

**AUBURN UNIVERSITY  
DEPARTMENT OF CURRICULUM AND TEACHING  
COURSE SYLLABUS  
FALL 2010**

**Course Number:** CTMU 4910C  
**Course Title:** Practicum in Area of Specialization: Instrumental Music Education  
**Credit Hours:** 1 semester hour  
**Prerequisites:** Admission to Teacher Education, Piano Competency, Departmental Approval  
**Corequisite:** CTMU 4910A  
**Professor:** Dr. Kimberly Walls, HC 5080, 844-6892, wallski@auburn.edu (please use Blackboard for course email)  
**Meetings:** Fridays 1:00 – 2:15 p.m. or another time arranged by consensus at first class meeting  
**Location:** HC 1474

**Texts or Major Resources:**

**Purchase these from an online source:**

Allen, M., Gillespie, R., & Hayes, P. T. *Essential elements for strings 2000* (Teacher book and DVD). Hal Leonard. ISBN: 0-634-03817-6

Pearson, B. (2004). *Standard of excellence* (Book 1, Conductor Score no CDs). San Diego, CA: Kjos. ISBN: 084975948X.

**On Reserve:**

O'Reilly, J., & Williams, M. (1997). *Accent on achievement book 1* (Score). Alfred Publishing Co, Inc.

Littrel, D., & Racine, L. R. (Eds.) (2000). *Teaching music through performance in orchestra, Vol 1*. GIA Publications.

(Available in Learning Resources Center and through <http://www.teachingmusic.org/>)

Miles, R., & Dvorak, T. (Eds.) (2000). *Teaching music through performance in orchestra, Vol 1: Resource recordings*. GIA Publications. (Available in Learning Resources Center and through <http://www.teachingmusic.org/>)

Miles, R., & Dvorak, T. (Eds.) (2000). *Teaching music through performance in beginning band*. GIA Publications. (Available in Learning Resources Center and through <http://www.teachingmusic.org/>)

Miles, R., & Dvorak, T. (Eds.) (2000). *Teaching music through performance in beginning band: Resource recordings*. GIA Publications. (Available in Learning Resources Center and through <http://www.teachingmusic.org/>)

Lautzenheiser, T., et al. (1999). *Essential elements 2000*. Hal Leonard.

Morton, J. B. (2005). *Alabama course of study: Arts education*. Montgomery, AL: Alabama State Department of Education. Retrieved December 8, 2008 from <http://www.alsde.edu/html/sections/documents.asp?section=54&sort=1&footer=sections>

MENC. (1994). *The school music program: A new vision — The k-12 national standards, prek standards, and what they mean to music educators*. Retrieved August 15, 2008 from <http://menc.org/resources/view/national-standards-for-music-education>

Selected readings from current journal articles in *Teaching Music*, *Music Educator's Journal*, and other publications will be assigned.

**Course Description:** Seminar to support cooperatively selected field experience.

**Course Objectives:** The purpose of this course is to develop music education abilities in working with beginning-level instrumentalists.

Throughout the practicum, the student will be expected to:

- \* Review materials for music education and critique these materials.
- \* Reflect upon music education as a profession and record these reflections in a journal.
- Demonstrate basic knowledge of woodwind, brass, percussion, and string instruments. 290-3-3-.32(1)[c]1 CP1

The student will develop, teach, and evaluate lessons that demonstrate knowledge of:

- Technology that can be used to enhance the performance of music 290-3-3-.32 (1)(a)5 CP12
- The role of the music teacher as a resource person in integrating music into other components of the total school curriculum 290-3-3-.32 (1)(a)6 CP7
- The comprehensive musicianship approach

The student will demonstrate ability to:

- Play a piano or other appropriate keyboard instrument with sufficient skill for demonstration and accompaniment, including transposition and improvisation. 290-3-3-.32(1)(b)2. CP1
- Utilize score reading, stylistic analysis, rehearsal management, performance practice, and conducting techniques while

- conducting music ensembles. 290-3-3-.32(1)(b)4. CP1
- Compose and arrange music and adapt music from a variety of sources. 290-3-3-.32(1)(b)5. CP1
- Interpret representative works of the past and present and evaluate the quality of musical works and performances. 290-3-3-.32(1)(b)6. CP1
- Coordinate the efforts of a large group of students with diverse backgrounds and abilities so as to accomplish desired musical objectives. 290-3-3-.32(1)(b)7. CP6
- Play woodwind, brass, percussion, and string instruments with sufficient skill to teach; perform as a soloist; use the singing voice as a teaching tool; conduct choral as well as instrumental ensembles; and teach instrumental music to individual students and groups. 290-3-3-.32(1)[c]2. CP5

### **Course Content and Schedule:**

Orientation	Expectations, plans, self-assessment
Meetings 1-3	The comprehensive beginning instrumental curriculum
Meetings 4-6	Teaching elements and concepts in group instrumental settings
Meetings 7-8	Comprehensive musicianship in beginning instrumental instruction
Meetings 9-11	Comprehensive musicianship approach to Grades I & II Literature
Meetings 12-14	Recruitment and administration of the beginning program
Meeting 15	Review and critiques of teaching

### **Course Requirements/Evaluation:**

#### Field-Based Experiences

Students and faculty cooperatively select appropriate field-based experiences and requirements. This course focuses on group instrumental pedagogy. Students will develop, implement, and evaluate lessons that are taught in on-campus laboratory settings. Lesson plans will be turned in as hard copies and reflections will be submitted via Blackboard email. Each student will prepare an annotated list of all materials for music education encountered during the practicum that will become part of the course portfolio. (Include complete citations and reviews.)

#### Grading System

Students completing EACH course requirement with a satisfactory grade (70% or above) and averaging at least 70% overall will be assigned a grade of "S" for the course.

100-70 = S      69-0 = U

Ten percent per day will be deducted from the grade of any late assignment.

### **Class Policy Statements:**

Participation. Students are expected to participate in all class discussions and participate in all exercises. 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.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the *Tiger Cub*. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from must be documented and cleared with the instructor **in advance**. 10 points will be deducted from the final grade for every (or early departures from class), except in the case of documented illness. Note: Appointments for routine medical and dental checkups are not considered excused absences. You will not be able to make up missed teaching experiences.

Unannounced quizzes: There will be no unannounced quizzes.

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. Bring 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 the *Tiger Cub* Rules and Regulations pertaining to Cheating will apply to this class.

### Policy for Professionalism in Music Education for Practicum:

To help ensure each student's professional success, the following policies have been implemented for Practicum. In addition, students are expected to follow the College of Education Professionalism Policy. Any student who does not adhere to the following policies will be in danger of removal from practicum and/or internship which will result in a grade of "U" (failing) and may result in removal from the music education program. See consequences below for more detail.

#### Attendance and Professional Behavior

Students must attend all scheduled labs and classes. Unexcused absence, tardiness, leaving early will result in a failing grade for the course and may result in removal from practicum. Any missed labs due to documented excused illness must be made up if the teacher at the placement allows it. If not, a grade of "U" (failing) will be assigned. If the placement occurs at the beginning of the school day, arrival time must be before the beginning of the school day. Cooperating teachers will be asked to report any absences, tardies, or other unprofessional behavior.

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 will be observing music teachers and describing their teaching. All discussion of teachers 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).

#### Consequences for Unprofessional Behavior

Failure to adhere to any of the above policies will result in the following actions being taken. These consequences may be carried from previous semesters/years and into subsequent semesters and/or year(s), depending on situation. Furthermore, in certain situations, the consequence may be immediate removal from class or practicum and/or music education program.

- First – Meeting with music education faculty members. During this meeting it will be determined what the student must do to remain in the course sequence and a contract/agreement will be written. In addition, at this time, discussion of whether the student may continue in the music education program will occur which may result in removal. Contract/Agreement and/or Memorandum of meeting placed in student's file. Program Coordinator reports to Department Head.
- Second – Depending on terms of previous contract/agreement, removal from practicum/internship. If not removal, subsequent consequences will be defined at this time.

#### 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

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