reflection on Canvas by 11:59pm on</li> </ol>

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		Friday, March 3 <sup>rd</sup> .
<b>W March 8</b>	<b>No Class - Spring Break</b>	<ol style="list-style-type: none"> <li>1) Read Ch 8 &amp; 9</li> <li>2) Complete Canvas Quiz Ch 8 and 9 by 11:59pm on Tuesday, March 14<sup>th</sup></li> </ol>
<b>M March 13</b>	<ul style="list-style-type: none"> <li>• Last Day to Withdraw with a “W”</li> </ul>	
<b>W March 15</b>	<ul style="list-style-type: none"> <li>• Class Visit with Music Librarian Sarah Reynolds at Greenwood Library,</li> <li>• Our class will meet today in Room 147A (‘Research Strategy Lab’) at the far end of the Learning Commons (big room with all the computers)</li> </ul>	<ol style="list-style-type: none"> <li>1) Ch 10</li> <li>2) Complete Canvas Quiz Ch 10 by 11:59pm on Tuesday, March 21<sup>th</sup></li> <li>3) Schedule and complete meeting with Sarah Reynolds (turn in form to me)</li> </ol>
<b>W March 22</b>	<ul style="list-style-type: none"> <li>• <b>Visit from Dr. Pamela McDermott - Choral Music Education</b></li> <li>• <b>Visit from Earl Shaffer - Instrumental Music Education</b></li> </ul>	<ol style="list-style-type: none"> <li>1) Ch 11</li> <li>2) Complete Canvas Quiz Ch 11 by 11:59pm on Tuesday, March 28<sup>th</sup></li> <li>3) Schedule and complete meeting with Sarah Reynolds (turn in form to me)</li> </ol>
<b>W March 29</b>	<ul style="list-style-type: none"> <li>• Discussion of Ch 11</li> </ul>	<ol style="list-style-type: none"> <li>1) Ch 12</li> <li>2) Complete Canvas Quiz Ch 12 by 11:59pm on Tuesday, April 4<sup>th</sup></li> <li>3) Schedule and complete meeting with Sarah Reynolds (turn in form to me)</li> </ol>
<b>W April 5</b>	<ul style="list-style-type: none"> <li>• Discussion of Ch 12</li> </ul>	<ol style="list-style-type: none"> <li>1) Read Ch. 5</li> <li>2) Complete Canvas Quiz Ch 5 by 11:59pm on Tuesday, April 11<sup>th</sup></li> <li>3) Schedule and complete meeting with Sarah Reynolds (turn in form to me)</li> </ol>
<b>W April 12</b>	<ul style="list-style-type: none"> <li>• Discussion of Ch 5</li> </ul>	<ol style="list-style-type: none"> <li>1) Read Ch 16</li> <li>2) Complete Canvas Quiz Ch 16 11:59pm on Tuesday, April 18<sup>th</sup></li> <li>3) Final week to schedule and complete meeting with Sarah Reynolds (turn in form to me) Form due by 11:59pm on Tuesday,</li> </ol>

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		April 18th
<b>W April 19</b>	<ul style="list-style-type: none"> <li>• Ch. 16</li> <li>• Course Review</li> <li>• Prep for Final Exam</li> </ul>	<b>1) Working on your Final exam presentation</b>
<b>W April 26th</b>	<b>No Classes- Campus-wide Research &amp; Assessment/Showcase Day</b>	1) Purpose Statement due to Canvas by Tuesday, April 25 <sup>th</sup> at 11:59pm
<b>Final Exam: Friday, May 5th from 8:00am-10:30am</b>	Final Exam Presentations Room 106	

W, May 3-5; Reading Day May 6; May 8 & 9  
 Undergraduate Commencement- Saturday, May 20

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**Longwood University  
Spring 2018  
MUSC 145: Introduction to Music Education  
Syllabus**

<b>Instructor:</b>	<b>Dr. Jacqueline Secoy</b>	Office: Wygal, Rm. 226
<b>Time:</b>	<b>Two 50-minute class meetings each week</b>	Office hours: by appointment E-mail: <a href="mailto:secoyjj@longwood.edu">secoyjj@longwood.edu</a>
<b>Location:</b>	<b>Wygal</b>	Phone: 434.395.2049 Fax: 434.395.2336 trs.711

**Course Description:**

Overview of Music Education at Longwood University and PK-12 music teaching. Designed to enable students to make early career choices. Students will study the music curriculum and its place in schools as well as survey the role of music in the education of children, including historical, sociological, and philosophical aspects. 2 periods; 2 credits.

**TEXT AND MATERIALS:**

- Campbell, Patricia Shehan. *Musician & Teacher: An Orientation to Music Education*. New York: W.W. Norton and Company, 2008. Available in the Longwood bookstore.

**COURSE OBJECTIVES:**

Upon completion of the course students will be able to

1. Describe the role, purpose, and value of music education and music educators in modern day schools of the United States of America.
2. Practice techniques for delivering music instruction
3. Begin to identify and develop the dispositions of a successful music educator
4. Recognize and investigate the importance of research and assessment data in making educational decisions.
5. Orient to the Music Education major and Teacher Preparation Program at Longwood University.
6. Begin establishing a personal philosophy of music education

**List all majors and minors and concentrations that require this course:**

MUSC 145 is a required course for students in the Bachelor of Music (BM) degree who want to have a concentration in music education. Students are required to take and pass this course with a grade of C or better to be considered for the Teacher Preparation Program at Longwood University.

**Teaching Strategies:** Teaching strategies will include lecture/class discussion, peer teaching, written coursework.

**EXPECTATIONS**

**What You Can Expect from Me**

1. I will meet with you on a regular, timely, and consistent basis.

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2. I will keep appointments you have made with me, and return your phone calls and email messages.
3. I will adhere to the course syllabus and schedule of assignments as closely as possible.
4. Each class period will be devoted to extending your knowledge of music education--I won't waste your time.
5. Your written work and quizzes will be graded and returned in a timely fashion.
6. I will conduct myself in a mature and civil manner and we will have fun, too.

**What I Expect from You**

1. Regular attendance and participation during class.
2. Regular use of the class Canvas site and regular checking of your campus email.
3. Completion of assigned reading and written work (follow the schedule for the reading assignments even if class discussion lags behind).
4. Adherence to mandated deadlines for your work.
5. Competence in written and oral communication in English.
6. A willingness to perform within the parameters of this course.
7. A degree of maturity, civility, and propriety in your interactions with your instructor and with each other (and have fun, too!)

**Suggested Academic Workload Guidelines**

In general, students should plan to devote between 2–3 hours outside of class for each hour in class. As MUSC 145 is a 2-credit-hour course, you should schedule 4-6 hours outside-of-class for readings, study, and assignments, as needed.

**Grading Categories and Weights:**

Grades will be based upon the following categories and weights:	
<u>Category</u>	<u>Weight</u>
Attend Prelude to the Profession meeting (Fall or Spring of freshman year) and complete Application to the Teacher Preparation Program	<b>5%</b>
Class Participation and preparedness	<b>10%</b>
Chapter Quizzes	<b>25%</b>
Purpose Statement	<b>5%</b>
Teaching Episodes (3)	<b>25%</b>
Music Education Research Project and Final Exam Presentation	<b>30%</b>
<b>Total</b>	<b>100%</b>

**Grading Scale:**

A+ = 100-97    A = 96-93    A- = 92-90  
 B+ = 89-86    B = 85-83    B- = 82-80  
 C+ = 79-76    C = 75-73    C- = 72-70  
 D+ = 69-66    D = 65-63    D- = 62-60  
 F = 59 and below

# COURSE CHANGE CURRICULUM FORM

## UNDERGRADUATE NON-GENERAL EDUCATION

Note: Students are required to take and pass this course with a grade of C or better to be considered for the Teacher Preparation Program at Longwood University.

**"A"** = Absolutely excellent work. All requirements of the assignment were met in a carefully- thought-out fashion. This work meets or exceeds the standards of the profession. 90-100%

**"B"** = Basically good work. Most of the requirements of the assignment were met. There is some room to grow, but progress in your teaching and musicianship/scholarship is evident. 80-89%

**"C"** = Caught unprepared. This work is not up to "A" or "B" quality. Too few of the requirements were met or too many mistakes and/or sloppy errors. 70-79%

**"D"** = Dang! This work has many major errors. (Teachers working at this level are in danger of educational malpractice.) 60-69%

**"F"** = Foolish. No work is evident (This *is* educational malpractice) Below 60%

Grades will be recorded, calculated, and reported on Canvas.

### Assignments

All formal written assignments should be word processed, and proofed for correct spelling and grammar. Use a standard font (such as Times New Roman, Arial, or Courier) with a font size of 12 points. Unless otherwise indicated, assignments should be submitted on Canvas and **should be in Microsoft Word format unless otherwise indicated**. PDF copies are not acceptable (unless the assignment involves the use of music notation) because sometimes comments for feedback cannot be added. Assignments are **DUE** by 11:59pm on the day assigned, unless otherwise specified.

### Assignment Descriptions:

- I. Attend Prelude to the Profession Meeting and Complete Application to Teacher Preparation Program: In order to move through the music education program at Longwood University in an efficient and timely manner, all students interested in pursuing the music education major will need to attend the Prelude to the Profession meeting hosted by Office of Professional Services (OPS) in Fall or (early) Spring semester and complete the Teacher Preparation Program application.
- II. Class Participation and Preparedness: Each student must be prepared for and participate regularly in class demonstrations/discussions by contributing engaged thoughts, comments, and questions.
- III. Chapter Quizzes: Students will be required to complete a selection of reading and complete a quiz on Canvas related to that reading. Students are expected to complete the assignment before class (by the due date) in order to be ready to discuss the selection in class. Quiz responses should be in the student's own words and follow collegiate level writing guidelines.
- IV. Purpose Statement: Students will complete a 1-3 page essay outlining their values and beliefs related to music and music education. Essay should follow collegiate level writing guidelines.
- V. Teaching Episodes: Teaching episodes must occur on the appointed day and time to receive credit. Each student will present three, 2-5-minute teaching demonstrations.
  - a. Teaching Episode #1. Choose a concept or skill unrelated to music and teach it to the class. Write a detailed lesson plan and provide one copy to the instructor on the day you teach.

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After the teaching demonstration is complete, videos will be posted to Canvas. Each student must view his/her video and complete a focused reflection. The main focus of this demo is the preparation and execution of your plan for the lesson.

- b. Teaching Episode #2. Choose a concept or skill related to music and teach it to the class. Write a detailed lesson plan and provide one copy to the instructor on the day you teach. After the teaching demonstration is complete, videos will be posted to Canvas. Each student must view his/her video and complete a focused reflection. In addition to a well-planned lesson, the main focus of this demo is exhibiting effective delivery skills and inclusion of appropriate assessments.
  - c. Teaching Episode #3. Choose a second concept or skill related to music and teach it to the class. Write a detailed lesson plan and provide one copy to the instructor on the day you teach. After the teaching demonstration is complete, videos will be posted to Canvas. Each student must view his/her video and complete a focused reflection. In addition to the previous expectations, the main focus of this demo is to provide effective feedback.
- VI. Music Education Research Project and Final Exam Presentation: Students will choose a topic or issue in the field of music education, conduct research and write a 2-4 page essay on the main points of the topic or issue. Essay should be written using collegiate level guidelines. For the final exam of this course, students will present their research to the class, with the aid of a PowerPoint presentation.

### Late Work

1) Habitually submitting work after the due date will not serve you well in the professional world; however, it is understandable that on rare occasions, deadlines for several unrelated obligations (courses, performances, etc.) will coincide. Therefore, if you cannot meet a deadline for this course, please email the instructor *prior* to the original due date and set a new due date. Then be sure to meet your new due date. If you adhere to this policy, you will receive full credit earned for the work. **You may set a new due date only once for any given assignment.** If you do not take responsibility for setting a new due date for yourself, the final grade for the late work will be reduced by one letter grade for each day that it is late. If you submit your assignment after the original due date, it will be treated as if you did not take responsibility for setting a new due date.

1. **This policy does not apply to lesson plans or final exam.**
  2. If you email prior to the original due date but do not set a new due date, it will be treated as if you did not take responsibility for setting a new due date.
  3. **No assignments will be accepted after the final day of classes**
- 2) For each day an assignment is late, one point will be deducted.

### Attendance Policy:

The attendance expectation for this course is the same as it will be for you as a professional educator. Punctual, consistent attendance is expected for all class meetings and scheduled field experiences.

1. Attendance and Tardiness. You are expected to attend class each day.
  - a. Perfect attendance will be rewarded with 2 points on your final grade.
  - b. Miss no more than **two** scheduled classes *for any reason*.
  - c. **Two instances of tardiness are equal to one absence.**

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- d. Anyone missing more than **two** scheduled classes will be penalized at the rate of one letter grade per absence over two (i.e., if you have an A- at the end of the semester and also have a total of 4 absences, you will receive a B as your final grade).
- e. Teaching episodes and presentations must be completed on the scheduled day/time.
2. Any excused ensemble performance will be considered "release time" and will not be counted toward your total number of absences. However, you must inform your instructor prior to class about your absence. Do not assume that I know you will not be there. (Most school districts will grant release time for festivals, conferences, & performances by your ensembles, if given advance notice.)
3. Any extended illnesses or unusual circumstances must be discussed with the instructor and will be given separate consideration.
4. If you are absent or tardy, it is your responsibility to see your instructor for work missed.
5. It is your responsibility to monitor your attendance and be up to date on your absence status as the semester progresses. Check in with the instructor to be up to date.

**Honor Code:** Students are expected to live by the LU Honor Code. The instructor assumes that all work is pledged.

**Disability Support Services:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

**Communication Policy:** Good, clear, communication is absolutely essential in every facet of life, including this course. I encourage you to communicate with me throughout the course, whether you have comments, questions, or concerns. If you contact me, I will respond to your message within 24 hours. Because communication is an exchange, I ask for a response from you within 24 hours. After you complete an assignment, I will respond with feedback within a week of the due date. If you encounter an emergency of some sort, please notify me as soon as possible.

**Technical support Services (IT & DEC):** <http://www.longwood.edu/usersupport/>

**Academic Support Services:** <http://www.longwood.edu/2592.htm>

**Student Support Services (counseling, disability, career, health, etc.):**  
<http://www.longwood.edu/studentaffairs/12466.htm>

### **Technology**

The use of cellphones, laptops, or other computer technologies are only permitted during class when using them for project research, planning, or instrument tuning. Take hand written notes during class. Below are some resources that discuss how and why taking notes by hand can be more beneficial to students than using a computer:

<http://www.psychologicalscience.org/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html#.WHPTq5Lk5Ow>

[http://hilt.harvard.edu/files/hilt/files/notetaking\\_0.pdf](http://hilt.harvard.edu/files/hilt/files/notetaking_0.pdf)



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**MUSC 145 Introduction to Music Education  
Tentative Course Calendar  
Spring 2017  
2 50-minute class meetings per week**

<b>Date</b>	<b>Agenda</b>	<b>• Assignments/Due Dates</b>
<b>Week 1 Meeting 1</b>	<ul style="list-style-type: none"> <li>• Course Orientation</li> <li>• Developing a Music Teacher Identity</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch 1</li> <li>• Complete Ch 1 Canvas Quiz by 11:59pm on Tuesday, January 24<sup>th</sup></li> </ul>
<b>Week 1 Meeting 2</b>	<ul style="list-style-type: none"> <li>• Discuss Chapter 1</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch.2</li> <li>• Complete Ch. 2 Canvas Quiz by 11:59pm</li> </ul>
<b>Week 2 Meeting 1</b>	<ul style="list-style-type: none"> <li>• Discuss Chapter 2</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch. 3</li> <li>• Take Ch. 3 Reading Quiz due by Tuesday, January 31<sup>st</sup> at 11:59pm</li> </ul>
<b>Week 2 Meeting 2</b>	<ul style="list-style-type: none"> <li>• Discuss Chapter 3</li> </ul>	<ul style="list-style-type: none"> <li>• Reach Ch. 6</li> <li>• Take Ch. 6 Reading Quiz due by Tuesday, January 31<sup>st</sup> at 11:59pm</li> </ul>
<b>Week 3 Meeting 1</b>	<ul style="list-style-type: none"> <li>• Teacher Preparation Program at Longwood University</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Teacher Prep Application</li> </ul>
<b>Week 3 Meeting 2</b>	<ul style="list-style-type: none"> <li>• Teacher Preparation Program at Longwood University (visit by LaTasha Tucker)</li> </ul>	<ul style="list-style-type: none"> <li>• Attend Prelude to the Profession Meeting hosted by OPS</li> </ul>
<b>Week 4 Meeting 1</b>	<ul style="list-style-type: none"> <li>• Discuss Ch. 6</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch. 4</li> <li>• Take Ch. 4 Reading Quiz due Tuesday February 7<sup>th</sup> at 11:59pm</li> </ul>
<b>Week 4 Meeting 2</b>	<ul style="list-style-type: none"> <li>• Ch. 4</li> <li>• Teaching in Elementary School</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch. 7</li> <li>• Take Ch. 7 Reading Quiz due Tuesday February 7<sup>th</sup> at 11:59pm</li> </ul>
<b>Week 5 Meeting 1</b>	<ul style="list-style-type: none"> <li>• Discuss Chapter 7</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch 13</li> <li>• Complete Ch. 13 Assignment by 11:59pm on Tuesday, Feb. 14<sup>th</sup></li> </ul>
<b>Week 5 Meeting 2</b>	<ul style="list-style-type: none"> <li>• Ch 13</li> </ul>	<ul style="list-style-type: none"> <li>• Pick a non-music topic to teach. You will have</li> </ul>

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	<ul style="list-style-type: none"> <li>• Planning and Assessment</li> <li>• Writing a Lesson Plan</li> </ul>	<p>2 minutes to teach this lesson. Pick something specific, that is of interest to you, and that you enjoy sharing.</p> <ul style="list-style-type: none"> <li>• Complete the Teaching Episode Topic Assignment on Canvas by 11:59pm on Tuesday, February 21</li> </ul>
<b>Week 6 Meeting 1</b>	<ul style="list-style-type: none"> <li>• Prepare for Teaching Episode #1: Teaching non-music topic <ul style="list-style-type: none"> <li>○ Writing a lesson plan</li> <li>○ Delivery Skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fill in your lesson plan template</li> <li>• Upload completed lesson plan (as a Word document) to Canvas by 11:59 on Tuesday, February 28th</li> </ul>
<b>Week 6 Meeting 2</b>	<ul style="list-style-type: none"> <li>• Teaching Episode #1 (2 min each person)</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Teaching Episode Reflection on Canvas by 11:59pm on Friday, March 3<sup>rd</sup>.</li> <li>• Read Ch. 15</li> <li>• Complete Ch. 15 Canvas Quiz by 11:59 on Tuesday, February 21</li> </ul>
<b>Week 7 Meeting 1</b>	Debriefing as a class about Teaching Episode #1 Discuss Ch. 15	<ul style="list-style-type: none"> <li>• Read Ch 8</li> <li>• Complete Canvas Quiz Ch 8 by 11:59pm</li> </ul>
<b>Week 7 Meeting 2</b>	Discuss Ch. 8	<ul style="list-style-type: none"> <li>• Read Ch. 9</li> <li>• Complete Canvas Quiz Ch. 9 by 11:59pm</li> </ul>
<b>Week 8 Meeting 1</b>	<ul style="list-style-type: none"> <li>• Discuss Ch. 9</li> <li>• Prepare for Teaching Episode #2: Teaching music topic <ul style="list-style-type: none"> <li>○ Lesson planning</li> <li>○ Delivery Skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Upload completed lesson plan (as a Word document) to Canvas by 11:59 on Tuesday, February 28th</li> </ul>
<b>Week 8 Meeting 2</b>	Teaching Episode #2 (3 minutes each person)	<ul style="list-style-type: none"> <li>• Complete Teaching Episode Reflection on Canvas</li> </ul>
<b>Week 9 Meeting 1</b>	Teaching Episode #2 (3 minutes each person)	<ul style="list-style-type: none"> <li>• Complete Teaching Episode Reflection on Canvas</li> </ul>

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<b>Week 9 Meeting 2</b>	<ul style="list-style-type: none"> <li>• Class Visit with Music Librarian Sarah Reynolds at Greenwood Library,</li> <li>• Our class will meet today in Room 147A ('Research Strategy Lab') at the far end of the Learning Commons (big room with all the computers)</li> </ul>	<ul style="list-style-type: none"> <li>• Ch 10</li> <li>• Complete Canvas Quiz Ch 10 by 11:59pm on Tuesday, March 21th</li> <li>• Schedule and complete meeting with Sarah Reynolds (turn in form to me)</li> </ul>
<b>Week 10 Meeting 1</b>	<ul style="list-style-type: none"> <li>• Discuss Ch. 10</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule and complete meeting with Sarah Reynolds (turn in form to me)</li> </ul>
<b>Week 10 Meeting 2</b>	<ul style="list-style-type: none"> <li>• Visit from Choral Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule and complete meeting with Sarah Reynolds (turn in form to me)</li> </ul>
<b>Week 11 Meeting 1</b>	<ul style="list-style-type: none"> <li>• Visit from Instrumental Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule and complete meeting with Sarah Reynolds (turn in form to me)</li> </ul>
<b>Week 11 Meeting 2</b>	<ul style="list-style-type: none"> <li>• Prepare for Teaching Episode #3: Teaching music topic             <ul style="list-style-type: none"> <li>○ Lesson planning</li> <li>○ Delivery Skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Upload completed lesson plan (as a Word document) to Canvas by 11:59 on Tuesday, February 28th</li> </ul>
<b>Week 12 Meeting 1</b>	<ul style="list-style-type: none"> <li>• Teaching Episode #3 (4 minutes per person)</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Teaching Episode Reflection on Canvas</li> </ul>
<b>Week 12 Meeting 2</b>	<ul style="list-style-type: none"> <li>• Teaching Episode #3 (4 minutes per person)</li> </ul>	<ul style="list-style-type: none"> <li>• Ch 11</li> <li>• Complete Canvas Quiz Ch 11 by 11:59pm on Tuesday, March 28<sup>th</sup></li> <li>• Schedule and complete meeting with Sarah Reynolds (turn in form to me)</li> </ul>
<b>Week 13 Meeting 1</b>	<ul style="list-style-type: none"> <li>• Discussion of Ch 11</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ch 12</li> <li>• Complete Canvas Quiz Ch 12 by 11:59pm on Tuesday, April 4<sup>th</sup></li> <li>• Schedule and complete meeting with Sarah Reynolds (turn in form to me)</li> </ul>
<b>Week 13</b>	<ul style="list-style-type: none"> <li>• Discussion of Ch 12</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch. 5</li> <li>• Complete Canvas Quiz</li> </ul>

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<b>Meeting 2</b>		<p>Ch 5 by 11:59pm on Tuesday, April 11<sup>th</sup></p> <ul style="list-style-type: none"> <li>• Schedule and complete meeting with Sarah Reynolds (turn in form to me)</li> </ul>
<b>Week 14 Meeting 1</b>	<ul style="list-style-type: none"> <li>• Discussion of Ch 5</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch 16</li> <li>• Complete Canvas Quiz Ch 16 11:59pm on Tuesday, April 18<sup>th</sup></li> <li>• Final week to schedule and complete meeting with Sarah Reynolds (turn in form to me) Form due by 11:59pm on Tuesday, April 18<sup>th</sup></li> </ul>
<b>Week 14 Meeting 2</b>	<ul style="list-style-type: none"> <li>• Discuss Ch. 16</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch. 14</li> <li>• Complete Canvas Quiz by 11:59pm on Canvas</li> </ul>
<b>Week 15 Meeting 1</b>	<ul style="list-style-type: none"> <li>• Discuss Ch. 14</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose Statement due to Canvas</li> </ul>
<b>Week 15 Meeting 2</b>	<ul style="list-style-type: none"> <li>• What are your topics for the Music Education Research Project?</li> <li>• Revisiting Teacher Prep Program at Longwood University</li> <li>• Course Review</li> </ul>	<ul style="list-style-type: none"> <li>• Working on your Final exam presentation</li> </ul>
<b>Final Exam:</b>	Final Exam Presentations Room 106	