



Contemporary Topics in Music Education—MUS 1310/MUS 3312 (001) Fall 2020

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Class Meetings: Mondays, Wednesdays 2:00-2:50 p.m., Outdoor Classroom (*Briscoe Academic Building, Room 304 in case of inclement weather*); Fridays will be online

Office Hours: Tuesdays 9:00-10:00 a.m.; Thursdays 2:00-3:00 p.m.; Fridays by appointment

Course Description

This special topics course provides undergraduate music majors with a foundation in issues related to teaching music. Topics will include, but are not limited to, contemporary concerns of music education, alternative teaching methods, diversity and equality in programming, instruction for students with disabilities, and introduction of music literature in elementary and secondary student situations.

Student Learning Outcomes for Music Majors:

SLO 1: All students will demonstrate the ability to integrate appropriate musical expression into performance.

SLO 2: All students will demonstrate the ability to research and prepare appropriate program notes.

SLO 3: All students will demonstrate the ability to evaluate and critique a musical performance.

This course contributes to meeting these cumulative SLOs.

Student Learning Objectives (SLOs)

After completing this course students should be able to:

- 1) use basic music education terminology to engage in group discussion on contemporary topics (*Knowledge*)
- 2) demonstrate a broad knowledge of avenues through which educators may consider diversity and equality in music (*Skills*)
- 3) implement critical thinking skills to brainstorm solutions for challenging situations in teaching related to lack of funding, disability accommodations for students, and health concerns, such as COVID-19 (*Attitudes or Dispositions*)
- 4) critique musical performances of new music literature and identify pros and cons for choosing the literature in different teaching situations (*Attitudes or Dispositions*)

Major Assignments with Matched SLOs

- Two reflection papers will be written based on teacher/student interactions. Students will observe a private lesson given by a SRSU faculty member of their choice and write about the experience. Students will then write a second reflection paper on a lesson that they teach OR a lesson in which they participate as the student.

- Response assignments will be given throughout the semester in order to assess students' understanding of the material and reflect upon topics covered in the course. These assignments include, but are not limited to, Blackboard Discussion Board activities, short reflection papers, program note writing, and reading material such as current articles about music. (1,2,3)
- One concert report focused on diversity/equality in programming will be completed during the semester. Students will be required to attend an instructor-approved live performance OR online performance and will write a 500-750-word report about the experience. (2,4)
- One group project will be assigned in which the students construct a set of lyrics that address a current event topic of choice and then will find an existing musical piece that parallels their choice to present to the class. (1,2,3)
- One book review will be written on a book selected by the student from a list provided by the instructor. The student will read the book over the course of the semester and write a review detailing their thoughts on the book, what they learned from it, and how it might shape their decisions as future educators. (1,2,3)
- The final video presentation will be on a topic covered in class chosen by the student, with the goal of the assignment as an opportunity for the student to further investigate their interest in the topic. Each student will present information about their topic with appropriate research and citations in a video presentation using a format of their choice (PowerPoint, lecture, etc.). (1,2,3,4)

Marketable Skills

The music student graduating with a BM in music (instrumental or vocal performance; instrumental or vocal education; or music business) should have the following Marketable Skills:

1. *Ability to collaborate and network with others to achieve a shared goal, utilizing problem solving, flexibility and improvisation, and consideration of others' thoughts and creative processes.
2. *Proficiency in public speaking and writing about music, especially in teaching basic musical concepts to all ages and incorporating technology for presentation and production.
3. *Ability to prepare and perform a program of age-appropriate, relevant, and diverse repertoire, as an individual or part of an ensemble, to an audience, advocating for the arts through engaging with and serving the community.
4. *Experience using problem solving skills and abstract thinking to analyze compositions and examine their aesthetic through musical and extra-musical concepts, such as historical context and text setting.
5. Ability to create and disseminate basic marketing and public relations materials, as well as resumes, websites, and digital portfolios.

*Marketable Skills specifically addressed by this course indicated with **

Required Materials

- Blackboard access; Zoom access; internet access (*these services provided on campus*)
- 3 ring binder with paper for notes/collecting handouts
- Pencil/pen
- Scores, audio recordings, books/articles on reserve (*from instructor*)
- Mask
- One book from the book list provided by the instructor (book can be borrowed from the library or a friend, purchased, etc.)

- All work should be typed, either using a word processing program, or better still, a cloud-based web application such as Blackboard, Google Docs, Office 365, etc.

Textbook

- No text required for this course.

Class Attendance and Participation

As class on Fridays will be online only, your attendance at MW face-to-face classes is **critical** for learning the material required for the course. The online assignments given in place of Friday classes are intended to reflect and expand upon the material from MW lectures. **All Friday assignments are due the following Monday.** Masks must be worn **at all times** during class unless an occasion to remove it is approved by the instructor (*in order to demonstrate on a wind instrument, for example*).

- Excused absences:
 - Medical emergencies or serious personal conflicts will be excused, **but immediate communication with the professor about this is required.**
 - Graded work missed during an excused absence may be made up for full credit **within one week** of the student's return to class.
 - Assignments missed during an excused absence may be turned in **within one week** of the student's return to class for full credit. You may still turn in an assignment after this period, but one letter grade will be automatically taken off for each week it is late.
- Unexcused absences:
 - As per university policy, ***six absences result in you being dropped from the course with a grade of "F."***
 - Graded work missed during an unexcused absence may **not** be made up.
 - Assignments missed during an unexcused absence may be turned in **within one week** of the due date for full credit. You may still turn in an assignment after this period, but one letter grade will be automatically taken off for each week it is late.
- Tardies—Punctuality is a useful skill to gain in college. You will not be successful in the working world if you are consistently late! Begin now—arrive to class on time.
 - Every three tardies of less than 15 minutes equals one absence.
 - A tardy of more than 15 minutes will be recorded as an absence. (*I still encourage you to come to class if you are late. You will be less likely to miss information that way.*)
- Participation and Cell Phones:
 - Paying attention, asking relevant questions, giving constructive feedback when called upon will all be considered when determining the class participation grade.
 - **With that in mind; I do not want to see your cell phone. If I see it, I take it.**

COVID-19 policies

- If a student has been sick with **any** disease, they must be **fever-free for at least 24 hours** (without fever reducing medication) before attending class in person.
- If a student contracts COVID-19, they must bring a note **cleared by a doctor** before returning to class in person.
- If a student has had contact with someone known to have COVID-19, they are **required** to disclose that information to the instructor in order to determine next steps for in person attendance.

Grading Procedures

Your final grade will be determined by the following formula:

1. Response assignments—25%
2. Lesson reflection papers – 15%
3. Concert Report – 15%
4. Group Project—15%
5. Video Presentation – 20%
6. Book Review – 10%

Grading Scale

A=90-100 B=80-89 C=70-79 D=60-69 F=below 60

The instructor will provide detailed information and due dates for assignments.

Professional Communication Policy

- All communication with me should be done either in person, by office phone, or through email.
- You are expected to check your email and the course Blackboard page on a **regular basis**.

SRSU Library Services

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Special Needs

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Tentative Weekly Course Outline (Subject to change)

1. Week of August 24

Syllabus and Introduction; Current event topic: COVID-19-What is Safe and Why?

2. Week of August 31

Improv for the music classroom—Bret Scott, guest

3. Week of September 7

Labor Day (M)—No class; Soundpainting

4. Week of September 14

Why Will You Teach?-Pt. I intro to your teaching philosophy

5. Week of September 21

Current event topic: Diversity and equality in programming

6. Week of September 28

Diversity and equality in programming; Alternative teaching methods—Keith Underwood, guest

7. Week of October 5

Alternative teaching methods—*El Sistema, film*

8. Week of October 12

Alternative teaching methods—Suzuki method

9. Week of October 19

Current event topic: Adjusting scores to fit your ensemble (COVID-19 and beyond)

10. Week of October 26

Disabilities in the music classroom

11. Week of November 2

Teaching small groups and creating a culture of music in your area—Benjamin Druffel, guest

12. Week of November 9

Integrating music technology; **Veteran's Day (W)—No class**

13. Week of November 16

Integrating music technology; Why Will You Teach?-Pt. 2

14. Week of November 23 **online only*

Why Will You Teach?-Pt. 2; **Thanksgiving Holiday—No classes (W,F)**

15. Week of November 30 **online only*

Topic TBD

16. Week of December 7

Final Exam-Final Video Presentations