

The University of Akron  
College of Fine and Applied Arts  
School of Music  
**Foundations and Principles of Music Education**

7500:611:421

**Syllabus**

Summer II 2006

June 20 – July 20

T W TH 9:30 AM – 12:00 Noon

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**COURSE DESCRIPTION**

A study of the basic philosophical, historical, sociological, and psychological concepts in music education.

**RATIONALE**

This course is one of three required core music education courses in the Master of Music Education program. The course is designed as an overview of the historical, philosophical, psychological, and sociological foundations of music education. Emphasis will be placed on the relevance of each topic as it relates to current practice. Through study, research, and classroom discussion educators will gain a better understanding of the complex nature of music education in order to promote better teaching and enable music educators to endorse and defend quality music education in the school curriculum.

**COURSE GOALS AND OBJECTIVES**

1. Re-examine philosophic principles of music education.
2. Explore the influences of sociology on music and music education.
3. Examine psychological factors that affect music teaching and learning.
4. Study the history of music education for the purpose of better understanding the role and function of music in today's society.
5. Gain a working knowledge of basic research and research practices.
6. Research a relevant educational topic, write a paper on that topic, and present the information to the class in a concise and informative manner.

**STUDENT ETHICS AND OTHER POLICY INFORMATION**

For further information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources:

<http://www3.uakron.edu/gradsch/gradbull.html>, then select "General Information" (academic honesty); or [www.uakron.edu/studdev/conduct.html](http://www.uakron.edu/studdev/conduct.html) (Student Code of Conduct). Any student who feels she/he may need an accommodation based on the impact of a disability please consult [www.uakron.edu/access](http://www.uakron.edu/access) and the Office of Accessibility at (330) 972-7928.

## **REQUIRED TEXTS**

Abeles, H. F., Hoffer, C. R., & Klotman, R. H. (1995). *Foundations of music education* (2nd ed.). New York: Schirmer.

Mark, M. L. (Ed.). (2002). *Music education: Source readings from ancient Greece to today* (2<sup>nd</sup> ed.). NY: Routledge.

## **REQUIRED RESOURCE BOOK**

*Publication manual of the American Psychological Association* (5th ed.). (2001).  
Washington D.C.: American Psychological Association.

## **RELATED SOURCES** (not required)

Birge, E. B. (1928). *History of public school music in the United States*.  
Reston, Virginia: Music Educators National Conference.

Boyle, J. D., & Radocy, R. E. (1987). *Measurement and evaluation of musical experiences*.  
New York: Schirmer Books.

*Contributions to music education*. Ohio Music Education Association

Elliott, D. J. (1995). *Music matters*. New York: Oxford University Press.

Gardner, H. (1993) *Frames of mind* (2nd ed.). New York: Basic Books.

*Journal of research in music education*. Reston, Virginia: Music Educators National  
Conference.

Madsen, C. K., & Madsen, C.H. (1970). *Experimental research in music*. Englewood Cliffs,  
New Jersey: Prentice Hall.

Mark, M. L., & Gary, C. L. (1992). *A History of American music education*.  
New York: Schirmer.

Mark, M. L. (1982). *Source readings in music education history*.  
New York: Schirmer.

Meyer, L. B. (1956). *Emotion and meaning in music*. London: University of Chicago Press.

Ohio Department of Education. (1996). *Comprehensive arts education*.

Radocy, R. E., & Boyle, J. D. (1997). *Psychological foundations of musical behavior* (3rd ed.).  
Springfield, Ill: Charles Thomas.

Reimer, B. (1989). *A philosophy of music education* (2nd ed.). Englewood Cliffs, New Jersey:  
Prentice Hall.

## GRADING

Evaluation will be based on the following activities/assignments and will be weighted as designated.

Exams	40%
Mid Term (20%)	
Final (20%)	
Reference Assignment	10%
Research Paper	35%
Outline & References (5%)	
Final Paper (30%)	
Oral Presentation	10%
Class participation	5%

Each assignment submitted will receive a grade on the following scale. The grades are weighted as indicated above and used to compute the final grade.

A	90 - 100	(A+ = 99 - 100)	(A = 93 - 98)	(A- = 90 - 92)
B	84 - 91	(B+ = 88 - 89)	(B = 83 - 87)	(B- = 80 - 82)
C	76 - 83	(C+ = 78 - 79)	(C = 73 - 77)	(C- = 70 - 72)
D	70 - 75	(D+ = 68 - 69)	(D = 63 - 77)	(D- = 60 - 62)
F	60 and below			

- After one unexcused absence student's grade will be lowered one increment (A to A-, A- to B+, etc.) for each additional absence.
- As a graduate student (and many of you are full time teachers), it is understood that there may be reasons for excused absences. These absences will not affect your grade. However, it is the responsibility of each student (not the instructor) to get notes, handouts, etc. from classes missed.
- Class assignments are due on the day assigned. Late assignments will be reduced one letter grade for each class day the assignment is late. If you must be absent, assignments are due as assigned. Assignments may be faxed; however, no email assignments will be accepted.
- All assignments should be placed in a manila folder with your name clearly marked on the outside of the folder. Do not staple papers in the folder.
- All assignments must be word-processed.
- In order to work on the computers in the computer lab you will need to get your UANET ID activated. You can do that in Room 69 of Bierce Library or contact the Help Desk:  
Phone: 330-972-6888 Email: [tlsc@uakron.edu](mailto:tlsc@uakron.edu)

- If you are not using your Akron email account, your Akron email can be forwarded to your account by going to <http://gozips.uakron.edu/~laffert/> and clicking on email management for instructions.