

SAMPLE SYLLABUS

NYU Prague

Foundations of Music Education Spring 2022

Spring 22

We know that you may be taking courses at multiple locations this semester. If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for this course site, please make sure that you have completed the online academic orientation via Brightspace so you are aware of site-specific support structure, policies and procedures. **Please contact the site academic staff (vanda.thorne@nyu.edu) if you have trouble accessing the Brightspace site.**

If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.

Instructor Information

- Klára Boudalová
- **Email:**
- **Office hours: TBA**
- **Telephone:**

Course Information

- **MPAME-UE 9029 P01**
- Foundations of Music Education
- Monday 16:30 - 17:50
- Malé náměstí, Richterův dům, Hrabal Classroom
- [NYU Prague Academic Calendar](#)
- Link for all shared documents, assignments and charts for class
- https://drive.google.com/drive/folders/1_QVejwmd6Q75Ybe7Ct33jlbyBircijmk?usp=sharing
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Course Overview and Goals

As an introduction to music education as a profession in dynamic and diverse settings, this course will explore various challenges and strategies in music teaching and learning as well as relevant literature. Students will also gain practical experience in music education projects of their own design.

Upon completion of this course, students will be able to:

- Describe, discuss and critique different approaches to music teaching and learning
- Become familiar with different issues and strategies related to music education in various environments (schools, communities, concert halls, online)
- Gain practical experience by designing and executing a learning experience project and understanding the process of planning and feedback in teaching situations
- Use technology to create and share musical and educational concepts
- Begin to articulate a personal philosophy of music education
- Continue to reflectively diagnose personal strengths and weaknesses as a teacher
- Articulate which music education contexts and settings are a good fit for you

Course Requirements

Class Participation

You are expected to attend class during each scheduled session. Your active participation in class and attendance will be reflected in this part of the course requirements.

Flipped Reading Videos and Q&A Discussions.

Each member of the class has been assigned a specific chapter from this semester's reading list to summarize through a "flipped classroom" video and lead Q&A on a specific day. The format for these presentations is to prepare a 3-5 minute (NOT LONGER!) video summarizing the key concepts/issues in your assigned chapter which the class will watch individually before coming to class. During class, you will lead a max.8 minute interactive Q&A discussion of and/or experience around your assigned chapter. Half of your grade for this requirement is based on your video summary and the other half on your engagement as a class member with other classmate's presentations. ALL class members are expected to have read the chapters, watched the video summaries, and come to class ready to engage in a discussion of the chapter content.

info for submitting videos and calendar to choose your chapter:

[Priority READ! BOOK YOUR CHAPTER](#)

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Link for submitting the video (deadline Sunday midnight CET before each class)

[video - check the rules before uploading](#)

Practical project – online

Each student will design a learning experience for a group of children/adults or an individual. Many forms are possible – most probably online. If synchronous or in person, the “lesson” must be at least 15 minutes long. If asynchronous - the lesson must be at least 10 minutes but there must be feedback present in some form. The key is to design a project that will deliver the chosen objective at best.

The student will then summarize this experience in written form (minimum of 750 words) and present his/her experience for the class. This will include the description of the planning process and goals, description and analysis of the session, feedback from participants analysis and personal teaching experience insight.

Each student is expected to discuss the project plan with the instructor. In class or individually in a private consultation.

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Flipped Reading Videos	30%
Practical Project	35%
Class Participation	35%

Letter Grades

Letter grades for the entire course will be assigned as follows:

The above percentages are rough guidelines only

Grade A: Student makes outstanding* progress towards understanding and expressing the course concepts

Grade B: Student makes good progress towards understanding and expressing the course concepts

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Grade C: Student makes some progress towards understanding and expressing the course concepts

Grade D: Student makes little progress towards understanding and expressing the course concepts

Grade F: Student makes no progress towards understanding and expressing the course concepts

*Instructor will provide detailed rubrics for graded work to help the student understand the criteria for assessing students' progress: percentages do not apply in this course.

Assessment Expectations

Graded assignments will be discussed in person during feedback in class for reading/QandA, for the practical project in the project assessment session.

Course Schedule

Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Session 1 January 31	Talent, creativity, motivation and music teacher <i>What is the most important quality of a good teacher (and a good learning experience?) What does the current global situation teach us about teachers?</i>		<i>All flipped videos are due on Sunday before the class at midnight CET</i>
Session 2 February 4	Double class time!!! Learning as a complex process <i>How do we learn? And how can a teacher help the process?</i>		

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	<p>Classroom music teaching strategies 1</p> <p><i>All you need to do for a perfect lesson (and all you need to stop doing)</i></p>		
<p>Session 3</p> <p>February 7</p>	<p>Classroom music teaching strategies 2</p> <p><i>Planning the perfect lesson – expectations versus reality</i></p>	<p>Wiggins, J..Teaching for Musical Understanding</p> <p>Chapter 2</p>	
<p>Session 4</p> <p>February 14</p>	<p>Reflective thinking in a music session</p>		
<p>Session 5</p> <p>February 21</p>	<p>No CLASS</p>		
<p>Session 6</p> <p>February 28</p>	<p>Planning your practical project</p> <p><i>How to: Plan – execute – reflect – celebrate</i></p>	<p>Chapter 3</p> <p>Chapter 4</p> <p>Get Ready:</p> <p>a plastic straw (2 pc) (the one they use in Starbucks)</p>	

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		Scissors Tape	
Session 7 March 7	Practical project planning <i>Ask questions, get help with your project</i>	Chapter 5	
Session 8 March 14	Spring break		
Session 9 March 21	Big scale music education projects, international collaboration, future of out of school music education		
Session 10 March 28	Community music projects 1 Career in music education outside of school system Case study		
Session 11 April 4	One on one sessions and private tutoring principles		

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Session 12 April 11	Practical project presentations		
April 18	No class, local holiday		
Session 13 April 25	Concert hall music education strategies		
Session 14 May 2	Project presentations		
May 9	What is next? Now that we learned what it means to be a music teacher we take it to next level. What does it mean for me personally? How can I be my personal best?		

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	No class		
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Course Materials

Required Textbooks & Materials

Wiggins, J., Teaching for Musical Understanding

Resources

- **Databases, journal articles, and more:** [Bobst Library](http://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](http://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](http://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)
- **NYU Prague library:** [Tritius Catalog](https://nyu.tritius.cz/?lang=EN) (https://nyu.tritius.cz/?lang=EN)

Course Policies

Attendance and Tardiness

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers or online through Brightspace if the course is remote synchronous/blended, is expected promptly when class begins. Unexcused absences will affect students' semester participation grade. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to discuss where at the Academic Center the remote course can be taken. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.

Absences only for medical reasons and for religious observance will be excused. To be excused for religious observance, you must contact the instructor and the Academic Director Vanda Thorne (vanda.thorne@nyu.edu) via e-mail one week in advance of the holiday. Your absence is excused for the holiday only and does not include days of travel associated with the holiday. Unexcused absences will be penalized with a 2% percent deduction from your final course grade for every week of classes missed.

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Please note that Friday, April 23 (9am – 9pm CET) is reserved as a make-up day for missed classes.

Students are responsible for making up any work missed due to absence. This means they should initiate email and/or office hour discussions to address any missed lectures and assignments and arrange a timeline for submitting missed work.

Late Submission of Work

Late submission of work will result in a reduced grade. One day of delay accounts for 15%.

Final Exams

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the site Academic representative as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Academic Honesty/Plagiarism

According to the Liberal Studies Program Student Handbook, plagiarism is defined as follows:

Plagiarism is presenting someone else's work as though it were one's own. More specifically plagiarism is to present as one's own a sequence of words quoted without quotation marks from another writer, a paraphrased passage from another writer's work; facts or ideas gathered, organized and reported by someone else, orally and/or in writing. Since plagiarism is a matter of fact, not of the student's intention, it is crucial that acknowledgment of the sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.

The College of Arts and Science's Academic Handbook defines plagiarism similarly and also specifies the following:

“presenting an oral report drawn without attribution from other sources (oral or written), writing a paragraph which, despite being in different words, expresses someone else's idea without a reference to the source of the idea, or submitting essentially the same paper in two different courses (unless both teachers have given their permission in advance).

Receiving help on a take-home examination or quiz is also cheating – and so is giving that help – unless expressly permitted by the teacher (as in collaborative projects). While all this looks like a lot to remember, all you need to do is give

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credit where it is due, take credit only for original ideas, and ask your teacher or advisor when in doubt.”

“Penalties for plagiarism range from failure for a paper, failure for the course or dismissal from the university.” **(Liberal Studies Program Student Handbook)**

Classroom Etiquette

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary)
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. Consider using the chat function or “raise hand” function in order to add your voice to class discussions especially if leaving the video on presents challenges.

Disability Disclosure Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Students with Disabilities (+ 1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through the site sponsoring the class once you request it.