Syllabus
Introduction to Music-Ed Major
for Education Majors
seeking EC-6 Generalist certification

MUS 1306, Section 040; CRN 12516
MWF 1:00-1:50; Carr 228
Fall 2018

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Office hours: MWF 10:00 am-noon; T/TH by appointment
Other times can be arranged as needed by making an appointment.

Purpose
The purpose of Into to Music for Education Majors is to prepare you to pass the music portion of
the TExES Core Subjects EC-6 (291) Test.

Education majors seeking EC-6 Generalist certification must pass the TExES Core Subjects EC-6
(291) Test in order to receive certification. There are five major sections of the test. Section Five covers
fine arts, health, and physical education. Section Five accounts for 19% of the total points possible for
the test (52 out of 267). The fine arts sub-section includes art and music (and maybe theatre).

Students must pass all three sub-sections of Section Five in order to pass the test.

However, there are four major challenges to doing this.

The first challenge is that whoever wrote the music standards and competencies for this test was,
in the opinion of this professor, an idiot. The level of knowledge, skill, and training called for in these
standards and competencies are what would typically be required for a music education major seeking to
be an EC-6 music specialist. For instance, Music Standard II states “The music teacher sings and plays a
musical instrument.” There is no possible way that education majors can be expected to meet this
standard (unless of course they already are capable of singing or playing an instrument).

The second challenge is that the Standards and Competencies are, by necessity, general
statements that typically could be evaluated in any number of ways. For instance, Competency 002
(Music) E states that the beginning (generalist) teacher “Demonstrates an understanding of the purposes
and roles of music in society and how music can reflect elements of a specific society or culture.” It is
well beyond the purview of this class to address this competency; it is nearly impossible to guess how it
will be evaluated on the Core Subjects test.

The third major challenge is that the purpose of the Core Subject test is to test your specific
knowledge of a given subject, not general concepts. For example, the test might expect you to
differentiate between two contrasting musical style periods, and explain your answer. This requires
specific knowledge of the characteristics of the common style periods in Western European Art Music,
likely at somewhat more than a cursory level.
The fourth major challenge is that most students in this class are freshmen or sophomores; many or most are in their first year of college, which means that you will not take the Core Subjects exam for another three years.

The class will prepare you to pass the music sub-section of the Core Subject test in two ways:

- First, you will be taught as much specific knowledge about the concepts mentioned in the Standards and Competencies as is possible.
- Second, you will learn where to find study guides, overviews, practice tests, and other preparatory materials online, so that in two or three years you can come back to those sources as you prepare for the test.

**Textbook**

There is no required textbook.

**Communication**

I will contact you as needed via your ASU email account. The best way to contact me is by email (Kevin.Lambert@angelo.edu).

Please note: Do not use the messaging system built into the textbook. I do not check it. Use my ASU email or phone number to contact me.

If you call my office and if I am not there leave a voice message, which is then sent to me via my email. My office phone number is (325) 486-6021.

**Grading**

Your grade will be based on in-class quizzes and group assignments, class participation, and attendance. Education majors should aspire to be good students in anticipation of being good teachers. That is what is expected of you.

A specific grading policy will be shared in the first week of the semester.

**Attendance**

Attendance is required. You are given two free absences. After that your grade is lowered by 5% for any subsequent absence. If you have perfect attendance 5% is added to your final grade.

Missing class can be excused for compelling or extraordinary reasons. It is your responsibility to communicate with me about such reasons.

**Classroom Behavior**

- Do not use a cell phone during class. If you need to make or receive a call or text step outside.
- You are expected to stay involved with the class material while in class. If you cannot do so drop the class.
- Inattentiveness, falling asleep, or distracting behavior will cause you to be dismissed from the class session and an absence recorded in the attendance role.
- If you want to use a laptop or pad during class sit in the front row. The content of your laptop/pad will be monitored occasionally.
- Sit up front.
Accessibility
Persons with disabilities which may warrant academic accommodations must contact the Student Life office, room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

For information regarding ASU website accessibility see http://www.angelo.edu/welcome/accessibility.php.

For information about disability accommodations see https://www.angelo.edu/services/student_services/.

Academic Integrity
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code. The ASU Academic Honor Code can be found at http://www.angelo.edu/content/files/17358-university-honor-code.

Please read the Honor Code to fully understand the importance of academic honesty and the range of sanctions for academic dishonesty.

Guests/Children in class
Guests may visit class only with my permission. In the event of a last minute child care problem, children may come to class. Please sit towards the back so they don’t disrupt the class.

Religious Holy Day
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

A student who is excused for a religious holy day may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.
Online Resources

TEA Homepage
https://tea.texas.gov/Home/

TEA Test Registration and Preparation
https://tea.texas.gov/Texas_Educators/Certification/Educator_Testing/Test_Registration_and_Preparation/

Pearson
http://www.tx.nesinc.com/

Beginning September 1, 2018, Texas educator candidates will use this site to access preparation materials and to create their testing accounts, register, schedule, and access their scores.
http://www.tx.nesinc.com/PageView.aspx?f=GEN_FacultyResources.html

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ETS TExES home page
http://cms.texes-ets.org/

ETS TExES test prep materials
http://cms.texes-ets.org/texes/prepmaterials/

TExES Core Subjects EC-6 (291) Test at a Glance

TExES Core Subjects EC-6 (291) Test Preparation Manual

TExES Registration Bulletin

Flashcards
https://www.flashcardsecrets.com/texes/?_ga=2.175083371.816818646.1535169264-1247915529.1535169263

Practice Test
https://www.mometrix.com/academy/texes/core-subjects-ec-6/
To whom am I teaching?

I am teaching to the student who:
- prepares for class;
- demonstrates interest and engagement in the material;
- understands that it is hard work (but that’s mostly all it is);
- shows respect for those around them by showing respect for the learning environment;
- is curious, or is at least willing to learn to be curious.
- understands the utilitarian benefits of a college degree, and at the same time;
- is willing to accept and/or believe that learning in and of itself is good, powerful, useful, and life changing.

I do not require any student to do this perfectly.

I do require respect for the learning environment.

What grade you get will depend almost entirely on your ability and effort. As the teacher, the effect I have on your grade is pretty small.

Your first assignment is to create your own “To whom am I teaching” statement.