

**AUBURN UNIVERSITY  
DEPARTMENT OF CURRICULUM AND TEACHING  
COURSE SYLLABUS**

**Course Number:** CTMU 1010  
**Course Title:** Introduction to Music Education  
**Credit Hours:** 1 Semester Hour  
**Prerequisites:** Music Education Major, Minor, or Departmental Approval  
**Date Syllabus Prepared:** Updated August 2012  
**Instructor:** Dr. Jane Kuehne – kuehnjm@auburn.edu – (334) 844-6852

**Course Description**

An introduction to teaching music, including music education historical perspective, methods, and literature in the field. Covers requirements for admission to teacher education and certification at the end of the degree.

**TEXTS OR MAJOR RESOURCES**

**NOTE: KEEP your texts. You WILL use them in future coursework and in your profession.**

1. Auburn University Collegiate NAFME Membership (professional organization), which includes subscriptions to the *Music Educators Journal* and *Teaching Music* periodicals.
2. Hoffer, C. R. (2009). *Introduction to Music Education* (3<sup>rd</sup> Ed.). Long Grove, IL: Waveland Press. (available in the bookstore)
3. Erdei, P. & Komlos, K. (1974). *150 American Folk Songs to Sing Read and Play*. Milwaukee: Hal Leonard/Boosey & Hawkes. (available in bookstore)
4. Morton, J. B. (2005). Alabama course of study: Arts education. Montgomery, AL: Alabama State Department of Education. Retrieved November 13, 2006 from <http://www.alsde.edu/html/sections/documents.asp?section=54&sort=1&footer=sections>
5. Madsen, C. K. (2000). Vision 2020. Reston: NAFME. Retrieved December 1, 2006 from <http://www.menc.org/publication/vision2020/>
6. NAFME. (1994). The school music program: A new vision — The K-12 national standards, pre-K standards, and what they mean to music educators. Retrieved November 3, 2006 from <http://www.menc.org/publication/books/prek12st.html>
7. Additional paper/electronic/online resources will be provided by your instructor through your course LMS.

**COURSE OBJECTIVES, ASSIGNMENTS, AND STANDARDS ADDRESSED (The student will...)**

**NOTE: All written assignments (other than those in class) will be completed using a word processor and submitted on Canvas.**

1. Through daily reflections, explore personal beliefs about teaching music by writing about their own musical experiences in school and/or other areas.		
Daily Reflections: Each class day, write a reflection based on topics provided by instructor.  Class discussion on each topic.	<p>Topics might include (naming just a few):</p> <ol style="list-style-type: none"> <li>1. Write 2 things that you learned from your elementary music teacher (or similar situation) that you still use today.</li> <li>2. Write 2 things that you learned from a secondary-level music teacher (or similar situation) that you still use today.</li> <li>3. Write about a negative learning experience you had in school.</li> <li>4. Write about a positive learning experience you had in school.</li> <li>5. Where the music teacher fits into the whole school community.</li> </ol>	<p><b>AQTS (3)(c)1.(iv).</b> Ability to model appropriate oral and written communications.</p> <p><b>Music (2)(d)2.(iv).</b> The role of the music teacher as a resource person in integrating music into other components of the total school curriculum.</p>

2. Compose an initial personal and professional philosophy of music education. (Philosophy, Commitment to Profession)		
<p>Read Hoffer Chapters 1 through 4, and Chapter 10</p> <p>Philosophy Written and Oral</p> <ul style="list-style-type: none"> <li>• Written, 1-2 pages in grammatically correct, academic language.</li> <li>• Oral Presentation during class time.</li> </ul>	<p>Articulate in your initial philosophy paper, the following:</p> <ol style="list-style-type: none"> <li>1. Influences on your personal musical development.</li> <li>2. Where music fits in society and local community.</li> <li>3. Why you want to teach music in school and/or community setting(s).</li> <li>4. Why you should teach music in school and/or community setting(s).</li> </ol>	<p><b>Music 2.e.1.</b> Articulate the commitment to the art of music, to teaching music, and to encouraging artistic and intellectual development of students.</p> <p><b>Music 2.e.2.</b> Articulate the importance of music as a component of students' intellectual and cultural heritage.</p> <p><b>AQTS (3)(c)1.(i).</b> Knowledge of standard oral and written communications.</p> <p><b>AQTS (3)(c)1.(iv).</b> Ability to model appropriate oral and written communications.</p> <p><b>AQTS (5)(c)2.(iv).</b> Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment.</p>
3. Become familiar with professional music education organizations and publications.		
<p>Professional Organizations &amp; Materials</p> <ul style="list-style-type: none"> <li>• Read Hoffer Chapters 5 and 6</li> <li>• Join the AU Chapter of NAFME (professional organization)</li> <li>• Summarize 4 articles from <i>Music Educators Journal</i> and/or <i>Teaching Music</i> periodicals.</li> <li>• Oral Presentation during class time or lab.</li> </ul>	<ol style="list-style-type: none"> <li>1. Successfully complete online quiz over Chapter 3.</li> <li>2. Attend the first meeting of NAFME (held each fall semester) and become a member (around \$25).</li> <li>3. Participate in activities as able.</li> <li>4. Write a reflection of one activity in which you participated.</li> <li>5. Choose 4 articles from MEJ or TM and summarize what you read. Present in class.</li> </ol>	<p><b>AQTS (3)(c)1.(i).</b> Knowledge of standard oral and written communications.</p> <p><b>AQTS (3)(c)1.(iv).</b> Ability to model appropriate oral and written communications.</p> <p><b>AQTS (5)(c)2.(i).</b> Knowledge of a range of professional literature, particularly resources that relate to one's own teaching field(s).</p>
4. Become familiar with developments in music education from the 1900s to present.		
<ul style="list-style-type: none"> <li>• Read Hoffer Chapters 5 and 6</li> <li>• Choose a topic to summarize.</li> <li>• Present summary in class discussion.</li> </ul>	<ol style="list-style-type: none"> <li>1. Write an in-class reflection on a topic from the text (topic provided by instructor), OR complete online quiz over the chapter.</li> <li>2. Complete written summary of assigned section of Mark Chapter 6 (CMHE). Write a summary and present in class.</li> </ol>	<p><b>AQTS (3)(c)1.(i).</b> Knowledge of standard oral and written communications.</p> <p><b>AQTS (3)(c)1.(iv).</b> Ability to model appropriate oral and written communications.</p>
5. Become familiar with the Alabama Course of Study for music and the NAFME National Standards for music and determine appropriateness of curricula		
<ul style="list-style-type: none"> <li>• Read Hoffer Chapters 7, 8, 9</li> <li>• Look at the ALCOS for music.</li> <li>• Write 4 activities to address the standards</li> <li>• Look at the NAFME National Standards</li> <li>• Write 4 activities to address standards.</li> <li>• Oral presentation of ideas during class or lab.</li> </ul>	<ol style="list-style-type: none"> <li>1. In class, we will go over the ALCOS and the NAFME standards. The instructor will assign an ALCOS standard and an NAFME standard to each student.</li> <li>2. Each student will write 4 activities for each assigned standard (8 total). <ol style="list-style-type: none"> <li>a. Write 2 activities to teach the ALCOS standard for elementary-aged students, and 2 for secondary-level students.</li> <li>b. Write 2 activities to teach the NAFME standard for elementary-aged students, and 2 for secondary-level students.</li> </ol> </li> <li>3. Present ideas during class.</li> </ol>	<p><b>AQTS (2)(c)2.(i).</b> Knowledge of the importance of developing learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students.</p> <p><b>AQTS (3)(c)1.(i).</b> Knowledge of standard oral and written communications.</p> <p><b>AQTS (3)(c)1.(iv).</b> Ability to model appropriate oral and written communications.</p>

6. Explore the qualities that make up a “great” teacher. As a class, create an evaluative instrument for assessing music teaching.		
<p>Teacher Competency</p> <ul style="list-style-type: none"> <li>• Read Hoffer Chapter 3</li> <li>• Discuss during class the qualities that would make up competent teacher.</li> <li>• Create Evaluation Instruments.</li> </ul>	<ol style="list-style-type: none"> <li>1. In groups, create a list of qualities a music educator needs to be an effective elementary music educator, middle school music educator, and high school music educator.</li> <li>2. Present each group’s findings during class.</li> <li>3. Create an observer’s assessment instrument to use in assessing competence.</li> <li>4. Create a self-assessment form that teachers could complete to honestly self-assess their own teaching.</li> </ol>	<p><b>AQTS (2)(c)2.(vii).</b> Ability to collect and use data to plan, monitor, and improve instruction.</p>
7. Examine current Alabama State Department of Education classroom teacher evaluation methods (i.e. Educate Alabama, etc.).		
<p>State Teacher Assessment</p> <ul style="list-style-type: none"> <li>• Read through the current teacher assessment documents for the state of Alabama.</li> <li>• Summarize requirements.</li> </ul>	<ol style="list-style-type: none"> <li>1. In class, go through the current state documents/procedures.</li> <li>2. Summarize (written) those documents and processes.</li> </ol>	<p><b>AQTS (3)(c)1.(i).</b> Knowledge of standard oral and written communications.  <b>AQTS (3)(c)1.(iv).</b> Ability to model appropriate oral and written communications.  <b>AQTS (5)(c)3.(ii).</b> Knowledge of Alabama's state assessment requirements and processes.</p>
8. Observe peers and professional teachers during lab times or in local music classrooms.		
<ul style="list-style-type: none"> <li>• Observe peer teachers (older music ed students) and music educators.</li> <li>• Document what was observed.</li> </ul>	<ol style="list-style-type: none"> <li>1. During lab time or field experiences, observe peers and music educators teaching at various levels (elementary, middle school/junior high school, and high school).</li> <li>2. Write journal entries to document what was seen. Consider approach and evaluation techniques.</li> </ol>	<p><b>AQTS (3)(c)1.(iv).</b> Ability to model appropriate oral and written communications.  <b>Music (2)(d)2.(v).</b> Evaluative techniques.</p>
9. Peer-teach short introductory lessons for music and complete a self-evaluation for each.		
<ul style="list-style-type: none"> <li>• Peer-teach music lessons.</li> <li>• Write short introductory lesson plans.</li> </ul>	<ol style="list-style-type: none"> <li>1. Based on assigned topics in class, write a short lesson plan and teach it to your classmates (elementary and secondary ideas).</li> <li>2. Complete a self-evaluation for each time you taught.</li> </ol>	<p><b>AQTS (3)(c)1.(i).</b> Knowledge of standard oral and written communications.  <b>AQTS (3)(c)1.(iv).</b> Ability to model appropriate oral and written communications.  <b>Music (2)(a)2.(iv).</b> Play pitched and non-pitched classroom instruments.</p>
10. Begin to build relationships as a community of learners and teachers.		
<p>Work with various classmates from different areas to complete projects during class.</p>	<p>Throughout the course, you will be assigned to different groups, so you will not work with the same people each time. You will learn to collaborate with many different types of individuals.</p>	<p><b>AQTS (5)(c)1.(ix).</b> Ability to communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equally as partners.  <b>AQTS (5)(c)1.(x).</b> Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.</p>
11. Create a professional website and/or web portfolio of materials to measure competencies.		
<ul style="list-style-type: none"> <li>• Create a website for professional use.</li> <li>• Add course materials to your Music Education Portfolio</li> </ul>	<ol style="list-style-type: none"> <li>1. Using MAC and/or Windows, create a professional website to highlight your work in this and future courses.</li> <li>2. Add selected course materials to your Canvas Portfolio.</li> </ol>	<p><b>AQTS (5)(c)5.(iv).</b> Ability to practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies.</p>

12. Complete fingerprinting and background check, provide documentation for: arranged pre-teaching experience, planning for APTTP exam, complete TB test for field experiences.
<ul style="list-style-type: none"> <li>• Complete a TB test in the first few weeks of class. Bring documentation to instructor.</li> <li>• Complete fingerprinting prior to mid-term for the course. Bring documentation to the instructor and to HC3464, Ms. Lori McLean.</li> <li>• Using the forms on the College of Education website, arrange for your pre-teaching experience for end of fall semester, beginning of spring semester, end of spring semester, or a combination between those three times.</li> <li>• Submit paperwork indicating when you will take the APTTP basic skills exam. OR, sign up and submit documentation that you have signed up to take the exam.</li> </ul>
13. Complete additional requirements from the College of Education.
Submit paperwork, complete training, etc. as required by PES, in HC 3464.

## SEMESTER SCHEDULE

Week	Activity	Objective
All Semester	Write daily reflections to explore personal beliefs, reflect on current events in music education and other relevant topics.	1
Weeks 1-3	Introduction to Music Education, Professional Organizations in Music and Music Education Music Technology (Canvas ePortfolio – in LRC Lab 3430).	3, 11
Weeks 4-6	Historical development of Music Education. Writing your Philosophy of Music Education Qualities of a competent music educator, Alabama evaluative methods	2, 4, 6, 7
Weeks 5-6	Qualities of a competent music educator, Alabama evaluative methods	6, 7
Week 7	Learning Standards – Alabama Course of Study and NAFME National Standards	5
	Provide documentation of fingerprinting/background check	12
	Midterm Exam	
Week 8	Lesson structure in the elementary school general music class	5
Week 9	Lesson structure in the secondary school general music class	5
Week 10	Lesson structure in the secondary school ensemble class	5
Weeks 11-12	Peer teaching with peer and self-evaluation	8, 9, 10
Weeks 13 -14	Observing and evaluating professional music educators	8, 10
Weeks 15	Technology Transfer Review – creating a website and canvas portfolio Portfolio and Website assessment	11
	Bring documentation showing pre-teaching is arranged and APTTP Basic Skills test has been taken or that you signed up to take it.	12

## SCORING AND GRADE REQUIREMENTS

Each assignment will be graded on a scale of 0 to 4:

4 = A, 3 = B, 2 = C, 1 = D, 0 = F (for assignments that are not submitted).

Averaging assignments together (everything is weighted equally), you will get a grade based on the following scale:

A = 4-3.6, B = 3.5-3.2, C = 3.1 – 2.8, D = 2.7 – 2.4, F = 2.3 and below.

## CLASS POLICY STATEMENTS

Please see the Student Policy eHandbook for important information: [http://www.auburn.edu/student\\_info/student\\_policies/](http://www.auburn.edu/student_info/student_policies/)

**Attendance:** Students are required to attend class with no more than 1 unexcused absence and no more than 2 unexcused tardies in one semester. Failure to adhere to these guidelines will result in lowering of your final grade by at least one letter grade (for example, from an A to a B). See additional Consequences for Unprofessional Behavior below.

**Excused absences:** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's *immediate* family, the death of a member of the student's *immediate* family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for *participation* in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* for more information on excused absences.

Lab Attendance: Students are required to attend all assigned lab times during the times they are assigned (labs are assigned during class time). *No unexcused absences or tardies are accepted for lab times.* Failure to adhere to these guidelines will result in lowering of your final grade by at least one letter grade (for example, from an A to a B). See additional Consequences for Unprofessional Behavior below.

Lab Dress Code: Students are expected to dress professionally for all lab experiences. No shorts or informal attire is accepted. Women, please ensure your skirts are at knee level or below and that your blouses are not cut low in the front (or back) and that your midriff is covered. Men, please wear dress pants. A button-down shirt with tie may be expected depending on the placement. Polo-style shirts are acceptable. All should ensure that your clothing is neither too tight nor too loose (baggy, etc.). In the event a student arrives at a lab placement with inappropriate clothing, he/she will be sent home to change clothing and he/she is required to make up missed lab time. Shoes must be dress shoes (not flip flops or sports shoes). There are some more casual sports-type shoes (typically men's shoes) that may be acceptable as they are meant to be worn with semi-casual clothing (are typically brown or black in color). See additional Consequences for Unprofessional Behavior below.

Assignments: Students are to submit their assignments by the due date and time on Canvas. Failure to do so will result in a lower grade for the assignment (incrementally based on how late the assignment is), or a grade of "F" for the assignment if it is not submitted within one week of the due date. See additional Consequences for Unprofessional Behavior below.

Exam Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy eHandbook* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Professional Ethics: In this course you will be working with music teachers and describing their teaching, and students. All discussion of teachers, their students, and their programs are to be *CONFIDENTIAL*, confined to our classroom and the instructor's office. Although there is no law except those of slander and libel, professional ethical behavior includes refraining from critical or derogatory statements of teachers and music programs outside of our classroom. You should not discuss teachers or programs in a negative light with other professors, friends, or students. Violation of these ethics creates a poor reputation for your integrity and the integrity of Auburn University and can damage teacher's careers (and your own). See additional Consequences for Unprofessional Behavior below.

The Family Rights and Privacy Act (Public Law 93--380): This Act assures parents that all information concerning their child will be kept confidential. The only person who may access records or information are those who are directly involved with the student's educational program. Educational records cannot be released without the written consent of the parents. In compliance with this federal law, the following guidelines must be followed for students taking this course:

1. All discussion about a student should be conducted with the teacher or university supervisor only.
2. Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office. (Be aware of listeners in all settings.)
3. You should not discuss students with other parents, agencies, or other students.
4. Limit discussion to those involved with your assignment.
5. When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
6. Do not violate any of the above guidelines in electronic communications such as e-mail, discussion boards, or stored documents such as word processor files stored in your computer.
7. See additional Consequences for Unprofessional Behavior below.

Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes

(or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

Harassment: Harassment of any kind, toward students or instructor, will not be tolerated. If it occurs, the policies set forth in the *Student Policy eHandbook* will be followed.

Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course.

#### Consequences for Unprofessional Behavior

(note with each of these, a memo is created and placed in the student's file)

Step 1: Meet with instructor and discuss how you will correct the unprofessional behavior.

Step 2: Meet with the instructor and music education faculty members. At this time it will be determined if you should remain as a music education major. If so, a contract/agreement will be created at that time and a memo outline this agreement will be placed in the student's file.

Step 3: Meet with instructor, music education faculty members and department head. At this time it will be determined if you should remain as a music education major. If so, a contract/agreement will be created at that time and a memo outline this agreement will be placed in the student's file.

Step 4: Meet with instructor, music education faculty members, department head and associate dean. At this time it will be determined if you should remain as a music education major. If so, a contract/agreement will be created at that time and a memo outline this agreement will be placed in the student's file.

Step 5: Removal from music education program.

#### **JUSTIFICATION FOR GRADUATE CREDIT (when offered at graduate level)**

Students will gain operational skills in developing music instructional materials with a focus on teaching choral music in both school and community settings. Using existing and original methods materials, created in a variety of ways, including digitally, they will learn effect ways of teaching choral music. They will demonstrate competence in skills required for teaching choral music and will learn through direct, expository, discussion, constructivist, and cooperative learning environments and choose or create tools which enhance the curricular goals of choral music education programs and community choral programs.

Students must satisfactorily complete all course objectives to pass this course.

The Instructor reserves the right to change this syllabus to best fit the needs of the students.