

CURRENT SYLLABUS

COURSE: MUSC 4860C, Internship in Music Education at Weber State University

COURSE DESCRIPTION: Practical synthesis and application of knowledge and skills gained in methods courses. Students engage in observations of teaching and learning, plan and implement lessons, document progress, and evaluate their teaching in classroom settings.

CREDIT HOURS: 1-3

SEMESTER: Fall 2009

COURSE TIMES: Arranged

LOCATIONS: Arranged

INSTRUCTOR: Thom Priest

OFFICE PHONE: x-7181

EMAIL: tpriest@weber.edu

OFFICE HOURS: TR 10:30-11:20

COURSE GOALS and OBJECTIVES: According to music education research, early field experience is often cited as a useful component of music teacher education programs. Early field experience provides pre-service teachers with opportunities to: (a) observe and analyze music teaching and learning strategies; (b) identify appropriate musical literature; (c) develop and apply a variety of teaching strategies; (d) develop assessment strategies for understanding musical achievement; (e) identify philosophical and psychological perspectives on music teaching and learning; and (f) develop a personal philosophy of music education.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

This class is open to all music majors and is in compliance with the Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Utah State Law, as well as WSU policy. Such students will be required to register with, and obtain a letter to the fact; from Services for Students with Disabilities, 1129 University Circle, Student Services Center, Room 181. (801) 626-6413.

DEGREE REQUIREMENT

Music education students seeking a Music Education Degree at Weber State University are required to enroll in at least 1 credit hour of Music 4860C (Internship in Music Education). This course may be repeated for a maximum of 12 credit hours.

PROCEDURES AND COURSE REQUIREMENTS

1. Discuss your internship and obtain further useful information from the Director of Music Education. (Thomas Priest, BC 351, tpriest@weber.edu).
2. For each credit hour enrolled, music education students should experience 30 hours of field experience observing and working with students in grades 7 through 12.
3. At least 5 of the 30 hours should include careful documented observation of music teaching and learning. During these five hours, the music education student

should not be directly involved with the teaching and learning process. This allows the student to more objectively observe, analyze, and document what takes place in a music-learning environment.

4. The music education student must keep a carefully documented journal of the entire field experience. The student should attempt to objectively document music learning and teaching behaviors exhibited by the cooperating teacher and the students.
5. When the music education student is involved with lesson planning and administration of lessons, the music education student should seek feedback from the cooperating teacher and/or obtain feedback through videotape or audiotape. This way the music education student may obtain useful feedback concerning his or her teaching strategies and include this information in his or her journal.
6. Caution: Since the goal of an internship is to gain useful experience and obtain useful feedback from an experienced music teacher, unsupervised teaching is prohibited. In a public school situation, the law requires that a certified teacher is always present. Avoid field experiences where you do not feel you are getting adequate supervision by a cooperating teacher.
7. Internships should not take place where a student teacher is completing his or her student teaching.
8. Submit a digital copy (Word attachment) of your journal to the Director of Music Education on or before the last day of classes for the semester you are enrolled in Music 4860C.

EVALUATION

90-100% (A, A-)

The journal begins with:

- the date of each observation and/or teaching opportunity
- the beginning and ending times of each observation and/or teaching opportunity
- the name of the school and the name of the supervising teacher
- the grade level and type of class (For example, JHS beginning band)

The journal clearly documents what took place during the class. The writing is grammatically accurate, vivid, and the author spells correctly. These descriptions would include literature studied, student activities (behaviors), teacher activities (behaviors).

The journal may include questions and comments. The journal may include lesson plans designed by the music education student.

80-89% (B-, B, B+)

The journal begins with:

- the date of each observation and/or teaching opportunity
- the beginning and ending times of each observation and/or teaching opportunity
- the name of the school and the name of the supervising teacher
- the grade level and type of class (For example, JHS beginning band)

The journal documents what took place during the class. The writing is grammatically accurate, spelled correctly, and provides a good description of what took place during the classes observed or taught. These descriptions would include literature studied, student

activities (behaviors), teacher activities (behaviors). The journal may include questions and comments. The journal may include lesson plans designed by the music education student.

74-79% (C, C+)

The journal begins with:

- the date of each observation and/or teaching opportunity
- the beginning and ending times of each observation and/or teaching opportunity
- the name of the school and the name of the supervising teacher
- the grade level and type of class (For example, JHS beginning band)

The journal documents what took place during the class. The writing provides an adequate description of what took place during the classes observed or taught. There are some grammatical inaccuracies and/or words misspelled. These descriptions would include literature studied, student activities (behaviors), teacher activities (behaviors). The journal may include questions and comments. The journal may include lesson plans designed by the music education student.

60-73% (D-, D, C-)

The journal begins with:

- the date of each observation and/or teaching opportunity
- the beginning and ending times of each observation and/or teaching opportunity
- the name of the school and the name of the supervising teacher
- the grade level and type of class (For example, JHS beginning band)

The journal does not document the minimal amount of time required. The writing provides an inadequate description of what took place during the classes observed or taught. There are many grammatical inaccuracies and/or words misspelled. The descriptions do not include one or more of the following: literature studied, student activities (behaviors), teacher activities (behaviors).

0-59% (E)

The journal does not document the minimal amount of time required.

REVISED SYLLABUS

COURSE: MUSC 4860C Internship in Music Education at Weber State University

COURSE DESCRIPTION: Practical synthesis and application of knowledge and skills gained methods courses. Students engage in observations of teaching and learning, plan and implement lessons, document progress, and evaluate their teaching in classroom settings.

CREDIT HOURS: 1-3

SEMESTER: Fall 2010

COURSE TIMES: Arranged

LOCATIONS: Arranged

INSTRUCTOR: Thom Priest

OFFICE PHONE: x-7181

EMAIL: tpriest@weber.edu

OFFICE HOURS: TR 10:30-11:20

COURSE GOALS and OBJECTIVES: According to music education research, early field experience is often cited as a useful component of music teacher education programs. Early field experience provides pre-service teachers with opportunities to: (a) observe and analyze music teaching and learning strategies; (b) identify appropriate musical literature; (c) develop and apply a variety of teaching strategies; (d) develop assessment strategies for understanding musical achievement; (e) identify philosophical and psychological perspectives on music teaching and learning; and (f) develop a personal philosophy of music education.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

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DEGREE REQUIREMENT

Music education students seeking a Secondary Emphasis at Weber State University are required to enroll in at least 1 credit hour of Music 4860C (Internship in Music). Music education students seeking as K-12 Emphasis at Weber State University are required to enroll in at least 2 credit hours of Music 4860C. This course may be repeated for a maximum of 12 credit hours.

PROCEDURES AND COURSE REQUIREMENTS

1. Discuss your internship and obtain further useful information from the Director of Music Education. (Thomas Priest, BC 351, tpriest@weber.edu).
2. For each credit hour enrolled, music education students should experience 30 hours of field experience observing and working with students in grades K through 12. Students seeking a Secondary Emphasis should document at least 30

hours in grades 7-12. Students seeking the K-12 Emphasis should document at least 30 hours in grades 7-12 and 30 hours in grades K-6.

3. At least 5 of each 30 hours should include careful documented observation of music teaching and learning. During these five hours, the music education student should not be directly involved with the teaching and learning process. This allows the student to more objectively observe, analyze, and document what takes place in a music-learning environment.
4. The music education student must keep a carefully documented journal of the entire field experience. The student should attempt to objectively document music learning and teaching behaviors exhibited by the cooperating teacher and the students.
5. When the music education student is involved with lesson planning and administration of lessons, the music education student should seek feedback from the cooperating teacher and/or obtain feedback through videotape or audiotape. This way the music education student may obtain useful feedback concerning his or her teaching strategies and include this information in his or her journal.
6. Caution: Since the goal of an internship is to gain useful experience and obtain useful feedback from an experienced music teacher, unsupervised teaching is prohibited. In a public school situation, the law requires that a certified teacher is always present. Avoid field experiences where you do not feel you are getting adequate supervision by a cooperating teacher. If the teacher is not present, see the Director of Music Education.
7. Internships should not take place where a student teacher is completing his or her student teaching.
8. Submit a digital copy (Word attachment) of your journal to the Director of Music Education on or before the last day of classes for the semester you are enrolled in Music 4860C.

EVALUATION

90-100% (A, A-)

The journal begins with:

- the date of each observation and/or teaching opportunity
- the beginning and ending times of each observation and/or teaching opportunity
- the name of the school and the name of the supervising teacher
- the grade level and type of class (For example, JHS beginning band)

The journal clearly documents what took place during the class. The writing is grammatically accurate, vivid, and the author spells correctly. These descriptions would include literature studied, student activities (behaviors), teacher activities (behaviors).

The journal may include questions and comments. The journal may include lesson plans designed by the music education student.

80-89% (B-, B, B+)

The journal begins with:

- the date of each observation and/or teaching opportunity
- the beginning and ending times of each observation and/or teaching opportunity

the name of the school and the name of the supervising teacher
the grade level and type of class (For example, JHS beginning band)
The journal documents what took place during the class. The writing is grammatically accurate, spelled correctly, and provides a good description of what took place during the classes observed or taught. These descriptions would include literature studied, student activities (behaviors), teacher activities (behaviors). The journal may include questions and comments. The journal may include lesson plans designed by the music education student.

74-79% (C, C+)

The journal begins with:

- the date of each observation and/or teaching opportunity
- the beginning and ending times of each observation and/or teaching opportunity
- the name of the school and the name of the supervising teacher
- the grade level and type of class (For example, JHS beginning band)

The journal documents what took place during the class. The writing provides an adequate description of what took place during the classes observed or taught. There are some grammatical inaccuracies and/or words misspelled. These descriptions would include literature studied, student activities (behaviors), teacher activities (behaviors). The journal may include questions and comments. The journal may include lesson plans designed by the music education student.

60-73% (D-, D, C-)

The journal begins with:

- the date of each observation and/or teaching opportunity
- the beginning and ending times of each observation and/or teaching opportunity
- the name of the school and the name of the supervising teacher
- the grade level and type of class (For example, JHS beginning band)

The journal does not document the minimal amount of time required. The writing provides an inadequate description of what took place during the classes observed or taught. There are many grammatical inaccuracies and/or words misspelled. The descriptions do not include one or more of the following: literature studied, student activities (behaviors), teacher activities (behaviors).

0-59% (E)

The journal does not document the minimal amount of time required.