

Music Pedagogy – MUSC 3823

Midwestern State University

Fall 2021 Syllabus – General Information:

Instructor: Dr. Corey Robinson

Course Number: MUSC 3823

Class Location: Fain Instrumental Music Hall 104A

Class Time: Independent Study

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Phone: (940) 397-4054

Office: Fain Instrumental Music Hall 104A (office hours posted on door)

Course Description:

This course prepares participants for the profession of teaching in schools, training institutes, and/or career of independent music teachers. The course is set up to introduce a developing concept of music pedagogy examining teaching methods and learning sequences for music students at all levels. This includes an introduction to instructional methods, a survey of method books, resources, repertoire, conducting, and rehearsal techniques for secondary ensembles. Students will develop Instructional skills through oversteering, private teaching, self-monitoring pedagogical practices and peer/student/instructor evaluations.

Course Objectives and Student Learning Outcomes:

The objectives of this course are to:

1. Prepare students for the professional world of teaching and performing
2. Develop a personal teaching philosophy
3. Develop knowledge and skills to coherently teach private lessons and chamber ensembles
4. Understand assessment and how to implement it in teaching.
5. Create lessons plans and develop teaching strategies.

Student Assessment:

Each student will be graded on five projects to be completed throughout the semester. All projects are due on Wednesday, December 8th at 5:00pm and each is worth 20% of the final grade.

Musicianship Self-improvement

Choose one aspect of your own technique or musicianship that you wish to improve over 10 weeks this semester. Create an initial proposal for your plans for improvement. Then keep a written practice log and a video library demonstrating your progress. Write a 2-page assessment about the project that includes information on how the process worked, what you would change for next time, and whether you met your goals or not.

Teaching Private Lessons

Video yourself teaching a lesson with one student. Then watch the video and take notes on what you can improve and what you plan to teach in the next lesson. Repeat this process for a total of 4 lessons. After the fourth lesson, write a 2-page summary of the project that includes answers to the following questions:

1. How did you improve as a teacher over the course of the semester?
2. Did the student improve and in what ways?
3. What else did you learn from observing yourself?

Include your notes from each of the first 3 lessons in the final submission.

Interviews

Conduct three interviews with different music teachers that you admire. Inquire about their teaching philosophies, what they wish they knew before they started teaching, and what advice they would give to a young teacher. Also include some of your own questions and don't be afraid to ask follow-up questions to their responses. After conducting the interviews, summarize what you learned in a 3-page paper.

Teaching Philosophy

Write a 1-page teaching philosophy that is specific to you and your ideas about teaching.

Job Application Materials

Find a job posting for a position you would be interested in pursuing. Design a resume, cover letter and curriculum vitae specific to this job posting. A resume is a 1- to 2-page document highlighting your most relevant qualifications specific to the job posting. A cover letter is letter addressed to the person hiring for the position detailing your interest in the job and some of your most impressive qualities. A curriculum vitae is a longer document that details all of your experiences that are at all relevant to the position you are applying for. The purpose of all three of these documents is to pique the interest of the search committee or hiring coordinator so that they give you an interview.

Course Schedule

Since this course will be conducted as an independent study, the proposed course schedule below is to be used only as a guide to make sure each student maintains an appropriate pace for completing the required assignments.

	Suggested Work
Week 1 (8-23)	Design your plan for the musicianship self-improvement project
Week 2 (8-30)	Find your private lesson student and schedule your first lesson
Week 3 (9-6)	Finalize Musicianship Self-improvement project and begin record-keeping
Week 4 (9-13)	Teach first private lesson, construct list of interview questions
Week 5 (9-20)	Find job posting for job application materials project
Week 6 (9-27)	Begin outlining teaching philosophy, teach second private lesson
Week 7 (10-4)	Contact teachers for interview project, continue compiling data for musicianship self-improvement project (should be at least week 5)
Week 8 (10-11)	Teach third private lesson, begin constructing job application materials
Week 10 (10-25)	Submit teaching philosophy for critique and edits, conduct first interview
Week 11 (11-1)	Conduct second and third interviews
Week 12 (11-8)	Submit job application materials for critique and edits, finish week 10 of musicianship self-improvement project
Week 13 (11-15)	Last week to teach final private lesson, begin reflection paper, begin edits on teaching philosophy
Week 14 (11-22)	Compile data for musicianship self-improvement project and begin paper
Week 15 (11-29)	Complete edits on job application documents, complete interviews paper
Finals Week	Tie up any loose ends and submit all projects by Wednesday at 5:00pm

Other Information:

Disability and Accommodations

If a student (1) needs class accommodation(s) because of a documented disability, (2) has an emergency medical condition that may interfere with class performance, or (3) requires special handling in case the building must be evacuated, he/she is encouraged to contact the office of Disability Support Services in room 168 Clark Student Center (940) 397-4140 and make an appointment with the professor as soon as possible.

Student Conduct

Behavior that interferes with either the instructor's ability to conduct the class or the ability of other students to benefit from the instruction will result in the instructor removing the disruptive student(s) from the class, either temporarily or permanently (instructor drop), and assigning a final lower grade, up to and including an F. In addition, and depending on the nature of the behavior or conduct, the student(s) may be subject to further disciplinary actions as per MSU policies.

Privacy Statement

Federal privacy law prohibits the instructor from releasing information about students to certain parties outside of the university without the signed consent of the student. Thus, in almost all cases the professor will not discuss a students' academic progress or other matters with his/her parents. Please do not have them call. Regardless of these important legal considerations, the professors' general policy is to communicate with the students, not their parents, even when a student has signed a consent form. College students are adults and are expected to behave accordingly.

Academic Dishonesty

Academic dishonesty including plagiarism and giving or receiving unauthorized assistance is prohibited. Plagiarism is (1) the use of source material of other persons (either published or unpublished, including the Internet) without following the accepted techniques of giving credit or (2) the submission for credit of work not the individual's to whom credit is given. If a student in the class plagiarizes material, appropriate disciplinary action will be taken. The Student Honor Creed developed and adopted by the MSU Student Government reinforces the discouragement of plagiarism and other unethical behaviors. The first statement of the creed reads, "As an MSU student, I pledge not to lie, cheat, steal, or help anyone else do so." Plagiarism is lying, cheating, and stealing.

Social Justice

Social justice is one of Midwestern State University's stated core values, and the professor considers the classroom a place where students are treated with respect as human beings, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Moreover, diversity of thought is appreciated and encouraged, provided the students can agree to disagree. The professor's expectation is that ALL students consider the classroom a safe environment.

Campus Carry

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at MSU Campus Carry Rules/Policies.

COVID-19 Vaccinations and Face Coverings

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.