

MUED 2045: Teaching Music in Diverse Settings

MWF, 8:40-9:30, CMDA 215

Dr. Sarah J. Bartolome

Louisiana State University

CMDA 255 (225) 578-2481

sbartolome@lsu.edu

Office Hours:

MWF, 9:30-10:30 and By Appointment

Course Description:

This service-learning course is designed to address four major strands related to music education practice: Teaching Effectiveness, Music and Special Education, Principles of Multicultural Education, and Classroom Management and Discipline. Each of these topics will be explored through reading and discussion, learning experiments, peer teaching episodes, and reflection on service-learning experiences.

Course Objectives:

After completing this course you should be able to:

1. Identify, discuss, and demonstrate (through teaching) the key behaviors contributing to effective teaching.
2. Create and implement a detailed music lesson plan, featuring various music teaching strategies including explaining, presenting, questioning, guided practice, group discussion, cooperative learning, collaboration, and discovery and problem-solving behaviors.
3. Create goals, objectives, and assessments appropriate to the music classroom.
4. Discuss specific approaches to classroom management and your own philosophy of management in the music classroom.
5. Describe how individual differences and learner diversity – prior achievement, learning style, culture, language, disability, and home and family life – affect student's learning needs.
6. Reflect on your own teaching practice, identifying your personal strengths as an educator and setting goals for improvement.
7. Communicate effectively with your community partner and your peers, as you work at the service site and engage in peer teaching activities.
8. Demonstrate conscientious habits of professionalism, including appropriate attendance, punctuality, and personal comportment, both in the classroom and at the service site.
9. Understand the significance of service-learning and how it contributes to your strength as a person and as a music educator.

Course Approach:

This is a service-learning course. Service-learning is defined as “a credit bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (Bringle & Hatcher, 1995).

This semester you will be working with a classroom teacher at Southdowns Preschool Center, an educational facility serving three- and four-year-old students both with and without disabilities. During the first half of this service-learning project, you will be aiding the teacher in the classroom, working with students and providing classroom support as needed. During the second half of the semester, you will continue these service activities, but also provide some music

instruction for the children in your class. During the final week of the project, we will organize an All-School Celebration during which you and your students will share musical performances.

The time you spend in service at the site serves several purposes. You will be serving in an educational environment, allowing you the opportunity to see effective teaching and learning behaviors in an authentic setting. You will interact with young learners and their classroom teacher, developing relationships and learning to communicate effectively as an educational professional. You will make thoughtful pedagogical decisions as you adapt more traditional music instructional strategies for use with students with disabilities. You will make connections between class readings and discussion and the real classrooms in which students work and live. You will develop an awareness of some of the issues (educational and otherwise) facing students with disabilities. You will also have the unique opportunity to experience and think critically about your role and philosophy as a music educator and the value of civic engagement in today's society. Your classroom teacher will benefit from your assistance in the classroom and your students will have the opportunity to participate in engaging and meaningful music-making activities under your guidance.

Overview of Service Activity

Week 1: Attend on-site orientation with Dr. Bartolome and Principal Mary Sue Slack.

Week 2: Complete 30 minutes of on-site observation. Begin reflective journal.

Week 3: Complete 30 minutes of on-site observation. Continue reflective journal.

Weeks 4-8: Begin service activities in coordination with your classroom teacher.

Weeks 9-13: Continue service activities. Incorporate 5-10 minutes of music teaching in coordination with your classroom teacher. Begin preparation for culminating performance.

Week 14: Final rehearsal for culminating performance. All-School Celebration.

Week 15: Final Reflection and Course Portfolio due.

Required Texts:

Adamek, M.S. & Darrow, A. (2005). *Music in Special Education*. Silver Spring, MD: The American Music Therapy Association, Inc.

Banks, J. (2007). *Educating Students in a Multicultural Society*. New York: Teachers College Press.

Duke, R. (2009). *Intelligent Music Teaching*. Austin, TX: Learning and Behavior Resources.

Supplemental Readings:

Additional readings will be posted to Moodle weekly.

Materials:

One digital video-compatible SD card

One three-ring binder

Schedule of Topics Key:

LE: Learning Experiment

SPED: Special Education

MCE: Multicultural Education
 CM: Classroom Management

Schedule of Topics

	Monday	Wednesday	Friday	Service
Week One 1/17, 1/19, 1/21	No Class: MLK Holiday	Orientation & Review of Syllabus	Effective Teaching	On-Site Orientation
Week Two 1/24, 1/26, 1/28	Fears and Expectations Effective Teaching	Goals and Objectives DUE: Research Summary #1	Goals and Objectives Sample Teaching	30 Minutes Observation
Week Three 1/31, 2/2, 2/4	Reflection #1 Lesson Planning	Lesson Planning DUE: Research Summary #2	Teaching Strategies Sample Teaching	30 Minutes Observation
Week Four 2/7, 2/9, 2/11	Reflection #2 Assessment	Guest from Disabilities Services	Assessment Sample Teaching	Classroom Service
Week Five 2/14, 2/16, 2/18	Reflection #3 SPED LE: Visual Impairment	SPED LE: Hearing Impairment	Peer Teaching: 1-3	Classroom Service
Week Six 2/21, 2/23, 2/25	Reflection #4 SPED LE: ADD	SPED LE: Physical Impairment	Peer Teaching: 4-6	Classroom Service
Week Seven 2/28, 3/2, 3/4	Reflection #5 SPED Autism	SPED LE: Dyslexia	Peer Teaching: 7-9 DUE: SPED Project	Classroom Service
Week Eight 3/7, 3/9, 3/11	No Class: Mardi Gras Holiday	No Class: Mardi Gras Holiday	Reflection #6 Flex Day	Classroom Service: Coordinate Holiday
Week Nine 3/14, 3/16, 3/18	Reflection #7 MCE Student Diversity	MCE LE: Cultural Conflict	Peer Teaching 10-12	Classroom Service And Music Activities
Week Ten 3/21, 3/23, 3/25	Reflection #8 MCE LE: Cultural Collateral	MCE	Peer Teaching: 13-15	Classroom Service And Music Activities
Week Eleven 3/28, 3/30, 4/1	Reflection #9 MCE LE: ESL	MCE	Peer Teaching: 16-18 DUE: MCE Assignment	Classroom Service And Music Activities
Week Twelve 4/4, 4/6, 4/8	Reflection #10 Classroom Management	Classroom Management	Peer teaching 19-21	Classroom Service And Music Activities
Week Thirteen 4/11, 4/13, 4/15	Reflection #11 Classroom Management	Classroom Management	Peer Teaching 22-24	Classroom Service And Music Activities
SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK	Optional Service: Coordinate with Classroom Teacher
Week Fourteen 4/25, 4/27, 4/29	Reflection #12 Classroom Management	Crisis Intervention	Flex Day DUE: CM Assignment	All School Celebration Performance
Week Fifteen 5/2, 5/4, 5/6	Reflection #13 Making Connections	Self-Reflective Practice and Review for Final Exam	Final Self-Reflection Evaluation of Instruction	

Please note: This schedule is subject to change.

Expectations:

- All assignments are due during class on the scheduled date.
- One point will be deducted for each day an assignment is late.
- No late assignments will be accepted after 12:00, noon three calendar days after the due date.
- All assignments must be typed unless otherwise specified.
- Details for all assignments will be made available through Moodle.
- Punctual attendance is expected for all class meetings and service-learning site visits.
- Punctual attendance is required for peer teaching episodes. Failure to comply will result in loss of teaching experience and loss of points with no opportunity for make-up.
- Please refer to the CCELL Service-Learning Student Partner Handbook for more detailed service-specific expectations. We will go over this during our in-class orientation. Handbook available at: [http://appl003.lsu.edu/slas/ccell/studentinfo.nsf/\\$Content/Handbook+for+Students?OpenDocument](http://appl003.lsu.edu/slas/ccell/studentinfo.nsf/$Content/Handbook+for+Students?OpenDocument)

Assignment:	Due Date:	Points:
Research Summaries (2 @ 10 points each)	1/26, 2/2	20 points
Peer Teaching Lesson Plans	Monday, PT Week	10 points
Peer Teaching	See PT Schedule	20 points
Peer Teaching Self-Critique	Friday after PT	10 points
Classroom Management Assignment	3/4	5 points
Multicultural Education Assignment	4/1	5 points
Special Education Assignment	4/29	5 points
Fears and Expectations Assignment	1/24	5 points
Weekly Reflections x 13	Monday, Weekly	65 points
Final Reflection	5/6	10 points
Course Portfolio	5/6	15 points
Final Exam	TBA	20 points
Participation		10 points
Non-participation (including absence):		
0-2 classes: 10 points awarded		
3-4 classes: 5 points awarded		
5 or more classes: 0 points awarded		
Total		200 points

Grading: 200 possible points

A=	180-200 points earned
B=	160-179 points earned
C=	140-159 points earned
D=	120-139 points earned
F=	0-119 points earned

A grade of D or F requires that this course be repeated prior to student teaching
Assignment Overview

Fears and Expectations Assignment (Due Monday, 1/24): After our first visit to Southdowns Pre-K Center, you will write a 1-2 page reflection (single-spaced) identifying your fears and expectations regarding your service-learning experience. What did you observe in your visit? What assumptions did you make? Do you have any preconceived notions regarding children (or persons) with disabilities? What do you expect to do and learn at Southdowns? What makes you nervous? How comfortable are you with working with students with disabilities? Explore your feelings about the coming semester as well as your attitudes regarding students with disabilities.

Reflective Journal Entries (Due Each Monday): After each service experience you will complete a reflective journal entry. These entries should be typed and single-spaced. Each entry will have three components: 1. Describe your service learning experience, including what happened, what you accomplished, events that interested or confused you, interactions you had, plans or decisions you made. 2. Make connections between our course content (readings and discussion of weekly topics), applying your knowledge to the service setting or highlighting concepts you observed in action in the classroom. 3. Apply your service experience and your course learning to your personal and professional development: Do your experiences and knowledge affect your own goals, values, attitudes, beliefs, and philosophy as a person and educator? You will turn in a hard copy of your journal entry each Monday. Once your assignment is returned to you, please keep it in your course binder as a record of your growth over the semester. Weekly writing prompts will be provided through Moodle.

Research Summaries (Due Wednesdays, 1/26 & 2/2): From the list of research articles provided, select two articles related to teacher effectiveness. Submit a four-page (handwritten, single spaced) summary for each article. Detailed assignment instructions are available through Moodle.

Peer Teaching Plans (Due Monday of your PT Week): Lesson plans are due the Monday before your scheduled teaching day. On Wednesday of that week you will meet with me individually to discuss your plan. Following our meeting, you will make revisions to your lesson plan and resubmit it to me by Thursday evening. A lesson plan template is available through Moodle.

Peer Teaching (See Peer Teaching Schedule): On your assigned practicum day, you will complete a 15-minute peer-teaching episode. Detailed assignment instructions are available through Moodle. Bring an SD card to class on the day of your practicum, so you will have a video of your teaching.

Peer Teaching Analysis (Due Friday after your PT): Following your peer teaching episode, you will be required to watch your video and evaluate your performance. A detailed observation protocol is available through Moodle.

Special Education Assignment (Due Friday, 3/4): You will write a two page overview of the major laws shaping special education in American public schools. You will also write a one page application essay in which you explore your own philosophy of music and special education and how it would apply in your music classroom. Detailed assignment instructions are available through Moodle.

Multicultural Education Assignment (Due Friday, 4/1): You will write a two-page overview of the Banks' Five Dimensions of Multicultural Education. You will also write a one-page application essay, detailing your philosophy of diversity of learners and how it would apply in your music classroom. Detailed assignment instructions are available through Moodle.

Classroom Management Assignment (Due Friday, 4/29): You will write a two-page synthesis of the three major classroom management approaches discussed in class. You will also write a one-page application essay, detailing your philosophy of classroom management and how it would apply in your music classroom. Detailed assignment instructions are available through Moodle.

Final Self-Reflection (Due Friday, 4/6): Write a two-page, single-spaced reflection on your learning this semester, including your service experiences and your self-reflective practice as an educator. Specific writing prompts will be available through Moodle.

Course Portfolio (Due Friday, 4/6): Over the course of the semester you will keep a record of your coursework and service activities in a three-ring binder. Detailed specifications are available through Moodle.

Final Exam: The final exam will be short answer and essay. Please bring a blue exam book.