

# CTMU 7910 / 7916 Music Education Practicum

## SYLLABUS

Spring Semester 2016

Course Meetings: Tuesdays, 5:00 – 7:50 p.m.

Location: HC 1474\*

\*Distance Students may participate via Scopia virtual conference technology

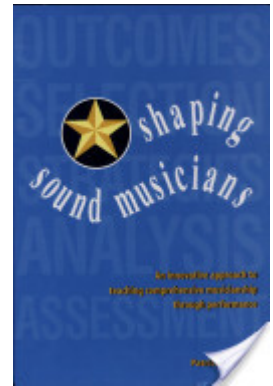
**Credit Hours:** 1-6\*

**Prerequisites:** Admission to Graduate School, Departmental Approval

**Instructor:** Nancy H. Barry, PhD – barrynh@auburn.edu – 334-844-6787 – 5002 Haley Center

**Office Hours and Assistance:** The instructor will check email on a regular basis (at least once a day Monday – Friday) and will be available for meetings on campus or virtually on an appointment basis.

**Texts or Major Resources:** O’Toole, P. (2003). *Shaping sound musicians: An innovative approach to teaching comprehensive musicianship through performance*. GIA Publications.



**Course Description:** Field experience relating theory and practice, usually in a K-12 school setting.

This course is designed to provide students with cooperatively selected activities that will assist them in gaining expertise/experience within a selected area of theory and practice. Flexibility allows students to identify meaningful problems/applications with regard to their current and future professional activities.

The approved project/product/research activity effort associated with the practicum requires at least 30 hours of documented work for each one (1) hour of assigned credit.

\*Students enrolled for more than 3 hours credit will be expected to develop and complete a more extensive field project.

### Course Objectives:

Students will:

1. Select an applied research topic related to their area of specialization in music education (band, chorus, general music, or orchestra).
2. Write a proposal to include a description of the study, objectives, methodology (including resources), and evaluation
3. Prepare an annotated bibliography (APA style).
4. Submit evidence of study/project completion: a finished product - curriculum or applied research paper

### Course Requirements/Evaluation:

1. Participation in **all required sessions**, including class meetings, individual sessions with professor, and checkpoints (on-campus or synchronous virtual) **(10%)**
2. Complete all assigned class readings.
3. Complete **tests** over lectures and readings **(20%)**
4. Identify a field project topic and obtain approval from the professor (experiment with an innovative teaching approach).
5. Write a detailed **proposal** describing the field project, typed APA style **(10%)**
  - Project Title

- Purpose
  - Procedures (WHAT do you plan to do? WHO will be involved?)
  - Evaluation Plan (How will you know if the project was successful? Describe ALL types of data that you plan to collect and HOW you will collect the data.)
  - Detailed timeline for project completion
6. Obtain appropriate written permission to work in schools as well as approval from Auburn University's Institutional Review Board (IRB) to use human subjects as required by current policy.
  7. Prepare and expand an **annotated bibliography**, typed using the *Publication Manual of the American Psychological Association (APA)* as work on the practicum progresses (**10%**)
    - Your bibliography will provide the basic information from which you will develop your Literature Review.
    - **IMPORTANT:** A bibliography is an alphabetical list of sources, but the Literature Review is a thoughtful **DISCUSSION** of how the literature relates to your particular topic.
  8. Submit a **final paper** (approximately 20 pages, typed, APA format) describing the project: (**40%**)
    - Title Page – Title, Your Name, Date
    - Introduction (need for the project, purpose, background – cite appropriate references)
    - Literature Review (detailed discussion of related literature – NOT just a listing)
    - Methods and Procedures
      - i. Setting (WHERE was your project carried out?)
      - ii. Participants (WHO did you work with?)
      - iii. Materials (e.g., methods books or texts, music recordings or scores, teacher-developed instructional materials, etc.)
      - iv. Evaluation procedures (describe ALL data sources including written tests, playing tests, journal prompts, interview questions, surveys, etc.)
    - Results
      - i. Describe and explain results of all project evaluation procedures
      - ii. Include appropriate tables summarizing quantitative results and/ or representative quotations supporting qualitative findings
    - Discussion and Recommendations
      - i. Discuss practical music ed applications and recommendations for music educators based upon your project
      - ii. Describe recommendations for future research on your topic
    - References (list ALL references cited in the paper, APA format)
    - Appendices (include ALL materials used for the field project including unit plans, lesson or rehearsal plans, student activities, tests, etc.)
  9. Submit **Professional Work Sample**
    - Final Paper must be uploaded to TK-20 as the **Professional Work Sample (PWS)** to complete requirements for advanced teacher certification.
  10. **Class Presentation (10%)**
    - 15-minute presentation of your Field Project with emphasis upon practical applications
    - Visuals (PowerPoint or other presentation format)
    - Handouts as appropriate (may be distributed electronically)
    - Project Overview
      - i. Purpose
      - ii. Background – need for the study
      - iii. Methods and procedures (?who, what, where, when, how?)
    - Results of Evaluations
    - Recommendations and practical applications for music teachers

Note: Extensive quoting of material is not acceptable. Take care to provide Reference Citations for all sources (including websites and sound recordings). All work in this course should be original work.

**Grading System:** The professor will determine whether the student has met the criteria established jointly by professor and student and will assign an S (Satisfactory) or U (Unsatisfactory) for the course. Weighted components will be:

- Tests over class notes and assigned readings 20 points
- Field Project Proposal 10 points
- Annotated Bibliography 10 points
- Sessions with professor/seminars and checkpoints completed 10 points
- Final paper 40 points
- Class presentation Describing Field Project 10 points

A minimum of 80 points must be earned to achieve a **Satisfactory** grade.

### **Class Policy Statements:**

Any questions regarding policies should be directed to the instructor within the first week of class, otherwise, it is assumed that all understand the requirements. If one cannot conform to these expectations, they should drop the course no later than the first week of classes. The tone of these guidelines is not intended to be punitive nor are the guidelines intended to squelch interaction, but are provided for your success and consideration of all participants' efforts and energies.

Participation: Students are expected to participate in all class activities in a professional manner. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. (Points will be deducted from the final grade for each failure to participate in class discussions and activities.) Discussion participation will be evaluated on frequency, professionalism, and scholarly content.

Attendance/Absences: Students are expected to participate in all seminar and on-line discussions and participate in all exercises.

Unannounced quizzes: There will be no unannounced quizzes.

Final exam: There is no final exam. The field project paper is the final course requirement for demonstrating comprehensive knowledge of course content.

Due dates and Formats: Homework and course requirements must be submitted in the format indicated by the instructor, including all parts listed, to receive credit. All materials should be cited in APA format and extensive quoting of material is not acceptable. The instructor reserves the right to assign a grade of 0 for any suggestion of plagiarism. Late submissions will lose 1 letter grade per 24 hours. (Example: an assignment is 23 hours late, so one letter grade is deducted.)

Incompletes: Final semester grades of Incomplete will not be given except in cases of documented illness or other serious extenuating circumstances. Incompletes must be removed by the following semester.

Loaned materials: Students must return loaned course materials owned by Auburn University to the instructor by the due date given to receive a grade in this course.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. *Fax or email* a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: Student behavior and participation should adhere to the highest professional standards. Please report any instances of distracting communications from class participants to the instructor. Students should refer to Anti-Harassment & Non-Discrimination for Students, Auburn University Policy on Classroom Behavior, and Policies of the Graduate School, especially those regarding Plagiarism, Academic Progress, and the Graduate School Calendar. Students are also responsible for adhering to university academic deadlines such as those for registration and withdrawal.

The Family Rights and Privacy Act (Public Law 93-380) 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.

Professional Ethics In this course you may be observing music teachers and describing their teaching. All discussion of teachers and their programs are to be confidential, confined to our classroom. Although there is no law except those of slander and libel, professional ethical behavior includes refraining from critical or derogatory statements of teacher 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 bad reputation for your integrity and the integrity of Auburn University and can damage teachers' careers (and your own).

Other: Students must satisfy all course objectives in order to pass this course.

#### College of Education Professionalism Policy

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 disposition 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

Technology: All students are expected to check AU email and Canvas communications regularly. Students are responsible for reading and responding to messages from the instructor in a timely professional manner. Students who send questions in WebCT mail or discussion board should provide enough information so that the instructor can understand the questions.

All students will be required to submit assignments to WebCT, and, are required to know how to do so. Students are responsible for obtaining access to and knowing how to operate standard software such as Microsoft Word and PowerPoint. Students should refer to the "Contacts" page on the Music Education Graduate Student Orientation and Community site or the OIT web page to obtain technical assistance.

Students are expected to utilize threaded discussions when appropriate instead of creating new threads. Threaded discussion assignments that are posted under new threads may not receive course credit. Student should also use the "Reply" function utilizing the heading in the received message in WebCT email.

Distance students are responsible for knowing how to access the electronic classroom tools and features and for troubleshooting and maintaining their own equipment. At least a 3 Mb broadband Internet service is required and computers should

be up-to-date with plenty of RAM. Distance students must have a microphone/headset and use it correctly upon instructor request for voice conferencing.

**Justification for Graduate Credit:**

This course will allow individual graduate students to pursue in-depth study of advanced topics within their respective areas of specialization, usually in a school setting. Although guided by the professor at periodic checkpoints, the course requires independent work of the student to design, develop, and produce a field-based research product for presentation and evaluation.