

MUE 7000: ISSUES AND TRENDS IN MUSIC EDUCATION

3-0-3

Days/Time: T 5:00 – 7:45

Classroom: FAB 259

Instructor: Lynn Corbin

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Office Hours: by appointment

CATALOG DESCRIPTION: An advanced study of trends and current issues in music education.

RATIONALE: This course will allow students to investigate current trends and issues relevant to music education at all levels. The course objectives support the National Board for Professional Teaching Standards and serve as a parallel core to the 7000 level courses offered in the College of Education.

TEXT:

All readings from periodicals and/or books will be provided.

COURSE OBJECTIVES: Upon successful completion in this course, students will:

1. Assess their utilization of current best practices in music instruction.
2. Reflect on examples of community involvement, legal, and ethical behavior in music programs and schools.
3. Demonstrate their ability to provide quality instruction, to encourage critical thinking, and to promote student learning in music.
4. Evaluate music curricula, identify areas to be strengthened, and develop ways to implement curricular innovations.

DEPARTMENT OF MUSIC EDUCATIONAL OUTCOMES: This course meets the following Education Outcomes:

1. Students will explain, describe, and discuss the historical and sociological foundations of music education in the United States.
2. Students will utilize appropriate research methodology in music education.

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS:

I. Knowledge of Students. Accomplished music teachers understand the cognitive, physical, and social development of students and know their musical background; they use this knowledge to foster productive relationships with students and to provide music instruction that meets their needs.

II. Knowledge of and Skills in Music. Accomplished music teachers consistently demonstrate outstanding performance and musicianship skills, comprehensive knowledge of music theory and history, and highly specialized knowledge in general, choral, or instrumental music as they provide students with high-quality, sequential instruction in music.

III. Planning and Implementing Assessment. Accomplished music teachers plan and implement assessments, use assessment data in planning

subsequent instruction, and employ a variety of methods to evaluate and report student progress.

IV. Facilitating Music Learning. Accomplished music teachers employ materials, methods, and strategies that engage students' interest and facilitate music learning. They have highly specialized knowledge in choral, instrumental, or general music as they provide students with high-quality, sequential instruction in music.

V. Learning Environments. Accomplished music teachers create and foster dynamic learning environments that are characterized by trust, risk taking, independence, collaboration and high expectations for all students.

VI. Valuing Diversity. Accomplished music teachers understand and value the distinctive role of families, colleagues, the community, and others in the music education process and continually seek opportunities to build partnerships with them.

VIII. Reflection, Professional Growth, and Professional Contribution. Accomplished music teachers reflect on their teaching, students' performances, and developments in their field to extend their knowledge steadily, improve their teaching, and refine their philosophy of music education; they contribute to the growth of their colleagues, their schools, and their field.

ATTENDANCE: In keeping with the professional responsibilities of the teaching profession, attendance is mandatory. Absences will result in lowered grades in accordance to the instructor's specific policy. Contributions to class discussions should be based both on personal experience and the knowledge and application of course readings.

EVALUATION:

Grading Criteria:

Attendance and Participation 10%

Mini Reports 40%

Midterm and Final Book Exams 50%

TOTAL 100%

Grading Scale:

100-90 = A

89-80 = B

79-70 = C

69-60 = D

59-0 = F

COURSE REQUIREMENTS:

Midterm and Final Book Exams: Two brief examinations will be given to test student comprehension of the assigned readings. There will be a comprehensive final. **DOM: 1, 2, 3; NBPTS Standard addressed: IV, VI, VIII.**

Mini-Reports of Research: Each student will present three brief reports of research related to a contemporary issue or trend in music education. Written reports should be limited to no more than three pages, double-spaced. Presentations should be 15-20 minutes, including discussion. **DOM: 3, 4; NBPTS Standard addressed: VIII** and others depending on choice of topic.

COURSE CALENDAR: To be provided by the instructor.

Special Needs Statement

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the instructor *no later than the first week of class*. Students not registered with the Special Services Program should contact the Special Services Office in Nevins Hall, Room 1115, Telephone: 245-2498.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Plagiarism is copying directly the work of someone else and passing it off as your own. This is a serious offense and one for which you may be severely punished

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”