

MUSIC 145

**Introduction to Music Education**  
**Fall 2011 – University of Wisconsin Oshkosh – Dr. Liske**  
 Monday / Wednesday, 9:10-10:10 am, AC N213

**Instructor:** Dr. Kenneth Liske  
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**Office Hours:**  
 Mon / Fri, 11:30 am - 12:30 pm  
 Fri, 12:00 -1:00 pm (or by appt.)  
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**Course Description:** This introductory course in Music Education is intended to provide historical, philosophical, and practical foundations for the teaching of music. Initial hands-on experiences with the methods, tools, language, and literature of the professional music educator will be undertaken in an effort to help the student confirm and prepare for his or her decision to enter the field. One semester, 2 credits.

**Required Texts and Course Materials:**

Campbell, Mark R., Thompson, Linda K., & Barrett, Janet R. (2010). *Constructing a Personal Orientation to Music Teaching*. New York: Routledge.  
 Course Packet

**Recommended Periodicals:**

MENC. (Serial). *Music Educators Journal*. (Included with CMENC membership).  
 MENC. (Serial). *Teaching Music*. (Included with CMENC membership).

**Reserved Texts:**

Erwin, J. H., et al. (2003). *Prelude to Music Education*. Upper Saddle River, NJ: Prentice Hall.  
 Mark, Michael. (1996). *Contemporary Music Education, 3<sup>rd</sup> ed.* Boston, MA: Schirmer/Cengage Learning.

**Goals:**

1. To increase student awareness of the importance of music education and the typical role of the music specialist in the educational process, and to identify personal and professional traits associated with successful teaching in themselves and others.
2. To help students articulate a rational and well-reasoned philosophy of music education that is supported by both research and theory, demonstrates an understanding of musical perception and social interaction, and is reflective of current educational issues.
3. To provide wide-ranging opportunities for students to explore basic music education methodologies and instructional tools, both through observation and in a practice setting.
4. To explore precedents in the historical development of public school music and to encourage scrutiny of current issues through reading and discussion of current professional literature.
5. To provide orientation information to assist students in preparing for their matriculation through the music education degree program, including

Professional Education Program admission stages, professional growth plan, PRAXIS I & II content, DPI licensure guidelines, and department/program proficiency requirements.

**Objectives:**

1. The student will maintain active class participation in activities, discussions, and debates through regular class attendance.
2. The student will complete required observations and interviews with music educators/administrators and provide written and oral analyses of each.
3. The student will demonstrate awareness of the National Standards for Music Education as well as historical perspectives and current issues through written article reports, class presentations, reflective essays, and exams.
4. The student will establish a written philosophy of music education to be retained for refinement throughout the university music education program.
5. The student will demonstrate development of the foundations of good teaching habits, including completing assigned work competently and on time, attending class regularly, and preparing for teaching exercises and discussions.
6. The student will participate in activities of the department's collegiate chapter of the MENC: The National Association for Music Education.

**Assignments:** Detailed descriptions of all assignments will be given in class when each formal assignment is made. ("CB" indicates competency-based assessment.) PLEASE SAVE ALL WRITTEN ASSIGNMENTS FOR INCLUSION IN YOUR PORTFOLIO AT THE CONCLUSION OF THE TERM.

**Points: Assignments:**

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| CB | 1. Participation: Complete required reading and writing assignments.<br>Be prepared to summarize and make transfers of understanding, engage in class discussions and debates. |
| CB | 2. Student Information Email Assignment  |
| 50 | 3. Written Exams: Two Exams (25 pts. each)   |
| 25 | 4. Philosophy of Music Education Paper   |
| 40 | 5. Peer Teaching:<br>How-To-Do-It Lesson (20 pts.)<br>Demonstration Teaching Activity (20 pts.)  |
| 40 | 6. Reflective Essays: Eight Essays (5 pts. each)   |
| 20 | 7. Article Reports: Four Reports (5 pts.)  |
| 40 | 8. Interview and Observation Reports:<br>Two Interview Reports (10 pts. each)<br>Two Observation Reports (10 pts. each)  |

- CB 9. Final Portfolio (consisting of assignments completed during the semester):
- 10 10. Attendance:  
 0-1 absences for any reason—10 pts.  
 2-3 absences for any reason—5 pts.  
 4 or more absences for any reason—0 pts.

**Grading:** Grades will be assigned according to the scale below. The instructor reserves the right to refuse late assignments. If accepted, lateness will affect assignment grade. Points will be lost for excessive absences and/or missed course requirements. No “incompletes” will be given. Final grades are not negotiable.

A	95-100 %	B-	80-82	D+	67-69
A-	90-94	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	0-59

**Academic Integrity:** The free and open expression of ideas related to course content will be encouraged. An atmosphere of mutual respect will, therefore, be expected. While collaboration and productive exchange will be encouraged when appropriate, students are expected to produce their own work, and will be held accountable in accordance with the procedures set forth in the UW-Oshkosh Student Discipline Code.

**Writing Center:** All writers can benefit from talking with engaged, interested readers about their work. UW Oshkosh students are eligible for one-on-one assistance at the Writing Center with trained peer consultants who can help students improve and gain additional writing skills. Visit the Writing Center website to learn how to take advantage of this service.

**Center for Academic Resources:** The Center for Academic Resources (CAR) provides free, confidential tutoring for students in most classes on campus. CAR also provides support to students through Supplemental Instruction (SI) and the Peer Educator program. Visit the CAR website for more information.