

AUBURN UNIVERSITY
SYLLABUS

Course Number: CTMU 2010

Course Title: Music Education Lab II

Credit Hours: 1 semester hour

Prerequisites: Departmental Approval (fingerprinting must be completed in the first weeks of the course)

Date Syllabus Prepared: August 2012, Updated August 2013

Texts or Major Resources:

1. NAFME Membership – includes receiving *Teaching Music* and the *Music Educators Journal* periodicals.
2. Selected readings from current journal articles in *Teaching Music*, *Music Educator's Journal*, and other publications will be assigned.

Course Description: Development and documentation of vocal or instrumental music instructional abilities and dispositions for school and community music educators.

Student Learning Outcomes: Students will participate in weekly labs on campus and in field-based experiences to develop beginning-level competency in musicianship and teaching abilities specific to instrumental and vocal music learning settings that will be further developed in CTMU 5130 and CTMU 5140

The student will demonstrate beginning-level competency for the following abilities:

INSTRUMENTAL SEMESTERS

- Musicianship (Outcome 1): (2)(b)2(ii), (2)(g)1(i), (2)(g)2(i), (2)(g)2(v)
 - Demonstrate basic tone production, articulation, and posture/hand position for accessory percussion instruments
 - Demonstrate basic tone production, articulation, and posture/hand position for a woodwind instrument
 - Demonstrate basic tone production, articulation, and posture/hand position for a brass instrument
 - Audiate and perform Rhythm Patterns (Usual duple and usual triple, Gordon I)
 - Use basic conducting patterns (2/4, 3/4, 4/4 to lead small instrumental ensembles)
 - Improvise melodies and rhythm patterns by singing and performing on band and orchestral instruments
 - Compose and arrange music for small instrumental ensembles
- Teaching (Outcome 2): (2)(g)2(ii), (2)(g)2(vi)
 - Lead small ensembles of band and orchestral instruments
 - Teach principal instrument to individual learners
 - Use technology to accompany and assess individual instrumental performance
 - Use technology to arrange individual parts of instrumental ensemble composition
 - Use the Internet, music software, and productivity software for self-development of instrumental music skills

VOCAL SEMESTERS

- Musicianship (Outcome 1): (2)(f)2(i), (2)(f)2(iv)
 - Perform a vocal solo with good tone production, diction, intonation, and posture
 - Solfège with Hand Signs (major and minor scales Kodaly II)
 - Lead Solfège activities in small groups (one hand)
 - Use basic conducting patterns (2/4, 3/4, 4/4 to lead small vocal ensembles)
 - Improvise vocal solos
 - Compose and arrange music for vocal soloists and piano
- Teaching (Outcome 2): (2)(f)2(iii), (2)(f)2(vi)
 - Leading small choral ensembles
 - Teach vocal performance to individual learners
 - Use technology to accompany and assess individual vocal performance
 - Use technology to notate music for vocal soloists
 - Use the Internet, music software, and productivity software for self-development of vocal music skills

Course Content Outline:

Week 1 Expectations, plans, self-assessment

Weeks 2-7 Weekly on-campus labs; *Documentation of at least 5 competencies due*

	<i>Documentation of fingerprinting set up or completed due by week 3.</i>
Weeks 8-14	Weekly labs (on campus 3 times and in the field 4 times)
Week 15	<i>Documentation of remainder of competencies due in Canvas portfolio</i>
Finals Week	<i>Review of Competency Documentation and Self-Evaluation Narrative in portfolio</i>

Assignments/Projects:

Competency Documentation

During on-campus labs and in field settings, students will work in small and large groups to develop abilities and document competencies. Students and faculty cooperatively select appropriate field-based experiences and requirements. Each student will be assigned to assist a professional music teacher for a minimum of 12 hours per semester. (Exact time of scheduled field visits will be arranged with the cooperating professional.) Documentation will be in the form of videos, self/peer assessment, and teaching archives posted to the student's Canvas portfolio. (Outcomes 1 and 2)

Self-Evaluation Narrative

Each student will submit a detailed self-evaluation narrative documenting their development of competencies. This will be posted to the student's Canvas portfolio. (Outcomes 1 and 2)

Rubric and Grading Scale:

Rubrics for each competency will be developed and posted ahead of time. Each component of a competency will be assigned a value of 1-4. The overall score for a competency will be an average of the components (overall 1-3). The competencies will be averaged for an overall semester competency average. The self-evaluation narrative and portfolio organization will each be scored 1-4 and averaged for an overall narrative/portfolio average.

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

A = 4, B = 3, C = 2, D = 1, F = 0

Grade A = every competency overall score ≥ 3.0 points, overall semester competency average ≥ 3.25 , overall narrative/portfolio average ≥ 3

Grade B = every competency overall score ≥ 2.5 points, overall semester competency average ≥ 3.0 , overall narrative/portfolio average ≥ 2.5

Grade C = every competency overall score ≥ 2.0 points, overall semester competency average ≥ 2.5 , overall narrative/portfolio average ≥ 2.0

Grade D = every competency overall score ≥ 2.0 points, overall semester competency average ≥ 2.0 self-evaluation narrative and portfolio organization scores ≥ 2

Grade F = any competency overall score, self-evaluation narrative, or portfolio organization < 2.0 points OR any instance of unexcused absence, tardiness OR any missed Field-Based Lab OR any unprofessional behaviors that have been cause for review of admission to music education program

CLASS POLICY STATEMENTS

Please see the Student Policy eHandbook for important information: 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 absence(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 effective 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.