Foundations of Music Programs
MUSI 3252 001 Fall 2016

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Hours: TBA
Class Times: Tues./Thurs. 11:00-11:50 a.m. CA 127

Course Description:

The activities and dynamics of teaching and learning in music—and all the arts, for that matter—differ from those in other academic disciplines, often significantly so. Significant music learning involves immersion in a new written language that consists of sounds, rather than words. Much of music learning is developmental, and takes place over time, requiring a special kind of patience on the part of both learners and teachers. Foundations of Music Programs is an introduction to the field of music education, where students investigate the philosophies, responsibilities, assessment tools, classroom management skills, and self-knowledge required of an effective music educator.

Student Learning Outcomes:

Students who successfully complete this course will be able to articulate a rational philosophy of music education that demonstrates an understanding of the role that schooling in general and music schooling in particular play in a free society.

1. Students who successfully complete this course will be able to describe a variety of learning theories as they apply to the music classroom.
2. Students who successfully complete this course will be able to describe various assessment strategies in music education and explain the strengths, weaknesses, and purposes of each.
3. Students who successfully complete this course will be able to describe different classroom management models and explain why and how they may need modification to be effective in the music class.

Attendance:

Since every class is essential, attendance is necessary for success. If you must miss class due to an illness or emergency, please call me, or leave a message on my voice mail prior to class. For MWF classes, after 3 absences, each unexcused absence will drop your final grade a whole letter grade.

**** After 6 absences, your grade will be an automatic F. ****
This is a music department policy.
In addition, tardies will affect your final grade, as well. A tardy is defined as arriving to class after the scheduled time for class to begin. Arriving more than 15 minutes late to a class will count as an absence. An accumulation of three tardies will count as an absence.

Assignments and Grading:

1. Music Education Philosophy Paper = 200
2. Article Presentation = 200
3. Band/Orchestra/Choir Handbook = 200
4. Instrument Presentation = 200
5. Class Notebook = 100
6. Class Participation = 100

Total = 1000 pts.

A = 900-1000 B = 800-899 C = 700-799 D = 600-699 F = 0-599

Assignment Due Dates: (Tentative)

• Music Education Philosophy Paper -
• Article Presentation -
• Band/Orchestra/Choir Handbook -
• Instrument Presentation -
• Class Notebook -

Assignment Descriptions:

Music Education Philosophy Paper: A formal paper that describes your philosophy of music education in the public schools, with special emphasis on the comprehensive high school band/orchestra/choir program. This paper might be a work that one would present to parents or administrators as a means of advocacy for music as a curricular part of a public school education. The paper should be 2-3 pages in length and demonstrate a good amount of thought and research.

Article Reviews: Students will locate and review journal articles. The following areas: Music Education, benefits of being in band, the role of music education in schools/community, classroom management, different learning styles in music, etc. The articles should be written within the last ten years, and can cover any subject within the broader areas. Students should select articles that speak to areas of interest, and areas that will be helpful in their future careers. A review of the article will include a summary of the salient points and personal reaction to them. How is this information helpful to you? How might you use the information? What questions does the article raise? Each review should be 2-3 pages in length. Be sure to site correctly the chosen articles.
Ensemble Handbook: Create a handbook for a high school program. Include sections on: philosophy, expectations, grading, discipline, sample performance dates, awards, and anything else that you might deem appropriate for your program. Your grade will reflect the amount of thought and creativity that you put into this project. This should be something that you would be prepared to handout to your future students.

Instrument or Voice Presentations: Students will write and present a 5-7 page document covering a wind or string instrument. This document must include topics such as: ancestry, roles they may have played in music history, advances in its playing technique, advances in its design, key composers and compositions for the instrument, virtuosos, pedagogical insights for the beginning student (buying an instrument, maintenance, performance practices).

Class Notebook: Your notebook will consist of class notes, handouts, assignments, and other supplemental materials. This is your resource and as such it can be of great value in your future teaching. Neatness and organization is of paramount importance to you, and as such, it will be a large part of your notebook grade. You may organize the notebook however you wish, but the system of organization must be clear. Class notes can be typed, and the notebook should include some kind of table of contents (the more detailed, the better resource this will be to you in the future).

Class Participation: Sharing of ideas, and open dialogue. As such, student participation is essential. Students are expected to engage in class discussions at all times. Also factored into class participation is attendance and punctuality.

Late Work: It is extremely important that assignments be turned in on time. Any work turned in after the due date will receive a 10% grade reduction per day.

Academic Advising: The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

Notice to Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability
Services at (361) 825-5816 in Corpus Christi Hall, Room 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Grade Appeal Process:**

**Grade Appeals:** Students who feel they have not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website ([http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html)). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

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