

Bergen Community College
Division of Business, Arts, and Social Sciences
Visual and Performing Arts Department

Course Syllabus

MUS-102 Foundations of Music Education

Basic Information about Course and Instructor

Semester and year: Course and Section Number: Meeting Times and Locations: Instructor: Office Location: Phone: Departmental Secretary: [optional] Office Hours: Email Address:
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Course Description

MUS-102 Foundations of Music Education This course exposes students to the history, philosophy and psychological/sociological bases of music education. Students will study theories of musical development with a focus on K-12 music learning in the classroom and applied studio. An emphasis will be placed on curriculum planning and development. Other areas of study will include pedagogical approaches to music teaching and the use of technology in the music classroom.

2 lectures, 2 labs, 3 credits
Prerequisite: None

Student Learning Objectives and Assessment:

Throughout the semester, students will survey teaching practices at all grade levels in the field of music education. Students will explore current practices and trends in music education and the professional life of a music educator.

In pursuit of the foregoing goals, the course is based on the reading and discussion of pedagogical and philosophical writings on music education, students are given the opportunity and are encouraged to participate actively in class discussions; and students are required to do a substantial amount of expository and critical writing in response to the material presented in the course.

As a result of meeting the requirements in this course, students will be able to:

Student Learning Objective	Suggested Means of Assessment
1. Demonstrate an understanding of the personal qualities of a successful music educator.	<ul style="list-style-type: none">• Writing assignments including reflection journals and blog posts
2. Identify music education pedagogies and teaching practices from elementary through secondary levels.	<ul style="list-style-type: none">• Writing assignments• Midterm and Final Projects

3. Demonstrate knowledge of curriculum development and lesson planning in a music classroom based on an understanding of developmental stages as they relate to music learning and age and local and national standards.	<ul style="list-style-type: none"> • Writing assignments • Midterm and Final Projects
4. Describe the requirements for music teacher certification in the State of New Jersey.	<ul style="list-style-type: none"> • Writing Assignments • Essay Examinations
5. Engage with colleagues and others regarding issues important in the arts education community and professional practices.	<ul style="list-style-type: none"> • Live Discussions and Online Discussion Boards • Written Assignments • Group Projects

Course Texts and/or Other Study Materials

Campbell, P.S. (2008). *Musician and teacher: An orientation to music education*. New York: W.W. Norton

Alternative textbooks or resources can be used by individual faculty with permission of the music discipline textbook committee. The Faculty Senate “Policy on the Selection of Texts and Other Instructional Materials,” states that “individual faculty members and/or departments should strive to select texts, whenever possible, that are most affordable for students.”

Evaluation:

Weekly Assignments (Blog Posts, Journals and Projects)	20%
Midterm Project and Essay	30%
Final Project and Essay	40%
Attendance and Participation	10%

Students may observe public school music teachers in the local area as part of their final project. Observation times (field trips) will be arranged based on students’ schedules.

Assignment details and grading rubrics will be posted on the Moodle site.

90-100 = A 86-89 = B+ 80-85 = B 76-79 = C+ 70 - 75 = C 65-69 = D

E =Unofficial Withdrawal W =Official Withdrawal INC=Incomplete 0–64 = F

Any work turned in late from the original due date shall be deducted by one letter grade. Two letter grades shall be deducted after the second week from the due date, and three letter grades after the third week from the original due date. There are no make-up examinations unless approved in advance by the instructor.

BCC Attendance Policy

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Attendance Policy in this Course

[To be designated by the instructor]

Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]

Examples:

Statement on plagiarism and/or academic dishonesty.
 ADA statement.
 Sexual Harassment statement.
 Statement on acceptable use of BCC technology.
 Statement on the purpose and value of faculty office hours.

Student and Faculty Support Services:

- The Distance Learning Office – for any problems you may have accessing your online courses
 Room C-334 201-612-5581 psimms@bergen.edu
- Smarthinking Tutorial Service On Line at: www.bergen.edu/library/learning/tutor/smart/index.asp
 The Tutoring Center Room L-125 201-447-7908
- The Writing Center Room L-125 201-447-7908
- The Online Writing Lab (OWL) On Line at: www.bergen.edu/owl
- The Office of Specialized Services (for Students with Disabilities) Room S-131 201-612-5270
www.bergen.edu/oss
- The Sidney Silverman Library – Reference Desk Room L-226 201-447-7436

Include a Course Outline and Calendar [can be combined in a single syllabus section]

The Course Outline and Calendar must include all of the following elements:

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment. (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")
- Due dates for major assignments – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.
- Any required special events must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.
- Designation of Student Learning Objectives – by number – for each topic (see sample below).
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

Sample Format for Course Outline and Calendar

Note to Students: The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Week(s)	Date(s)	Topics & Assignments	Learning Objectives
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

15			
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See the Sample Course Outline and Calendar below.

SAMPLE COURSE OUTLINE AND CALENDAR

[with designation of Student Learning Objectives – by number – for each topic]

Note to Students: The following outline may be revised at the discretion of the instructor. Specific readings and written assignments will be shared during class meetings and posted on the course Moodle site.

Dates	Topics Covered	Learning Objectives Addressed
Week 1	Introduction, Survey of Musical Backgrounds, Intro to the Course; A History of Music Education	1-3
Week 2	Musical Development, Philosophies of Music Education	1-5
Week 3	Why do we teach music? Role of Music in American Education.	1-5
Week 4	NJ Standards, An Intro to Curriculum	1-5
Week 5	Curriculum and Lesson Planning	1-5
Week 6	The Applied Studio: Instrumental Instruction, Applied Lesson Instruction	1-5
Week 7	Midterm Projects and Presentations	1-5
Week 8	Pedagogical Approaches- Orff, Kodaly, Dalcroze and Suzuki	1-5
Week 9	Teaching a Diverse Musical Repertoire, Lesson Planning and Teaching Demonstrations	1-5
Week 10	Teaching the General Music Class	1-5
Week 11	Who am I as a musician and teacher?	1-5
Week 12	Choral Music Education	1-5
Week 13	Assessment and Achievement in the Music Classroom	1-5
Week 14	Research in Music Education, Technology in the Music Classroom	1-5
Week 15	FINAL PROJECTS and Presentations	1-5

Revised June 25, 2019