MMED602 Sociological Foundations of Music Education
Summer 2015
Instructor
• Dr. Debbie Lynn Wolf
• 215-266-2285 (cell)
• dwolf@uarts.edu

Required Texts/Materials
Teaching Music in American Society
A Social and Cultural Understanding of Music Education
Author: Steven N. Kelly
Publisher: Routledge
Format: Paperback, 200 pages
ISBN: 978-0415-99209-1
Price: $43.00

This course requires the use of internet resources in researching and reporting on social and cultural issues in music education. A technology presentation program such as Powerpoint or Prezi must be used in the pre-course assignment and research presentation. A resource, such as google docs or survey monkey (https://support.google.com/docs/answer/87809?hl=en or www.SurveyMonkey.com/) will be used to prepare the data for the research project.

PRE-ASSIGNMENT:
1. Pre-course Assignments (20% of final grade)
   For the beginning date of this course - July 13, 2015 – please read chapters 1-7 of the text listed above to complete the following pre-course assignments:
   a. Prepare a short paragraph response to each of the following questions at the end of the chapter. We will use these paragraphs to stimulate class and group discussions:
      a. Chapter 1: Q#1, #5
      b. Chapter 2: Q#1, #6
      c. Chapter 3: Q#1, #7
      d. Chapter 4: Q#4, #6,
      e. Chapter 5: Q#1, #3
      f. Chapter 6: Q#1, #2
      g. Chapter 7: Q#4, #5
   b. After reading the assigned text chapters, prepare a 6-8 minute presentation introducing your school and music program with visuals (i.e., powerpoint/prezi/video), and identifying the social and cultural aspects of the community and school in which you are currently teaching or have recently taught. Presentations will be given during the first two days of class to provide context for understanding and application of class discussions and assignments

You are encouraged to be creative in this presentation as long as these requirements are met:
1. Well-rehearsed 6-8 minute (carefully timed) presentation
2. School and Music program introduced
3. Clear, attractive visual
4. Specific social and cultural aspects of the community and school identified
5. Bring your laptop/tablet to use for your presentation
Program Objectives

Students completing graduate music education coursework through The University of the Arts...

- Understand the essential tenets of music education
- Understand the importance of standards-based education, quality design and assessment strategies, and foundational teaching methods
- Demonstrate an understanding and application of the four domains of professional practice through quality teaching and musicianship
- Communicate and collaborate with peers in diverse musical environments and school communities
- Are creative and innovative musicians who share these musical strengths with their learners through teaching
- Understand the diverse cultural, communal, and learning needs of 21st century students

Course Description

An intensive reading, research, and discussion course in the sociology of music education's role in society. Students develop a basic understanding of the sociological functioning of music in society and how education in music should, but often does not, meet the greater society's needs. Socialization in performing groups, group identity, and sociology of schools is studied. Current trends in US music education will be analyzed from a sociological perspective. Students will also develop basic sociological research and reporting skills.

Student Learning Outcomes

At the conclusion of this graduate music education course, students will:
- Understand the functionality of music in society and the role that music education serves in pre-K to grade 12 education
- Understand how involvement in music education impacts socialization, impacts group identity, and influences how students both learn about and perceive music in relation to themselves, others and the world
- Understand the essential tenets of American music education and the societal and socialization influences of music in education, now and through history
- Have the capacity to both understand and utilize research and reporting skills to both uncover and communicate how music impacts the lives of students, society, and education

Grading Criteria and Assessment Methods

Course assessment, evaluation and grading is based upon three factors: (1) the completion of the pre-assignment, (2) active engagement in daily course studies and (3) in the completion of the final assignment/post-assignment.

Below is the rubric that will be utilized by faculty to assess and evaluate students in these three categories of learning and understanding.

<table>
<thead>
<tr>
<th>Basic</th>
<th>Average</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-assignment</td>
<td>Provides basic/unsatisfactory content and concepts in preparation for this course.</td>
<td>Accurately identifies content and concepts relevant to this course.</td>
</tr>
<tr>
<td>During class formative assessments</td>
<td>Fails to actively engage in course content, application, and engagement of daily coursework.</td>
<td>Engages actively in course content and application of concepts in daily coursework.</td>
</tr>
<tr>
<td>Final/Post-assignment</td>
<td>Does not adequately complete the final assignment. Assignment may have been submitted late. Poor organization and lack of depth of knowledge evidenced.</td>
<td>Final assignment/post-assignment evidences appropriate structure and organization, understanding of course goals and outcomes. It is submitted on time.</td>
</tr>
</tbody>
</table>

The Grading Policy can be found in the Course Catalogue.
**Academic Integrity Policy**

A primary tenet of this course is to prepare students for professional responsibilities as teachers. The timely arrival to class as well as the daily preparation and engagement in course studies is essential.

University policy on Academic Integrity may be found in the UA Arts catalog: see *Introduction to Research and Documentation* available on the University Libraries website.

**Absences**

Due to the compressed nature of the five-day intensive course structure, absences from class will not be accepted. Students who arrive late to class or leave early will be held accountable for missed time through additional assignments to be completed outside of course hours.

**Technology**

Policies on Technology may be found in the Course Catalogue.

This course requires the use of internet resources in researching and reporting on social and cultural issues in music education. A technology presentation program such as *Powerpoint or Prezi* must be used in the pre-course assignment and research presentation. A resource, such as google docs or survey monkey ([https://support.google.com/docs/answer/87809?hl=en](https://support.google.com/docs/answer/87809?hl=en) or [www.SurveyMonkey.com/](http://www.SurveyMonkey.com/)) will be used to prepare the data for the research project.

**Class Format**

All summer music studies courses that meet in-person are five-day intensive courses typically running for 8 hours per day. Students are responsible for preparation of materials, for engaging in course content as per the course description, and in being responsive to completion of pre and post coursework as detailed in the course outline. Courses offered online may be in a different format and may run for a longer amount of time, specific to the needs and intents of the course content.

**Educational Accessibility**

Students who believe they are eligible for course accommodations under the ADA or Section 504 or have had accommodations or modifications in the past, should contact the Office of Educational Accessibility at **215-717-6616** or **access@uarts.edu** to arrange for appropriate accommodations and to obtain an accommodations letter, if applicable. Faculty can provide course accommodations/modifications only after receipt of an approved accommodations letter from the Office of Educational Accessibility. Accommodation letters can be provided to qualified students at any time during the semester, but grades earned before the letter is received by the faculty cannot be changed.

**Course Outline**

<table>
<thead>
<tr>
<th>Day-Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Course Introduction</td>
<td>Activity IV: Defining “Normal” (Ch. 2, 3)</td>
<td>Group Research Work Session III</td>
<td>Activity VIII: Equality of Education (Ch. 5)</td>
<td>Group Research Work Session VI</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Time</th>
<th>Activity I: Overview: pre-course reading assignment (Ch. 1-7)</th>
<th>Pre-course presentations</th>
<th>Activity IX: Social components of music learning (Ch. 6)</th>
<th>Group I, II Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity II: Sociological Perspectives (Ch. 1)</th>
<th>Activity V: Purposes of Education (Ch. 3)</th>
<th>Activity VII: Music in Society (Ch. 4)</th>
<th>Group Research Work Session IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Pre-course presentations</th>
<th>Pre-course presentations</th>
<th>Research Check: Group Research Assignments 1-4</th>
<th>Group III, IV Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity III: Theoretical Foundations (Ch. 2)</th>
<th>Activity VI: Creativity (Ch. 3, 4)</th>
<th>Research Check: Group Research Assignments 5-6</th>
<th>Small Group Reflection: changes to be implemented in school music programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Lunch</th>
<th>Daily Reflection Review Discussion</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity III: Theoretical Foundations (Ch. 2)</th>
<th>Activity VI: Creativity (Ch. 3, 4)</th>
<th>Research Check: Group Research Assignments 5-6</th>
<th>Small Group Reflection: changes to be implemented in school music programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Pre-course presentations</th>
<th>Pre-course presentations</th>
<th>Guest Lecturer, Chris Palladino: Sociology and Music Integration</th>
<th>Daily Reflection Review Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00</td>
<td></td>
<td></td>
<td>Activity X: Social characteristics of effective teachers (Ch. 7)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity III: Theoretical Foundations (Ch. 2)</th>
<th>Activity VI: Creativity (Ch. 3, 4)</th>
<th>Research Check: Group Research Assignments 5-6</th>
<th>Small Group Reflection: changes to be implemented in school music programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Daily Reflection #1: Ch. 1, 2</th>
<th>Daily Reflection #2: Ch. 3</th>
<th>Daily Reflection #3: Ch. 4</th>
<th>Daily Reflection #4: Ch. 5, 6, 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Group Research Work Session I</th>
<th>Group Research Work Session II</th>
<th>Lecture Continued</th>
<th>Group Research Work Session V</th>
<th>Closing Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Daily Reflection #1: Ch. 1, 2</th>
<th>Daily Reflection #2: Ch. 3</th>
<th>Daily Reflection #3: Ch. 4</th>
<th>Daily Reflection #4: Ch. 5, 6, 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Research Assignment</th>
<th>Daily Reflection #1: Ch. 1, 2</th>
<th>Daily Reflection #2: Ch. 3</th>
<th>Daily Reflection #3: Ch. 4</th>
<th>Daily Reflection #4: Ch. 5, 6, 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Research Assignment</td>
<td>Daily Reflection #1: Ch. 1, 2</td>
<td>Daily Reflection #2: Ch. 3</td>
<td>Daily Reflection #3: Ch. 4</td>
<td>Daily Reflection #4: Ch. 5, 6, 7</td>
</tr>
<tr>
<td>1. Prepare interview + survey Q</td>
<td>Daily Reflection #1: Ch. 1, 2</td>
<td>Daily Reflection #2: Ch. 3</td>
<td>Daily Reflection #3: Ch. 4</td>
<td>Daily Reflection #4: Ch. 5, 6, 7</td>
</tr>
<tr>
<td>2. Conduct pilot study (try out survey Q)</td>
<td>Daily Reflection #1: Ch. 1, 2</td>
<td>Daily Reflection #2: Ch. 3</td>
<td>Daily Reflection #3: Ch. 4</td>
<td>Daily Reflection #4: Ch. 5, 6, 7</td>
</tr>
<tr>
<td>3. Refine questions</td>
<td>Daily Reflection #1: Ch. 1, 2</td>
<td>Daily Reflection #2: Ch. 3</td>
<td>Daily Reflection #3: Ch. 4</td>
<td>Daily Reflection #4: Ch. 5, 6, 7</td>
</tr>
<tr>
<td>4. Conduct interviews + surveys</td>
<td>Daily Reflection #1: Ch. 1, 2</td>
<td>Daily Reflection #2: Ch. 3</td>
<td>Daily Reflection #3: Ch. 4</td>
<td>Daily Reflection #4: Ch. 5, 6, 7</td>
</tr>
<tr>
<td>5. Compile data</td>
<td>Daily Reflection #1: Ch. 1, 2</td>
<td>Daily Reflection #2: Ch. 3</td>
<td>Daily Reflection #3: Ch. 4</td>
<td>Daily Reflection #4: Ch. 5, 6, 7</td>
</tr>
<tr>
<td>6. Analyze Data</td>
<td>Daily Reflection #1: Ch. 1, 2</td>
<td>Daily Reflection #2: Ch. 3</td>
<td>Daily Reflection #3: Ch. 4</td>
<td>Daily Reflection #4: Ch. 5, 6, 7</td>
</tr>
<tr>
<td>7. Interpret Data</td>
<td>Daily Reflection #1: Ch. 1, 2</td>
<td>Daily Reflection #2: Ch. 3</td>
<td>Daily Reflection #3: Ch. 4</td>
<td>Daily Reflection #4: Ch. 5, 6, 7</td>
</tr>
<tr>
<td>8. Draw Conclusions</td>
<td>Daily Reflection #1: Ch. 1, 2</td>
<td>Daily Reflection #2: Ch. 3</td>
<td>Daily Reflection #3: Ch. 4</td>
<td>Daily Reflection #4: Ch. 5, 6, 7</td>
</tr>
<tr>
<td>9. Prepare + Practice Presentation</td>
<td>Daily Reflection #1: Ch. 1, 2</td>
<td>Daily Reflection #2: Ch. 3</td>
<td>Daily Reflection #3: Ch. 4</td>
<td>Daily Reflection #4: Ch. 5, 6, 7</td>
</tr>
<tr>
<td>10. Group Presentation to the Class</td>
<td>Daily Reflection #1: Ch. 1, 2</td>
<td>Daily Reflection #2: Ch. 3</td>
<td>Daily Reflection #3: Ch. 4</td>
<td>Daily Reflection #4: Ch. 5, 6, 7</td>
</tr>
</tbody>
</table>
Assignments and Assessments

1. **Pre-course Assignments (20% of final grade)**
   For the beginning date of this course - July 13, 2015 – please read chapters 1-7 of the text listed above to complete the following pre-course assignments:
   
a. Prepare a short paragraph response to each of the following questions at the end of the chapter. We will use these paragraphs to stimulate class and group discussions:
      a. Chapter 1: Q#1, #5
      b. Chapter 2: Q#1, #6
      c. Chapter 3: Q#1, #7
      d. Chapter 4: Q#4, #6,
      e. Chapter 5: Q#1, #3
      f. Chapter 6: Q#1, #2
      g. Chapter 7: Q#4, #5

   b. After reading the assigned text chapters, prepare a 6-8 minute presentation introducing your school and music program with visuals (i.e., powerpoint/prezi/video), and identifying the social and cultural aspects of the community and school in which you are currently teaching or have recently taught. Presentations will be given during the first two days of class to provide context for understanding and application of class discussions and assignments.

   You are encouraged to be creative in this presentation as long as these requirements are met:
   1. Well-rehearsed 6-8 minute (carefully timed) presentation
   2. School and Music program introduced
   3. Clear, attractive visual
   4. Specific social and cultural aspects of the community and school identified
   5. Bring your laptop/tablet to use for your presentation

2. **Participation in Activities I-X (10% of final grade)**
   Participation and effort will be expected for all discussions and activities (Activities I-X in course outline). Opportunities may be given to role-play, discuss, trouble-shoot, develop, and analyze sociological aspects of music education.

3. **Daily Reflections (20% of final grade)**
   Keep a daily journal by answering questions posed at the end of each day, or by reflecting on related ideas to the topics discussed that day. Daily reflections will be shared in small group discussions, and culminate in a small group reflection on changes that could be implemented in each of your school music programs.

4. **Final Assignment: Group Research Assignments and Presentation (50% of final grade)**
   Complete the daily group research assignments (Group Research Assignments 1-10 in course outline) related to the Research Project as suggested for each day described below. Additional information will be presented in class.

   1. **Create Interview and Survey Questions (Monday)**
      a. One or two interview questions
         i. Main questions (plan for descriptive but relatively short answers)
ii. Limit follow-up questions limit to 1 or 2 per question

iii. Record background information (i.e. age group, sex) or ask questions (education; musical study) that would be relevant to your findings

b. 6-10 Survey questions
   i. Plan for pre-determined answers (i.e., T/F, rating scale; multiple choice)
   ii. Include appropriate background questions to help provide context (i.e. age, sex, musical training) that would be relevant to your findings

2. Conduct Pilot Study: Trial basis of interview and survey questions
   a. Interview at least one person each
   b. Survey at least two people each

3. Compare results/refine questions (Tuesday)

4. Complete Interview and Survey
   a. Interview at least 2 people each
   b. Survey at least 10 people each

5. Compile data (Wednesday)
   https://support.google.com/docs/answer/87809?hl=en or www.SurveyMonkey.com/

6. Analyze results for the Interview and Survey
   a. Categorize and describe the answers from the Interview, and report the statistics you obtained from the Survey, then answer the following:
      i. What results were expected?
      ii. What results were surprising?
      iii. Comment on anything interesting/unusual
   b. Compare/contrast the participants and/or responses from the interview/survey
      i. What differences were noted?
      ii. What answers were similar?
      iii. What patterns emerged?
      iv. Comment on anything interesting or unusual

7. Analyze results obtained through survey monkey for the Survey
   a. Describe the statistics obtained for each question, then answer the following:
      i. What results were expected?
      ii. What results were unusual?
      iii. Comment on any patterns or unusual results

8. Interpret your results from the Interview and the Survey (Thursday)
   a. Explain Interview results
   b. Explain Survey results
   c. Discuss connections between the Interview and Survey results

9. Draw “limited” conclusions and make recommendations for music educators, answering the following questions:
   a. What can be learned from this?
   b. How can this information help music educators?
   c. What would you do differently next time?

10. Present the “findings” of parts 6-9 in a powerpoint or prezzi format to the class in a well-rehearsed 20-25 minute presentation, and include the following: (Friday)
    a. Show video excerpts (if possible) of typical and unusual interviews
    b. Show data results of interviews and surveys
c. Summary of conclusions

d. Apply learning for your classmates