Music 1800: Introduction to Music Education Fall 2017
Don Wright Faculty of Music
Western University
1800A 001

Course Outline

Mondays 10:30am-12:30pm
Wednesdays 10:30am-12:30pm UNLESS OTHERWISE NOTED (i.e. 11:30 meeting times!)
Room: TC 307

Professor: Dr. Cathy Benedict
email: cbenedi3@uwo.ca
Office Hours:
Monday 9:30-10:00
Wednesday 10:30-11:15
Office: TC 325

TA: Eric Teichman

Course Description and Rationale

Welcome! This course will provide you with an introduction to key selected questions and issues in music education theory and practice. The aim is to provide a stimulating and challenging environment in which you are encouraged to think about the nature and roles of music education in schools and society at large. Effective teachers are reflexive practitioners. That is, they are continuously learning from their experiences because they have developed a disposition toward ongoing inquiry and reflection. Reflection is often defined as meditation, thoughtfulness, or careful consideration of some subject matter, idea or purpose. It involves a critical examination of one’s experiences in order to derive new levels of understanding and determine possible courses of action. This course will provide you with the opportunity to explore key topics in education that impact on the nature and value of music learning and will encourage you to take greater responsibility for your own growth as a music learner and future music educator. Accordingly, a good deal of class time is dedicated to examining and discussing major issues, ideas, methodologies, and approaches to music education in schools and also to encouraging self-examination of your own experiences and the values you bring to your studies in music education. As such, while there are formal assignments in this class, a large part of this course is based on your everyday contributions to the class through on-going consideration of and work with major course ideas.

Learning Outcomes
By the end of this course you should be able to:

- Understand a variety of facets of music teaching and pedagogy through observation, reading, and discovery experiences.
• Consider ethical parameters of teaching music within and outside schools.
• Interrogate assumptions embedded in “common sense” practices.
• Understand social, political, cultural and economic issues and their impact upon educating in and through music.
• Initiate planning for a variety of levels within an inclusive music classroom.
• Initiate the assembly of a professional portfolio.
• Provokethoughts leading to the development of a personal philosophy of music education.

Western Learning Outcomes
1) Students/teachers will continually move toward developing a sense of discovery that drives their ability to ask and frame questions, always seeking to make connections that are not immediately obvious among phenomena and ideas.

2) Students/teachers will continually move toward developing exploring complex problems from a variety of perspectives, recognizing bias, and identifying missing voices.

3) Students/teachers will continually move toward and engage in interacting ethically and compassionately with others and with the natural and social world.

5) Students/teachers will continually move toward and interacting and collaborating mindfully with other individuals and groups using the language and reasoning appropriate to the communicative context, within and across their personal and professional communities and cultures.

• Course Assignments and Evaluation

  Please Note: You must achieve a final grade of at least 70% in this course to proceed to the Honours in Music Education program.

• Texts and Materials

  There are no required texts for this class. All readings will be found through the Library data based.

1) Attendance Peer teaching / facilitation to be done in class throughout the semester) (13%)

2) Brief reflection of “Who am I video?” (7%)

  Make a video and then upload to website–3 minute video of your interests in music, music education, who you are musically, who you want to be, etc. You can include clips from other videos, text, images – try not to just have your head (lovely as it may be) floating around the screen talking. Take this opportunity to play around with creativity.

3) Guest Lecture reflections: (5%) We welcome guests both from our faculty and from outside this semester. These are a valuable part of the seminar experience. Please attend all guest visits. We will be visiting with Leslie Dawe, an early career teacher. There are two outside guest this term: Dr. Sandie Stauffer and Dr. Deb Bradley. As well, we have visits from our own faculty. Please take notes and write a summary of their talks with your own reflections and questions.
4) Movie clips: 2 movie clips or YouTube clips of teaching/learning to be posted on your website and linked to your YouTube channel. (5%)
Please look for music examples; however, one can be from a non-music context. Along with posting the clips on your website, address the following:

- What is the context?
- Why did you choose these clips? (How do they speak to you, what would you like us to take away from viewing them and thinking about them?)
- Does this clip offer an example of exceptionally good or problematic teaching? And why?

Do not choose:
Mr. Holland’s Opus
Drum Roll

5) Influential Teacher Project (12.5%)
Who is an important mentor/teacher in your life? Do you have several? This project prompts you to interview an influential teacher. We will generate possible questions to ask him or her. You must skype, phone, email or visit your teacher. Please take notes and/or record their thoughts in order to write up into a 2-3 page synopsis. You will share what you discovered about this in class verbally with a timed 3-minute power point presentation. Again, be creative with the slides and music you chose, but the presentation must be timed and will be cut off at 3 minutes.

6) Student interview – a young person (Preferably NOT another college student) (15%)
Purpose of this is to get an idea of a younger persons’ musical world, tastes, aspirations and then eventually align that with what you discovered from your influential teacher interview.

Ask them about their music making habits - listening, the role music plays in their life, etc. Did they study music formally? If so, why? If not, why?
As you did with your Who Am I? video this will be a video compilation of your interviews and findings (what did you learn and find out). This means that the video begins and ends with your voice and your thinking. NO LONGER THAN 5 Minutes

7) Student/Teacher Perspectives (10%)
Address the gap or intersection between the student interview and teacher interview. What are significant points of agreement or departure. Must be 500 words.

8) Annotated bibliography posted articles (20%)
For each reading you will write 400 words - you are a scholar and an intellect, see this as an opportunity to think out loud (see below for explanation of what an annotated bibliography entry is).
DUE DATE and TIME for all readings – Sunday night before Monday class 8:00 pm - Posted on your website.
- Annotated bibliography must be posted in full – We do not want to download these as pdfs!

• What is an annotated bibliography?
You first must CITE the reading. Use APA style (https://owl.english.purdue.edu/owl/resource/560/01/)
For instance:

For every reading, you must address the following in your narrative, not a bullet point list!
- What was of interest to you?
- What surprised you?
- What frustrated you?
- What would you like to say to the author and why?
These will be posted on your public website – you MUST spell check!
We are NOT interested in a book report. We are really not interested in the perfectly formed 5 paragraph essay. We really want to know your thinking!

9) **Final video (10%)**
The Final Video Theme is “Changing the Future of Music Education: My Philosophy.”
The following elements are necessary:
- A vision for music education;
- Images, videos and text from a variety of sources, including some discussed in class;
- Original text/idea that structures the podcast;
- Elements of your own ‘philosophy’ of music education;
- Interviews;
- Reference to all information used. This is a must!

Videos are **between 4 and 5 minutes** (NO longer than 5 minutes) and should make full use of current technology. The videos must demonstrate safe and ethical usage of technologies. The podcast displays a carefully constructed disclaimer, is mindful of copyright infringement, presents appropriate language and demonstrates respectful usage of available images and ideas produced by others.

**Technical issues you MUST incorporate:**
- Leave quotes on the screen long enough to read!
- Sound **must** be balanced. ie your speaking voice, or interviews with others can NOT be covered up by background music
- Any clip you use from another video file must be shorter than 30 seconds

10) **Exit Interview (10%)** [http://weebly.com](http://weebly.com)
- Who am I video?
- Annotated bibliography must be posted in full – NOT to be downloaded as a pdf
- If you have permission, the teacher interview
- Student interview
- General information you want to include about yourself and interests. Create an “About Me” link: musical background (performances, etc.) may include clips of performances, mp3s, and CV (resume), etc.
- Final video
- YouTube Channel connected to the website – but videos you make also on your website
- Final written reflection (500 word) to accompany the video and to be posted on your website. Students will meet in groups of 3 the last week of class with the professor to discuss the videos and responses.
- Final video
- YouTube Channel connected to the website – but videos you make also on your website
- Final written reflection (500 word) to accompany the video and to be posted on your website. Students will meet in groups of 3 the last week of class with the professor to discuss the videos and responses.

Attendance / Peer teaching / facilitation (13%) ATTENDANCE IS EXPECTED.
Brief reflection of “Who am I video?” (7%)
Guest Reflections (5%)
Movie Clips (5%)
Influential teacher interview (12.5%)
Student Interview (12.5%)
Student/Teacher Perspective (5%)
Annotated bibliography articles (20%)
Final podcast (10%)
Exit Interview (10%)
Total: 100%

1800 Fall Weekly Schedule
(Subject to changes!)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Assignments</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Welcome to Introduction to Music Education Seminar!</td>
<td>Every Sunday at 8 pm annotated readings for the next class are due on your website</td>
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<td>M</td>
<td>Syllabus, Expectations</td>
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<tr>
<td>Sept 11</td>
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<tr>
<td>W</td>
<td>Joint Class Meets in TC307</td>
<td>CLASSES MEET TOGETHER ON WED UNLESS OTHERWISE NOTED</td>
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<tr>
<td>Sept 13</td>
<td>Guest Dr. Patrick Schmidt 11:30</td>
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<tr>
<td>2</td>
<td>What is Basic</td>
<td>Who Am I Videos due</td>
<td>Who am I video posted on your YouTube channel, due Sunday 15th 8 pm</td>
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<tr>
<td>W Sept 20</td>
<td>Guest</td>
<td>Guest Dr. Leslie Rose will Skype into our class 11:30</td>
<td>Outside guest reflection due</td>
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<td></td>
<td></td>
<td>NO CLASS TODAY Required attendance at SATURDAY WORKSHOP!!!</td>
<td>REQUIRED SATURDAY WORKSHOP 9:30-12:30 Dr. Sandra Stauffer</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<td>Sept 27</td>
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<td><strong>4</strong></td>
<td>Early Career Teaching</td>
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<tr>
<td>W Oct 4</td>
<td>Guest</td>
<td>Guest Leslie Dawe will Skype into our class 11:30</td>
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<td><strong>5</strong></td>
<td></td>
<td><strong>OCTOBER 9-13 READING WEEK</strong></td>
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<tr>
<td><strong>6</strong></td>
<td>Issues of Social Justice</td>
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<td>W Oct 18</td>
<td>Guest: Dr. Deborah Bradley 11:30</td>
<td>Passed out cards asked them one thing they are taking away, one thing they would like more clarification.</td>
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<td><strong>7</strong></td>
<td>Technology in the Classroom</td>
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<tr>
<td>M Oct 23</td>
<td><strong>Reading for today:</strong> Williams, D. A. (2014). Another Perspective The iPad Is a REAL Musical Instrument. <em>Music Educators Journal</em>, 101(1), 93-98.</td>
<td>They worked in groups to come up with a policy plan – to convince school board for buying ipads. Patrick was here and Eric to also ask them questions. It went very well!</td>
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<tr>
<td>W Oct 25</td>
<td>Guest: Dr. Bob Wood 10:30-12:30</td>
<td>October 29th teacher</td>
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<td><strong>8</strong></td>
<td>Music in Childhood</td>
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<td>M Oct 30</td>
<td>Dr. Benedict’s class visits school</td>
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<td>W Nov 1</td>
<td>Guest: Dr. Kari Veblen 10:30-12:30</td>
<td>Student Interview Video due Sunday November 5th. Send the link to Eric and I</td>
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<td><strong>9</strong></td>
<td>Blending Formal, Informal, &amp; Nonformal in the Music Classroom</td>
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<td>M Nov 6</td>
<td>Eric</td>
<td>Dr. Veblen’s class visits school</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading for today</td>
<td>Notes</td>
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<td>W Nov 15</td>
<td>Guest Dr. Ruth Wright</td>
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<td>TEACHER Interview ppt due by 8 pm Sunday 11th Link sent to Eric and Cathy</td>
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<td>9</td>
<td>Participatory Culture and Popular Genres</td>
<td>Whose voice counts in the music education classroom?</td>
<td>W Nov 8 Guest Dr. Ruth Wright TEACHER Interview ppt due by 8 pm Sunday 11th Link sent to Eric and Cathy</td>
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<tr>
<td>W Nov 15</td>
<td>Guest: Dean Betty Anne Younker</td>
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<td>W Nov 15 Participatory Culture and Popular Genres Whose voice counts in the music education classroom? Participatory Culture and Popular Genres Reading for today: Thibeault, M. D. (2012). The power of limits and the pleasure of games: An easy and fun piano duo improvisation. General Music Today, 1048371311435523. Teacher interviews in class And next class as well Guest: Dean Betty Anne Younker Annotated reading due Sunday 8 pm</td>
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<td>11</td>
<td>Political and Social Factors</td>
<td>Woodford reading</td>
<td>M Nov 27 Political and Social Factors Woodford reading Annotated reading due Sunday 8 pm</td>
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<tr>
<td>M Nov 27</td>
<td>Reading for today</td>
<td>Woodford reading</td>
<td>M Nov 27 Political and Social Factors Woodford reading Annotated reading due Sunday 8 pm</td>
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<td>W Nov 29</td>
<td>Guest: Paul Woodford 11:30</td>
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<td>W Nov 29 Political and Social Factors Woodford reading Annotated reading due Sunday 8 pm</td>
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<td>12</td>
<td>EXIT INTERVIEW</td>
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<td>12 EXIT INTERVIEW</td>
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<td>Dec 4</td>
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<td>W</td>
<td>Last class</td>
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<td>Dec 6</td>
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• **Policy on attendance and late assignments:**
  If you are unable to attend a class, please make every effort to let the instructor know in advance by email (preferably). If you miss a class, be sure to check your email for any instructions/reading which you will need to complete prior to the following class. Full attendance at all classes is expected and medical documentation is required unless you have the instructor’s permission to be absent. An unexcused absence will result in a loss of 2 marks from the attendance component of your overall evaluation (i.e., one unexcused absence equals 2 out of 10). Students with 4 or more unexcused absences will be referred to the Chair of the Department and will be in jeopardy of failing the course. Absences will be excused only if: 1) Student is involved in official UWO business that has been approved by the chair or the instructor; 2) Documented Family issue; 3) Documented family or personal illness. Late written assignments will only be accepted and graded if permission has been granted in advance of the deadline.

**University Policy on Plagiarism:**
Plagiarism is a major academic offence (see Scholastic Office Policy in the Western Academic Calendar). “Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Western University uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.”

**University Policy on Accommodation for Medical Illness:**
University Policy on Accommodation for Medical Illness, states that “in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Documentation shall be submitted, as soon as possible, to the appropriate Dean’s office.” Students with special learning needs or circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be made. This policy can be found at https://studentservices.uwo.ca/secure/index.cfm
Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options

**Statement on Use of Electronic Devices**
Cell phones are NOT permitted at any time
Computers will be allowed when it is appropriate

**Statement on Academic Offences**
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

**Support Services**
Registrar Services (http://www.registrar.uwo.ca)
Student Support Services http://westernusc.ca/services