

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

---

### **MUSC 510**

#### **FOUNDATIONS OF MUSIC EDUCATION**

#### **COURSE DESCRIPTION**

This course provides an overview to the foundational principles, philosophies, and practices in music education. Topics emphasized are: purposes of school music; students as music learners; content and structure of school music programs; and music teacher knowledge and skills. Identification of personal qualities and professional competencies of excellent music teachers will also be discussed.

#### **RATIONALE**

As music educators, it is important to understand the underlying principles and different philosophical approaches proposed over the past fifty years. Two main currents in music education are: Aesthetic Music Education and Praxial Music Education. Students will learn about the proponents and critics of these positions and determine how to mediate between these perspectives in order to address the educational needs of music students from pre-K through the graduate level.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Discuss the main philosophical perspectives in Music Education.
- B. Evaluate significant influences behind music education perspectives.
- C. Analyze key aspects of practical music education methodology.
- D. Develop arguments to advocate for music education.
- E. Synthesize philosophical and methodological principles that inform personal application in the music classroom.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (8)

Discussion Boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each thread must be 150–200 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates’ threads. Each reply must be 50–100 words.

D. Written Assignments (5)

The student will write 5 papers in current APA format that focus on the topics outlined inside of the course. Each paper must be 2–3 pages and must include at least 1–2 references in addition to the course textbooks and the Bible.

E. Final Project Topic

The student will submit his/her topic and thesis statement for the final project.

F. Final Project Outline & Bibliography

The student will submit a completed outline and bibliography for the final project.

G. Final Project Paper

The student will write a 10–15-page research paper in current APA format. The research must include 5–10 sources.

H. Final Project PowerPoint

The student will complete a 5–10-slide PowerPoint presentation to accompany the Final Project Paper.

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (7 at 20 pts ea, 1 at 40 pts)	180
Written Assignments (5 at 90 pts ea)	450
Final Project Topic & Thesis Statement	30
Final Project Outline	80
Final Project Paper	200
Final Project PowerPoint	60
<b>Total</b>	<b>1010</b>

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859  
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739

D- = 680–699 F = 0–679

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **MUSC 510**

Textbooks: Elliot, *Music Matters* (2015).  
 Elliot, *Praxial Music Education: Reflections and Dialogues* (2005).  
 Reimer, *A Philosophy of Music Education: Advancing the Vision* (2003)

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Elliot (2005): ch. 1 Elliot (2015): chs. 1–2 Reimer: ch. 1 2 presentations	Course Requirements Checklist Class Introductions DB Forum 1 Written Assignment 1	10 0 40 90
<b>2</b>	Elliot (2005): chs. 2, 8 3 presentations	DB Forum 2 Written Assignment 2	20 90
<b>3</b>	Elliot (2005): chs. 3, 11 Elliot (2015): ch. 3 Reimer: ch. 2 3 presentations	DB Forum 3 Written Assignment 3	20 90
<b>4</b>	Elliot (2015): chs. 4–5 Reimer: ch. 7 2 presentations 1 website	DB Forum 4 Final Project Topic	20 30
<b>5</b>	Elliot (2005): ch. 12 Elliot (2015): ch. 12 Reimer: chs. 8–9 3 presentations	DB Forum 5 Written Assignment 4	20 90
<b>6</b>	Elliot (2005): chs. 13–15 Elliot (2015): chs. 13–14 2 presentations	DB Forum 6 Written Assignment 5	20 90
<b>7</b>	Elliot (2005): chs. 11, 17 1 presentations	DB Forum 7 Final Project Outline & Bibliography	20 80
<b>8</b>	2 presentations	DB Forum 8 Final Project Paper Final Project PowerPoint	20 200 60
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.