

*"The mind is a fire to be kindled, not a vessel to be filled."
— Plutarch*

MUED 5313 (3 credits): Youth Music – Preferences, Influences, and Uses

University of Minnesota, Fall 2006
Meeting Time: Tues & Thurs 2:00 to 3:20 p.m.
Location: Ferguson Hall, room 203

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COURSE SYLLABUS

Conceptual Framework for P-12 Professional Education Programs

The central themes of the Conceptual Framework are:

- Promoting inquiry, research, and reflection;
- Honoring the diversity of our communities and learners; and
- Fostering a commitment to lifelong learning and professional development.

The present course addresses each of the central themes of the conceptual framework. Students will reflect upon course readings derived from research literature and, as the semester progresses, each student will independently research a selected Final Project topic, a set of skills that will serve as the basis for lifelong learning and professional development. In addition, diversity of opinions and preferences will form a major component of the literature covered and provide a foundation for in-class discussions.

Course description:

Youth music preferences and their determinants; how music influences youth behavior; students' and teachers' uses of commercial styles. Particularly appropriate for educators and parents.

Prerequisite: graduate standing or instructor permission.

Course Objectives:

- ✓ to acquire an appreciation for and an understanding of the development of musical preferences and how music influences youth behavior
- ✓ to become familiar with the ways in which – and the extent to which – popular music is currently incorporated into the music classroom
- ✓ to provide students with an opportunity to consider innovative ways in which popular music might be used in pedagogically meaningful ways to enhance their own students' musical learning and enjoyment of the musical experience
- ✓ to develop an awareness of the critical role research plays in understanding music behavior and in setting a foundation for better teaching
- ✓ to become competent consumers of research who can distinguish between baseless and credible claims
- ✓ to provide sound, systematic bases upon which the student's own professional inquiries might proceed
- ✓ to acquire bibliographic skills and familiarity with research journals and pertinent research publications in the fields of music education & popular music

Textbooks & Materials

Green, L. (2002). *How popular musicians learn: A way ahead for music education*. Burlington, VT: Ashgate Publishing Company.

Rodriguez, C.X. (Ed.).(2004). *Bridging the gap: Popular music and music education*. Reston, VA: MENC.

Other Materials:

- course pack of selected journal articles

Technology

A significant amount of supplementary course content will be posted to the internet and must be accessed by every student. In addition, students will be required to utilize the course management system for submission of assignments and virtual "discussions" outside of class. Some course assignments – including the Final Paper – will require the use of electronic resources.

Diversity

This course will contribute to students' understanding about and comprehension of diversity within an educational context. As we come to understand the many variety of musical preferences represented within the populations of K-12 students and teachers, many individual characteristics and personality traits (e.g., creed, disability, ethnicity, gender, global perspectives, international background, language background, learning differences, marital status, multicultural perspectives, national origin, public assistance status, race, religion, sex, sexual orientation, and veteran status) will be considered.

Schedule of Assignments

All assignments are to be completed by the beginning of class meeting date listed below:¹

[TBA; Details provided for each semester]

¹ Course Schedule is subject to change as class needs and interests warrant.

Evaluation of Student Performance

Students will be expected to read two scholarly texts related to the course topic (Green, 2002; Rodriguez, 2004), reflect upon these readings in written form, and contribute to class discussions daily. In addition, several contemporary articles from primary journals will be disseminated, read, and discussed. In addition, students will be responsible for utilizing electronic and hardcopy bibliographic resources to locate their own set of references related to a self-selected topic of interest, upon which their Final Term Paper will be based.

Graduates and undergraduates will complete all of the same assignments. However, grades for undergraduates will be adjusted to recognize limitations in experience and education, especially in written papers.

R: reflection papers (500-750 words each) in response to each of the research articles **50%**
P: class participation (preparation for & participation in class discussions) **20%**
FP: final paper (selected topic, literature review, annotated bibliography, and presentation to class) **30%**

Additional guidelines for these assignments will be provided in class.

Course Total = (.5 x R) + (.2 x P) + (.3 x FP)

Grading Scale

<u>A</u>	<u>A-</u>	<u>B+</u>	<u>B</u>	<u>B-</u>	<u>C+</u>	<u>C</u>	<u>C-</u>	<u>F</u>
92.01-100	90-92	88-89.99	82.01-87.99	80-82	78-79.99	72.01-77.99	70-72	0-69.99

Definition of Grades:

A – achievement that is outstanding relative to the level necessary to meet course requirements.

B – achievement that is significantly above the level necessary to meet course requirements.

C – achievement that meets the course requirements in every respect.

D – achievement that is worthy of credit even though it fails to meet fully the course requirements.

F – represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I)

I (incomplete) – assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Academic dishonesty: academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F for the entire course.

Assignment Submission & Make-up Policy

I expect work to be submitted on time, but will provide a 24-hour grace period for unexpected problems, e.g., a technical problem with a computer system or some personal issue that prevents timely submission. Outside of the grace period, work can be turned in up to one full week late, but the grade will be *lowered by at least one letter grade*, regardless of its quality. Assignments submitted more than a week late will

not be accepted. In the event of illness, family emergence, or extenuating circumstances, the instructor will work directly with the student involved to determine an appropriate course of action.

Attendance

You are expected to attend each day of class. I understand that there may be times when you cannot come to class for good reason, however. You will be responsible for the information discussed in class, of course, and I will be available to assist you with makeup work. Failure to attend and play an active role in the in-class discussions will result in very poor results for written work and an unacceptably low level of understanding.

How to Access Your Grades

Go to OneStop for Students (<http://onestop.umn.edu/onestop/>), click on Grades & Transcripts; on the right side under Quick Links, click on Grades/Unofficial transcript.

Statement on accommodations

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodations.

The University of Minnesota is an equal opportunity employer and educator.