

SYLLABUS. C.W. POST DEPARTMENT OF MUSIC

Course Title: Technology in Music Education

Course Number: MUS 17F

Course Description

This is an introductory course designed for Music Education majors who are new to music technology. Students learn to integrate MIDI instruments and computers at every level of music instruction. The course focuses on the applications of music technology in performance as well as in the classroom at the K-12 level.

Course Objectives

To develop competencies in various areas of music technology including: Electronic Musical Instruments; Music Production; Music Notation Software; Technology-Assisted Instruction; Multimedia, Productivity Tools, Classroom and Lab Management.

Course Content

Course content can be divided into four main areas: 1) an introduction to music software with emphasis on audio editing, MIDI sequencing and music notation applications; 2) development of competencies in various areas of music and computer technology as they apply to teaching music; 3) an overview of the various types of music software; 4) development of lessons plans which integrate various aspects of music-oriented technology.

Required Texts

Teaching Music with Technology. Thomas E. Rudolph. GIA Publications, Illinois, 2004; Technology Strategies for Music Educators. Thomas E. Rudolph, et al. Hal Leonard Publications, 2002. Technology Guide for Music Educators. Scott Watson, et al. Artistpro, 2005

Required Activities

In addition to required class work and projects, ten hours of observations of technology being used in music education in a public school setting are required for the completion of this course.

Grading

Based on attendance and completion of in-class tutorial projects, assigned projects, required observations and required peer teaching assignment (see below.)

Attendance

Will be taken every class/lab. Each week you will be responsible for doing two hours of lab time, either on Friday or another time if you have a Friday conflict. You cannot miss more than 8 hours of class and lab during the semester – excused or unexcused. If you do, you will be asked to withdraw from the course.

Instructional Activities

In-class tutorial projects; selected readings from the textbook, distributed material and the World Wide Web; lectures, discussions and demonstrations; assigned projects.

Standards and Literacy in Lesson Planning and Execution

Students enrolled in the following undergraduate and graduate music education methods classes: MUS 15, 16P/548, 17A/651, 17C/657W, 17D/657L, 17F/657T, 18/633, 19A/635 19B/639, 19C/637, 19D/636, EDU44G/MUS657S, and EDU35G/812 are required to complete at least one peer teaching assignment per course. Lesson plans will follow the university-suggested format and will address both *New York Arts Standards* (NYAS) and *The National Standards* for music teaching and learning. Both music reading literacy and language literacy will be addressed when appropriate. Instructor-designed evaluation

instruments including rating scales and/or rubrics that are used for measuring student success will follow, when possible, the assessment standards that were established by the *Interstate New Teacher Assessment and Support Consortium* (INTASC) as follows:

Motivation, Learning, and Development (Standards 2 and 5)

- The teacher understands how children/adolescents learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Curriculum (Standards 1 and 7)

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Instruction (Standards 3, 4, and 6)

- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Assessment (Standard 8)

- The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Professionalism

- The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on other (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Portfolio

Instructor-completed evaluation instruments will be housed in student portfolios for final review during the *Student Teaching Eligibility Portfolio Review/Interview* to be held during the semester prior to student teaching. Students are responsible for the safe keeping of these documents. Other course materials, assignments, and resources may be identified as portfolio items at the discretion of the course instructor and the Director of Music Education.

Course Web Site

<http://myweb.liu.edu/jmeschi/sp08/mus17f>

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