COURSE SYLLABUS

Course Number: MUE4094
Course Title: Public School Music II

Prerequisite(s): Public School Music I

College: Arts & Sciences
Department: Music

Course Credit: 3

Course Hours:

Required Text(s): “Case Studies in Music Education”
Abhrams/Head

Supplies:

Faculty Name: Dennine White

Term and Year: Spring 2009
Place and Time:
Office Location: FTMU 301
Telephone: 561.2320
e-mail: Dennine.white@famu.edu

Office Hours
Monday 3:00-5:00
Tuesday 3:00-5:00
Wednesday 3:00-5:00
Thursday 3:00-5:00
Friday 3:00-5:00
Saturday

Course Description
This course serves to develop students in areas of music education to include assessment and lesson planning on all academic level.

Course Purpose
This course is designed to teach students the applications needed to construct a classroom unit plan for the music classroom, it teaches ethics in the classroom and other topics needed to be competent teachers in any music classroom setting. (e.g. copyright laws, etc.)

Conceptual Framework
The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
DIVERSITY

- CF 1
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>1.1 (K)</th>
<th>Understand diverse backgrounds of individuals.</th>
<th>F: 5,6,7</th>
<th>I: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF:</td>
<td>1.2 (S,D)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
<td>F: 5,7</td>
<td>I: 3,8</td>
</tr>
<tr>
<td>CF:</td>
<td>1.3 (S,D)</td>
<td>Accept and foster diversity.</td>
<td>F: 5,6</td>
<td>I: 3,8</td>
</tr>
<tr>
<td>CF:</td>
<td>1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF:</td>
<td>1.5 (K, S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
<td>F: 5, 7, 9, 10</td>
<td>I: 5</td>
</tr>
</tbody>
</table>

TECHNOLOGY

- CF 2
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>2.1 (S)</th>
<th>Use of available technology and software to support student learning.</th>
<th>F: 4,12</th>
<th>I: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF:</td>
<td>2.2 (S)</td>
<td>Use technology to manage, evaluate and improve instruction.</td>
<td>F: 1,4,10 12</td>
<td>I: 6,7</td>
</tr>
<tr>
<td>CF:</td>
<td>2.3 (K)</td>
<td>Know fundamental concepts in technology.</td>
<td>F: 12</td>
<td>I: 1,6</td>
</tr>
<tr>
<td>CF:</td>
<td>2.4 (K)</td>
<td>Understand fundamental concepts in technology.</td>
<td>F: 2,12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF:</td>
<td>2.5 (S)</td>
<td>Use fundamental concepts in technology.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF:</td>
<td>2.6 (S,D)</td>
<td>Facilitate access to technology for students.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF:</td>
<td>2.7 (S)</td>
<td>Facilitate the use of technology by students.</td>
<td>F: 4,12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

VALUES

- CF 3
  - Through this focal area, the FAMU professional education candidate will:

| CF: | 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |

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| CF: 3.2 (S) | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F:11,6 | I: 9,10 |
| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |
| CF: 3.5(D) | Recognize the importance of peer Relationships in establishing a climate for learning. | F: 7,2 | I: 5,10 |

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CRITICAL THINKING

- **CF4**
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 4.1 (K)</th>
<th>Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance.</th>
<th>F:4,7 I: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.2 (S)</td>
<td>Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F:2,7 I: 4</td>
</tr>
<tr>
<td>CF: 4.3 (D)</td>
<td>Value critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4 I: 1.4</td>
</tr>
<tr>
<td>CF: 4.4 (K)</td>
<td>Acquire performance assessment techniques and strategies that measure higher order thinking skills of student.</td>
<td>F:1,4 I: 1.8</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8 I: 4</td>
</tr>
</tbody>
</table>

PROFESSIONALISM

- **CF 5**
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Know the content</th>
<th>F: 8 I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F:7,9 I: 7</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F:3,7 I: 9</td>
</tr>
<tr>
<td>CF: 5.4 (K,S)</td>
<td>Use major concepts, principles, theories &amp; research related to the development of children and adults.</td>
<td>F: 7 I: 2</td>
</tr>
<tr>
<td>CF: 5.5 (S)</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
<td>F: 7 I: 5</td>
</tr>
<tr>
<td>CF: 5.6 (S)</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2 I: 6</td>
</tr>
<tr>
<td>CF: 5.7 (S,D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 9 I:5,9</td>
</tr>
<tr>
<td>CF: 5.8 (K,S)</td>
<td>Know and use student personnel services</td>
<td>F:5,10,12 I: 2,10</td>
</tr>
</tbody>
</table>

URBAN/RURAL EDUCATION

- **CF6**
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 6.1 (S)</th>
<th>Be able to work in school settings with varied levels of human and material resources.</th>
<th>F: 9,10,11 I: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 6.2 (S,D)</td>
<td>Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.</td>
<td>F: 11 I: 3</td>
</tr>
<tr>
<td>CF: 6.3 (K)</td>
<td>Understand the conditions of both rural and urban students and families.</td>
<td>F: 5, 11 I: 2.3</td>
</tr>
<tr>
<td>CF: 6.4 (S)</td>
<td>Communicate effectively with students’ parents and the community.</td>
<td>F: 5,11 I: 6</td>
</tr>
</tbody>
</table>

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Approved/Revised 10/30/07
Overall Goals of the Course

- Appreciate the role and effects that establishing a sound philosophy upon professional and personal productivity.
- Establish personal and professional goals in music education.
- Design student learning activities which maximize student interest and learning.
- Select appropriate teaching strategies which enhance learning because that are based upon a sound music philosophy.
- Design a music curriculum based upon sound music-philosophical values.
- Appreciate the role and effect that establishing a sound philosophy has upon professional and personal productivity.

- The goal for this course is to prepare students to be successful music professionals in the classroom.

Specific Behavioral Objectives

- Students will be able to write a sound philosophy of music education.
- Students will be able to write a complete unit plan in music education.
- Students will be able to develop lesson plans.
- Students will be able to determine the correct methods for copying music, etc.
- Students will be able develop appropriate tools for assessment.
- Students will know the correct ethical methods for handling situations in the classroom.
- Students will be able to write a sound philosophy of music education.

National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

**Standard 1: Subject Matter**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 2: Student Learning**
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Standard 3: Diverse Learners**
The teacher understands how students differ in their approaches to learning and created instructional opportunities that are adapted to learners form divers cultural backgrounds and with exceptionalities.

**Standard 4: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard 5: Learning Environment**

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The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication**
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7: Planning Instruction**
The teacher plans and manages instruction based upon knowledge of subject matter, student, the community, and curriculum goals.

**Standard 8: Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Standard 9: Reflection and Professional Development**
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Standard 10: Collaboration, Ethics, and Relationships**
The teacher communicates and interacts with partners/guardians, families, school colleagues, and the community to support students’ learning and well-being.

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**National Association of Schools of Music Standards**

Students Acquire:
1. Knowledge of and performance ability on string instruments sufficient to teach beginning students effectively in groups.
2. Experiences in solo instrumental performance as well as in both small and large instrumental ensembles.
3. Rudimentary capacity to create derivative or original music both extemporaneously and in written form.
4. The ability to compose, improvise, or both at a basic level in one or more musical languages.
5. An understanding of the common elements and organizational patterns of music and their interaction, and ability to employ this understanding in aural, verbal, and visual analyses.

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**Professional Organization/Learned Society Standards**

**Florida Educator Accomplished Practices (FEAPs)**
- Practice 3 - Plans, implements, and evaluates effective instruction in a variety of learning environments. Planning
- Practice 5 – Creates and maintaining positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation. Learning Environments
- Practice 7 – Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students. Critical
- Practice 8 – Uses appropriate technology in teaching and learning processes. Technology
- Practice 10 – Engages in continuous professional quality improvement for self and school. Continuous Improvement
- Practice 11 – Demonstrates knowledge and understanding of the subject matter. Subject Matter

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Florida Teacher Certification Examination (FTCE) Competencies and Skills

1 Knowledge of music theory, history, and literature
1. Identify and discriminate between rhythmic structures (e.g., beat, meter, patterns, polyrhythms).
2. Identify and discriminate between melodic structures (e.g., contour/patterns, tonal systems [modes/scales], melodic sequence).
3. Identify and discriminate between harmonic structures and textures.
4. Identify and discriminate between standard music forms.
5. Identify and discriminate between stylistic features, principal genres, and contributions of representative composers of the traditional stylistic eras of Western music.
6. Identify and discriminate between stylistic features in American music (e.g., folk, ethnic, electronic, popular, jazz, classical).
7. Identify and discriminate between musics of other cultures.
8. Identify and interpret terms and symbols found in music scores.

2 Knowledge of curricula and instructional planning
1. Identify appropriate skills, teaching strategies, and sequence of concepts for developing students' musical independence.
2. Select music literature and materials appropriate for students' capabilities and musical maturity, including adaptation if warranted.
3. Identify appropriate instructional strategies for the exceptional student.
5. Identify techniques for developing students' creative musical skills (e.g., improvisation, composition, listening skills, sight reading, performance skills).
6. Identify appropriate organization of rehearsals and classroom activities to include music history, music theory, listening skills, performance, and sight-reading as integral parts of instruction.
7. Identify trends and research affecting music curriculum development and instruction.
8. Identify the relationships between music, the other arts, and disciplines outside the arts.
9. Identify factors in creating a music curriculum that provides a balance of musical experiences for all students.

3 Knowledge of instructional and assessment procedures
1. Identify music performance problems (e.g., intonation, phrasing, blend, balance, tone quality, notation/performance discrepancies) and methods for correcting the problems.
2. Select teaching strategies that motivate and promote students' musical growth, independence, and creativity.
3. Read, interpret, and identify appropriate techniques for conducting music scores.
4. Make critical judgments about expressive qualities of music performances.
5. Identify techniques for assessing and evaluating student progress.
6. Evaluate the effectiveness of music instruction in terms of content, process, and teacher self-evaluation.
7. Select strategies for implementing technology in music instruction.
8. Identify qualities of music performance: characteristic tone quality, phrasing, blend, balance, timbre, tempo, dynamics, articulation, and both linear and vertical intonation.

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4 Knowledge of professional and instructional resources
1. Identify media resources and technology (e.g., sound recording and reproduction systems, visual aids) for instructional purposes.
2. Identify and select appropriate computer hardware and software for both administrative purposes and instructional applications.
3. Identify techniques and resources for advocating music education and for generating community support for school music programs.
4. Identify legal and ethical issues that impact music education (e.g., copyright, financial accountability, liability).
5. Identify resources available through professional organizations, music industry, and publications.
6. Identify procedures for student selection, recruitment, and retention, including feeder pattern articulation and placement in appropriate music courses.

6 Knowledge of instructional emphasis: instrumental
1. Identify basic performance techniques for wind, string, and percussion instruments (e.g., proper playing position; embouchure; sticking, fingering, and bowing techniques).
2. Identify families of wind, percussion, and string instruments and their ranges, clefs, and transpositions.
3. Identify problems of individual tone production (e.g., embouchure, bowing, sticking, proper breath support) and determine methods of correction.
4. Identify musical problems in an ensemble performance and determine methods of correction.
5. Identify representative repertoire for solo and small/large ensembles at various levels of maturation and development (e.g., FBA, FOA, NBA, NSOA).
6. Identify practices in the care and maintenance of instruments and accessories.

Topical Outline
The Florida Teachers Certification Examination
Copyright Laws and why they are important
Understanding the National Standards of Music Education
Ethics in the public classroom
Adapting the public classroom to accommodate students with disabilities
Writing lesson plans and Unit Plans
Interviewing for a Job
I am in the Classroom, now what!
Assessment, why is it important?

Teaching Methods
- Teaching methods will include lecture, classroom presentation field clinicals.

Course Evaluation
Students are evaluated by written, oral, class participation and field clinicals

Grading
1. Field Clinicals 40%
2. Exams/Reports 20%
3. Final Project 40%

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Course Policies

Attendance is required. The professor reserves the right to assign a course grade of “F” to students who miss three or more classes regardless of exam and assignment grades; unless an official excuse is provided by the Dean of the College of Arts of Arts and Sciences.

Academic Dishonesty:
Academic dishonesty of any sort (i.e. cheating, assuming credit for work not done by oneself, plagiarism, exam tampering, etc) will not be tolerated and offenders will be sent to the university judicial office.

Examinations:
Cellular telephones are not permitted. Phones should be turned to the off position, not vibrate. Students will receive a grade of “F” is a cellular phone is seen or heard during an examination. No Exceptions. Once the student receives the examination he or she will not be permitted to leave the classroom for any reason. If a student chooses to leave he or she must turn in the examination for grading.

Late and Make-up Exams:
Students are expected to attend class on each exam date. Make up exams will not be administered unless a student submits an official excuse from the Deans Office. Furthermore, the exam must be made up no more than one week for the original exam date.

Late and Make-Up Assignments:
Late assignment will not be accepted unless an official excuse from the Deans Office is submitted. The student has until the next class meeting to submit the assignment and it will be held without grading for an additional week while an excuse is being requested. If after one week the excuse is not submitted to the professor the assignment will be returned to the student without a grade.

Tentative Course Calendar

The Florida Teachers Certification Examination Ongoing

Week 2
Copyright Laws and why they are important

Weeks 3-4
Understanding the National Standards of Music Education

Week 5
Ethics in the public classroom

Week 6-7

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Adapting the public classroom to accommodate students with disabilities

Writing lesson plans and Unit Plans Ongoing

Week 8-9
Interviewing for a Job
Weeks 10-11
I am in the Classroom, now what!

Week 12
Assessment, why is it important?