MU 374.2 - Seminar for Student Teachers
Spring 2005
Professor Barbara Liebhaber
Office: Music Center, 305
Phone: 610-861-1671
Office Hours: M/W 2:00 - 4:00
E mail - mebjl01@moravian.edu
Home phone: 610-366-8915

Class meetings: Fridays
4:00 - 6:00 p.m.
Music Building, GW room

Requirements:

Texts: Strong Arts, Strong Schools - Charles Fowler
       Power of Mindful Learning - Ellen Langer
       Foundations of Music Education - H. Abeles et.al

Attendance: There will be no unexcused absences.

Participation: All students will be expected to be prepared to participate in all seminar discussions and activities.

Papers: A paper is due for each reading assignment. At the second seminar meeting students will bring a 2 - 3 page paper discussing their perspectives on teaching, learning, and music education.

Group discussion: Each student will lead a group discussion in a relevant topic chosen by the student and approved by the professor. The topic may include material from one of the books on the supplemental reading list. The student will discuss the topic in terms of its relevance to music educators.

Process Log: After each class session write your response to class discussion and activities. This will be handed in at the last class.

Journal: Daily reflections on student teaching activities.
Keep a daily journal during the student teaching experience. Include your reflections, and also address relevant issues to your experience such as the following:
   1. motivating the students
   2. classroom management
   3. making the lesson relevant
   4. non-teaching issues
   5. becoming a member of the faculty
6. developing a relationship with the students

Critical Reflection on Reading: A paper is due for each reading assignment. This will be 2 - 3 pages, double spaced, typewritten, with your thoughts on the books and articles read for this class. This will be included in your portfolio.

Perspective Papers
1. Initial - your thoughts about teaching music during your first few days of student teaching.
2. Transformation - A short paper discussing how you feel you have changed your thoughts about teaching music after the experience of student teaching. This paper will be written during the last week of the experience. It will be helpful for you to read all your papers that you have written this semester - your process log, journal, and critical reflections on the reading - before writing this paper.

Portfolio - To be handed in at the last class meeting. This will include:
1. All papers with comments
2. Your process log
3. Critical reflections on the semester’s readings.
4. Daily journal
5. Initial perspective paper.
6. Perspective transformation paper

Course Objectives:
Students will be able to:
1. Self-assess teaching experiences.
2. Communicate effectively with students, faculty and staff at assigned school.
3. Develop lesson plans with the cooperating teacher as well as independently.
4. Effectively teach lessons in both elementary and secondary settings.
5. Become actively involved in seminar discussing issues related to music and music education.
6. Present and lead seminar in discussion.

Topics for Class Discussions:
The following is only a partial list of topics for class discussion.

1. Classroom management - or how do we get all the students involved in the lesson?
2. Inclusion - making sure that every student will be involved, included in the lesson
3. Methods of assessment – how do we know that they know?
4. Motivational techniques – or how do we keep the students interested?
5. Choosing appropriate materials
6. Relevant software – for in the classroom or as homework?
7. Designing effective lesson plans – making them realistic, gradual, incorporating Dalcroze, Orff and Kodaly techniques, and reinforcing the visual, aural and kinesthetic learner
8. Many ways to approach a single concept
9. Designing a successful concert – balancing the repertoire, choosing appropriate music, adding visual
10. Teaching strategies – how many ways can you think of to approach a concept?
11. Including the standards for the arts in the curriculum
12. Curriculum - defining, designing

---

**Reading List for presentation:**

Music Matters - David Elliott
Sound Choices - Machover and Uszler
Precision Conducting - Timothy Shart
In Search of Musical Excellence - Sally Herman
Tools for Powerful Student Evaluation - Susan Farrell
Mentors, Masters and Mrs. MacGregor - Jane Bluestein
Summerhill - A.S. Neill
The Secret Power of Music - David Tame
It Takes a Village - Hillary Rodham Clinton
To Teach: The Journey of a Teacher - Bill Ayers
Approaches to Teaching - Gary Fensternach and Jonas Soltis
Musical Involvement - Donald Funes and Kenneth Munson
Teach Your Kids About Music - Ruby Chroninger
Songs in Their Heads - Patricia Sheehan Campbell
Savage Inequalities - Jonathan Kozol
Amazing Grace - Jonathan Kozol
The Power of Mindful Learning - Ellen Langer
Teaching as a Performing Art - Seymour Sarason
The Tao of Teaching
Teaching Stories - Judy Logan
Films:
View one of these films and write a short review. Include your thoughts on how real the portrayal of the teaching situation is. How were situations handled in the movie? How would you handle them differently? What would you do the same and why?

Mr. Holland's Opus
Music of the Heart
Dangerous Minds
To Sir with Love
Pay it Foward

Grading:
All papers should be 2 - 3 pages, double-spaced unless otherwise specified by professor. Active participation in seminar discussions is mandatory and one of the strongest factors in determining the final grade. The process log is not graded, nor are the papers of your personal reflections on the reading. The papers must have evidence of your thought, reflection and insight and will not be judged on any basis other than that.

50% Attendance and active participation
25% papers
25% final presentation including paper and distributed materials

Policy on Academic Honesty: Please refer to page 46 of the Moravian College catalog. This policy will be enforced.
## Music Education Seminar - MU 374.2
### Weekly Syllabus, Spring 2005

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 14</td>
<td>Overview, The Journal, Reflective process; Guidelines for final presentation:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Copies of outline and resource list for everyone must be provided on day of presentation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Resource list must contain texts, journal articles, at least two interviews with professionals in the field</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Research paper must be handed in to Professor on day of presentation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Presentation will last one hour and should include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. presentation of material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. group discussion led by presenter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. group activities led by presenter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. time for questions</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 21</td>
<td>Langer book – paper due focusing on ideas taken from the reading</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 28</td>
<td>Langer book – paper due focusing on ideas taken from the reading; <strong>Topics due for presentation</strong></td>
</tr>
<tr>
<td>4</td>
<td>Feb. 4</td>
<td>Abeles book - paper due focusing on ideas taken from the reading</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 11</td>
<td>Abeles book - paper due</td>
</tr>
<tr>
<td>6</td>
<td>Feb. 18</td>
<td>Abeles book - paper due. Outline and bibliography due for presentation; Discussion: Applying for the job; the interview; the cover letter and resume. Bring samples of your current resume.</td>
</tr>
<tr>
<td>Date</td>
<td>Event/Assignment</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>March 4</td>
<td>Paper due: Reflections on first student teaching experience. Include: Reference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to specific lessons using material learned in methods classes: 1. Dalcroze,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing lesson plans using student centered learning - what are the students</td>
<td></td>
</tr>
<tr>
<td>March 11</td>
<td>spring break - no seminar</td>
<td></td>
</tr>
<tr>
<td>March 18</td>
<td>Fowler: paper due</td>
<td></td>
</tr>
<tr>
<td>March 26</td>
<td>no seminar</td>
<td></td>
</tr>
<tr>
<td>April 1</td>
<td>Student presentation</td>
<td></td>
</tr>
<tr>
<td>April 8</td>
<td>Student presentation</td>
<td></td>
</tr>
<tr>
<td>April 15</td>
<td>Student presentation</td>
<td></td>
</tr>
<tr>
<td>April 22</td>
<td>no seminar; PMEA in Hershey</td>
<td></td>
</tr>
<tr>
<td>April 29</td>
<td>Discussion of film; Papers due: perspective transformation, student teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>journal, process log; Dinner and final reflection</td>
<td></td>
</tr>
</tbody>
</table>