MUED 602 Sociological Foundations of Music Education

Dates: June 15- July 3, 2020
Location: Online

Zoom meetings: Please plan to join us with video for all class sessions. Your online presence is important for our class community. I look forward to the community learning experience we will share in this course.

Topic: MMED 602 Sociology in Music Education
First Class: Monday, 6/15 1:30-4:00
Time: Jun 15, 2020 01:30 PM Eastern Time (US and Canada)
Join Zoom Meeting
https://zoom.us/j/93418931799?pwd=dHpHc3hmQzAzRFJlcklvV0lkeDd6dz09

Meeting ID: 934 1893 1799
Password: 4cANYE

Recurring Meetings on Tues/Wed/Thurs for 6/16-18; 23-25; 6/30; 7/2
Time: 10 am-12 pm
Join Zoom Meeting
https://zoom.us/j/97759842516?pwd=VnBZZUFLT0xnWWRYRWZ2bnFpVnB2dz09

Meeting ID: 977 5984 2516
Password: 9Kmz1S

Instructor
Debbie Lynn Wolf, Ph.D.
Adjunct Professor
Office hours: by appointment
dwolf@cairn.edu

Required Text

Teaching Music in American Society
A Social and Cultural Understanding of Music Education
2nd Edition (any edition works, but 2nd is preferred)
Author: Steven N. Kelly
Publisher: Routledge
Format: Paperback, 200 pages
ISBN: 978-0415-99209-1
Price: $30.00

Students are required to purchase the text prior to class, in order to complete the pre-assignment. The text will not be provided by the university or the instructor.
Required Online Involvement through CANVAS
You should receive an email invitation to participate in CANVAS, the learning management platform for this class: Canvas Free for Teachers <notifications@instructure.com>. Please accept the invitation, and register with Canvas in order to participate. **Please contact the professor if you do not receive this invitation by June 10:** dwolf@cairn.edu. All assignments and learning modules are posted on this platform. You will submit all assignments through Canvas, including pre-course assignments due by the first class.

Course Description:
This course focuses on enhancing the music teacher’s awareness of the social aspects of teaching music in American society. This is an intensive reading, research, and discussion course in the sociology of music and music education’s roles in society. Students will develop a basic understanding of the sociological function 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 will be studied. Current trends in US music education will be analyzed from a sociological perspective. Students will also develop basic sociological research and reporting skills.

Academic Program
This course is one of four foundational courses in the Master of Music in Music Education.

Course Goals/Outcomes
After completing this course, students will be able to:
1. Evaluate current practices in music education from a sociological perspective, thus, helping students to be critically thinking professionals.
2. Understand the basic sociological underpinnings and assumptions of education in the US, music in American society, and school music education.
3. Evaluate current movements in music education from a sociological perspective, helping them to be critically thinking professionals who develop music programs that meet the needs of their students.

Major Learning Objectives
The formal requirements for the course will include satisfactory completion of class presentations, final culminating project, and participation in class discussions and assignments to demonstrate comprehensive knowledge and understanding of the social ramifications and critical issues of teaching music in American society.
### Assessment and Evaluation

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Your Grade will be based on

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<thead>
<tr>
<th>Assignment</th>
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<tr>
<td>Pre-course Assignments</td>
<td>20%</td>
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<tr>
<td>Participation (Activities I-V)</td>
<td>10%</td>
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<tr>
<td>Reflections</td>
<td>20%</td>
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<tr>
<td>Research Project</td>
<td>50%</td>
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<td>Attendance/Participation</td>
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### Assignments and Assessment Timeline

1. **Pre-course Assignments (20%)**

For the beginning date of this course, please read chapters 1-7 of the text listed above to complete the following pre-course assignments. **Please submit each of these assignments in CANVAS under Assignments: Pre-Course Assignments before class begins on 6/15/20:**

a. Chapter 1-7 Summaries: Read and summarize each of the chapters of the text in a typed outline or short paragraph. Submit this summary before the first class in the Assignment section of CANVAS. This will provide background material for assignments, reflections, and class discussions.

The requirement for the summaries are minimal, you are free to make the most of your reading experience as long as these 2 requirements are fulfilled:

1. Read chapters 1-7
2. Summarize each chapter in a typed outline or short paragraph

b. Introductory PowerPoint: After reading the assigned text chapters, prepare a 5-7 minute PowerPoint presentation (to be viewed by class members) introducing yourself, your school and music program, and identifying the social and cultural aspects of the community and/or school in which you are currently teaching or have recently taught. Submit this before the first class in the Assignment Section of CANVAS, and also post this in the Discussion section of CANVAS to be accessible to your classmates. Once you have posted your Introductory PowerPoint in the Discussion section, you will be able to view your classmates' Introductory PowerPoints there. (You are not required to view these before class begins.)

The requirements for this Introductory PowerPoint are minimal; you are free to be creative as long as you meet these four requirements (25 points each):
1. Well-prepared, creative, and interesting PowerPoint presentation -
2. Carefully timed (5-7 minutes): you may imbed narration, or have brief written comments, but we must be able to complete viewing your PowerPoint within the allotted time limit (you will lose points if it is longer than 7:00 minutes, so plan carefully!)
3. Self, School and Music program introduced effectively
4. Social and cultural aspects of the community and/or school identified

c. Research Topic List: Create a list of FIVE possible and practical topics for the group research project (see Research Project Presentation requirements below) by compiling a list of five areas of interest or possible topics of research in the sociology of music education to be shared on the first day of class. Submit your list before the first class in the Assignment Section of CANVAS. (Complete/Incomplete)

2. Activity Assignments (10%)

You are expected to prepare for each class by viewing the PowerPoint for each Activity I-V (posted in CANVAS) PRIOR to the class they are due by watching all video links, reading, and responding to the questions posed throughout each. Participation and effort for all discussions and activities in the class meetings are dependent upon completing these Activity Assignments. You will discuss, trouble-shoot, develop, and analyze sociological aspects of music education during class discussions and breakout groups based on the preparation provided by these Activity Assignments. Failure to prepare, participate and contribute in discussions will result in a 2% grade reduction for each activity.

a. Activity I: due 6/16
b. Activity II: due 6/17
   c. Activity III: due 6/18
   d. Activity IV: due 6/23
   e. Activity V: due 6/24

3. **Reflection Assignments (20%)**

   a. **Class Reflections:** Keep a personal journal by answering questions posed during each class and online Assignments I-V, or by reflecting on related ideas to the topics discussed in the Reflection Assignments. You will have opportunity to share your personal reflections in small group discussions as scheduled in class. These discussions will complete the Reflection Assignments, which are to be submitted collectively as a group reflection at the conclusion of each class zoom meeting in the Assignment section of CANVAS. (Complete/incomplete)

   b. **Final Reflection Project (group or individual):** Develop one of the reflection assignments or related ideas into a plan of action to implement in your school. Please include the following five criteria to receive full credit and submit the PowerPoint in the Assignment section of CANVAS. (due 7/2):
      
      i. Identify one aspect of social/cultural change that you would like to initiate and why
      ii. Describe the significance of the change to you and/or others in light of how this affects or relates to an aspect of sociology of music education
      iii. Provide an overview of a plan of action that you can implement
      iv. Identify and list the specific steps needed to make this a reality during the next school year; include details such as a possible timeline, resources, and personnel/assistants, etc.
      v. Present steps 1-4 to the rest of the class in a PowerPoint or Prezzi presentation (5 minutes or less per individual- 10 minutes or less per group – group members can share presenting as desired or allow one person to represent the group)

4. **Group Research Project (50%)**

   a. **Research Project Presentation**
      Prepare and present an interview/survey research project based on detailed information and instruction provided in class meetings, which will entail the following (see specific steps below: c. Group Research Assignments):
      
      1. Develop an appropriate interview survey (*interview*) and an online questionnaire survey (referred heretofore as *survey*) on a sociological issue related to music education of interest to you
2. Administer the interviews individually (such as in person, FaceTime, or via personal zoom meetings) and surveys (such as via Facebook) to a specific population: music teachers, former music students, parents, etc.)  
3. Compile, analyze and interpret results  
4. Draw conclusions and provide applications for music educators  
5. Report findings in a visual presentation to the class and submit this in the Assignment section of CANVAS  

b. Group Work Analysis Report  
Submit this report individually (from each group member) in the Assignment section of CANVAS following your group presentation; identify group title and group members; provide the following information about your Group Research Project and any additional comments that would help document your experience of working in this group:  
1. Did your group collaborate to complete all 10 Group Research Assignments? If not, explain  
2. Did all members of the group cooperate, share the responsibilities, and contribute equally? If not, explain  
3. Did all members of the group produce quality work? If not, explain  
4. Should all members of the group receive the same grade? If not, explain  
5. Submit this report individually following your group presentation  

c. Group Research Assignments  
Complete the specific group research assignments (outlined below) related to the Research Project as required.  

1. Create Interview and Survey Questions (Due 6/17)  
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) to make it easy to report data  
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 (Due 6/18)
a. Interview at least one person each (all group members use the EXACT SAME questions and order of questions in the interview)

b. Survey at least 20 people collectively using a free online survey development cloud-based software such as survey monkey: https://www.surveymonkey.com/user/sign-up/?ut_source=sem_lp&ut_source2=sem&ut_source3=hero&ut_ctatext=Sign%20up%20free

3. Compare results/refine questions
   a. Decide which questions did not work and revise
   b. Consider the order of questions
   c. Proof-read and double check final versions of both Interview and Survey

4. Complete Interview and Survey (Do not include the Pilot Study Results!)
   a. Interview at least 3 people each (preferably different individuals than from the pilot study)
   b. Survey at least 50 people (start a NEW survey: do not combine this with the Pilot Study)

5. Compile data (Due 6/23)
   a. Interview – compare and contrast what you learned from the interviews
   b. Survey – check the survey results

6. Report and Analyze results for the Interview and Survey (Due 6/24)
   a. Categorize and describe the answers from the Interview, then answer the following:
      i. What were the Results?
      ii. What results were expected?
      iii. What results were surprising?
      iv. Comment on anything interesting/unalusual
   b. Analyze results obtained for the Survey. 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
   c. 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. Report and comment on anything interesting or unusual

7. Interpret your results from the Interview and the Survey (Due 6/25)
   a. Explain Interview results – why do you think you obtained these results?
   b. Explain Survey results
   c. Discuss connections or contradictions between the Interview and Survey results

8. Draw “limited” conclusions and make recommendations for music educators, answering the following questions (Due 6/30):
   a. What can be learned from this?
   b. How can this information help music educators?
   c. What would you do differently next time?

9. Prepare to present the “findings” of parts 6-9 in a PowerPoint or Prezzi format to the class in a well-rehearsed 20-23 minute presentation (see Group Research Project above), and include each of the following in this order:
   a. Discuss the purpose of the interview/survey
   b. Identify the specific questions for both interview/survey that developed the purpose of the research
   c. Describe the interview sample and the survey sample (the personal information about the participants)
   d. Show video or audio excerpts (if possible) of typical and unusual interviews
   e. Show data results of interviews and surveys (#6)
   f. Interpretation of data (#7)
   g. Summary of conclusions (#8)
   h. Apply learning for your classmates (#8)

10. Research Projects presented to Class (Due 7/2)
    a. Findings of Group Research (#9) presented
    b. PowerPoint or Prezzi format effectively used
    c. Well-rehearsed (group members know what/when to present – every group member does NOT have to present)
    d. 20-23 minute presentation carefully timed
Attendance
Due to the compressed nature of this course, visual attendance at all zoom meetings is mandatory. Students will have one grade point subtracted from their final grade for every hour missed. In addition, missing class will result in a zero for any activity/discussion/reflection/presentation scheduled. Tardiness or leaving early will affect the participation grade: for every two infractions, a grade point will be subtracted from the final grade.

University policies on absences may be found in the UArts catalog.

Late work will have a 10% grade reduction for each day late, and as stated above, some assignments cannot be made up if you are absent (see policy above).

Technology
This course requires PowerPoint presentations and 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 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.

University policies on technology may be found in the UArts catalog.

Academic Integrity
Academic dishonesty includes, but is not limited to the following:
• Previously submitted work
• Plagiarism (including pasting/copying from a website)
• Cheating
• Falsification of academic materials
• Misrepresentation of documents
• Confidential academic materials
• Selling academic assignments
• Purchasing academic assignments

University policies on academic integrity may be found in the UArts catalog.

Class Format
Online instruction/assignments, class discussion, personal reflections, group work and presentations should provide varied and meaningful learning opportunities.

For all discussion formats, including breakout groups, rules of online discussion etiquette are expected, which include the following:
• Be polite: demonstrating respectful, civil, patient communication skills; avoiding profanity, interrupting, and monopolizing the conversation
• Be positive: affirming, encouraging, and empathizing with all opinions and viewpoints; avoiding negativity and intolerance
• Be present: engaging in the activity, contributing worthwhile ideas, listening carefully to others, and relating to or advancing the conversation

Contact
Contact me anytime: dwolf@cairn.edu, cell phone- 215-266-2285. Appointments may be scheduled as needed.

Disability Service
Any student eligible for and requesting accommodations due to a disability should provide an Accommodation Form from Disability Services.

Suggested Outline

Monday, June 15           Welcome/Introductions; Course Overview; Intro to Sociology and Sociological Research Methods
                           DUE: All Pre-course Assignments submitted prior to class in the Assignment section in CANVAS: Chapter Outlines/Summaries; Introductory PowerPoint Presentations; List of Research Topics – also post Introductory PowerPoint Presentations in Discussion section in CANVAS to be accessible to your classmates

Tuesday, June 16          Sociological Perspectives; Theoretical Foundations
                           DUE: Activity I; Reflection I

Wednesday, June 17        Purposes of Education; Creativity in Education
                           DUE: Activity II; Reflection II; Group Research Assignment #1

Thursday, June 18         Music Education’s Role in Society
                           DUE: Activity III; Reflection III; Group Research Assignment #2

Tuesday, June 23          Inequalities in Education
                           DUE: Activity IV; Reflection IV; Group Research Assignment #3, 4, 5

Wednesday, June 24        Social Components of Music Learning; Social Characteristics of Effective Teachers
                           DUE: Activity V; Reflection V; Group Research Assignment #6

Thursday, June 25         Research/Reflection Review Work
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<th>Date</th>
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<tbody>
<tr>
<td>Tuesday, June 30</td>
<td>Reflection Presentations</td>
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<td>DUE: Reflection Final Project</td>
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<tr>
<td>Thursday, July 2</td>
<td>Research Presentations</td>
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<td></td>
<td>DUE: Final Research Project Presentation (Group Research Assignment #9-10); Group Work Analysis Report</td>
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