**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

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Office Hours By appointment: <http://meetme.so/janekuehne>

**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. Mark, M. L. & Madura, P. D. (2010). *Music Education in Your Hands: An Introduction for Future Teachers*. New York: Routledge, Taylor & Francis. (available in paperback and kindle)
3. Mark, M. L. (2008). *A Concise History of Music Education*. Lanham, MD: Rowman & Littlefield Education and NAFME: The National Association for Music Education. (available in paperback and kindle)
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.***

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| 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. | Topics might include (naming just a few):  1. Write 2 things that you learned from your elementary music teacher (or similar situation) that you still use today.  2. Write 2 things that you learned from a secondary-level music teacher (or similar situation) that you still use today.  3. Write about a negative learning experience you had in school.  4. Write about a positive learning experience you had in school.  5. Where the music teacher fits into the whole school community. | **AQTS (3)(c)1.(iv).** Ability to model appropriate oral and written communications.  **Music (2)(d)2.(iv).** The role of the music teacher as a resource person in integrating music into other components of the total school curriculum. |

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| 1. Compose an initial personal and professional philosophy of music education. (Philosophy, Commitment to Profession) | | |
| Philosophy Written and Oral   * Written, 1-2 pages in grammatically correct, academic language. * Oral Presentation during class time or during lab time. | Articulate in your initial philosophy paper, the following:  1. Influences on your personal musical development.  2. Where music fits in society and local community.  3. Why you want to teach music in school and/or community setting(s).  4. Why you should teach music in school and/or community setting(s). | **Music 2.e.1.** Articulate the commitment to the art of music, to teaching music, and to encouraging artistic and intellectual development of students.  **Music 2.e.2.** Articulate the importance of music as a component of students’ intellectual and cultural heritage.  **AQTS (3)(c)1.(i).** Knowledge of standard oral and written communications.  **AQTS (3)(c)1.(iv).** Ability to model appropriate oral and written communications.  **AQTS (5)(c)2.(iv).** Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment. |
| 1. Become familiar with professional music education organizations and publications. | | |
| Professional Organizations & Materials   * Read Mark (CHME) Chapter 3: Professional Education Organizations. * Join the AU Chapter of NAfME (professional organization) * Summarize 4 articles from *Music Educators Journal* and/or *Teaching Music* periodicals. * Oral Presentation during class time or lab. | 1. Successfully complete online quiz over Chapter 3.  2. Attend the first meeting of NAfME (held each fall semester) and become a member (around $25).  3. Participate in activities as able.  4. Write a reflection of one activity in which you participated.  5. Choose 4 articles from MEJ or TM and summarize what you read. Present in class. | **AQTS (3)(c)1.(i).** Knowledge of standard oral and written communications.  **AQTS (3)(c)1.(iv).** Ability to model appropriate oral and written communications.  **AQTS (5)(c)2.(i).** Knowledge of a range of professional literature, particularly resources that relate to one's own teaching field(s). |
| 1. Become familiar with developments in music education from the 1900s to present. | | |
| * Read Chapter 1 in Mark and Madura. * Read Chapter 6 in Mark (CHME). * Present summary in class discussion. | 1. Write an in-class reflection on a topic from the text (topic provided by instructor), OR complete online quiz over the chapter.  2. Complete written summary of assigned section of Mark Chapter 6 (CMHE). Write a summary and present in class. | **AQTS (3)(c)1.(i).** Knowledge of standard oral and written communications.  **AQTS (3)(c)1.(iv).** Ability to model appropriate oral and written communications. |
| 1. Become familiar with the Alabama Course of Study for music and the NAfME National Standards for music. | | |
| * Look at the ALCOS for music. * Write 4 activities to address the standards * Look at the NAFME National Standards * Write 4 activities to address standards. * Oral presentation of ideas during class or lab. | 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.  2. Each student will write 4 activities for each assigned standard (8 total).  a. Write 2 activities to teach the ALCOS standard for elementary-aged students, and 2 for secondary-level students. b. Write 2 activities to teach the NAFME standard for elementary-aged students, and 2 for secondary-level students.  3. Present ideas during class. | **AQTS (2)(c)2.(i).** Knowledge of the importance of developing learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students.  **AQTS (3)(c)1.(i).** Knowledge of standard oral and written communications.  **AQTS (3)(c)1.(iv).** Ability to model appropriate oral and written communications. |

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| 1. Explore the qualities that make up a “great” teacher. As a class, create an evaluative instrument for assessing music teaching. | | |
| Teacher Competency   * Discuss during class the qualities that would make up competent teacher. * Create Evaluation Instruments. | 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.  2. Present each group’s findings during class.  3. Create an observer’s assessment instrument to use in assessing competence.  4. Create a self-assessment form that teachers could complete to honestly self-assess their own teaching. | **AQTS (2)(c)2.(vii).** Ability to collect and use data to plan, monitor, and improve instruction. |
| 1. Examine current Alabama State Department of Education classroom teacher evaluation methods (i.e. Educate Alabama, etc.). | | |
| State Teacher Assessment   * Read through the current teacher assessment documents for the state of Alabama. * Summarize requirements. | 1. In class, go through the current state documents/procedures.  2. Summarize (written) those documents and processes. | **AQTS (3)(c)1.(i).** Knowledge of standard oral and written communications.  **AQTS (3)(c)1.(iv).** Ability to model appropriate oral and written communications.  **AQTS (5)(c)3.(ii).** Knowledge of Alabama's state assessment requirements and processes. |
| 1. Observe peers and professional teachers during lab times or in local music classrooms. | | |
| * Observe peer teachers (older music ed students) and music educators. * Document what was observed. | 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).  2. Write journal entries to document what was seen. Consider approach and evaluation techniques. | **AQTS (3)(c)1.(iv).** Ability to model appropriate oral and written communications.  **Music (2)(d)2.(v).** Evaluative techniques. |
| 1. Peer-teach short introductory lessons for music and complete a self-evaluation for each. | | |
| * Peer-teach music lessons. * Write short introductory lesson plans. | 1. Based on assigned topics in class, write a short lesson plan and teach it to your classmates (elementary and secondary ideas).  2. Complete a self-evaluation for each time you taught. | **AQTS (3)(c)1.(i).** Knowledge of standard oral and written communications.  **AQTS (3)(c)1.(iv).** Ability to model appropriate oral and written communications.  **Music (2)(a)2.(iv).** Play pitched and non-pitched classroom instruments. |
| 1. Begin to build relationships as a community of learners and teachers. | | |
| Work with various classmates from different areas to complete projects during class. | 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. | **AQTS (5)(c)1.(ix).** Ability to communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equally as partners.  **AQTS (5)(c)1.(x).** Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities. |
| 1. Create a professional website and web portfolio of materials to measure competencies. | | |
| * Create a website for professional use. * Add course materials to your Music Education Portfolio | 1. Using MAC and/or Windows, create a professional website to highlight your work in this and future courses.  2. Add selected course materials to your Canvas Portfolio. | **AQTS (5)(c)5.(iv).** 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. |

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| 1. Complete fingerprinting and background check, provide documentation for: arranged pre-teaching experience, planning for APTTP exam, complete TB test for field experiences. |
| * Complete a TB test in the first few weeks of class. Bring documentation to instructor. * Complete fingerprinting prior to mid-term for the course. Bring documentation to the instructor and to HC3464, Ms. Lori McLean. * 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. * 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. |
| 1. Complete additional requirements from the College of Education. |
| Submit paperwork, complete training, etc. as required by PES, in HC 3464. |

**SEMESTER SCHEDULE**

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| 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 1-2 | Introduction to Music Education, Professional Organizations in Music and Music Education | 3 |
| Weeks 3-4 | Historical development of Music Education. Writing your Philosophy of Music Education | 2, 4 |
| 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 |
| Week 13 | Observing and evaluating professional music educators | 8, 10 |
| Weeks 14-15 | Technology Transfer – 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**

Students should be (or become) familiar with ALL of the policies in ***Auburn University’s Student Policy eHandbook***, found online at this link: <http://www.auburn.edu/student_info/student_policies/>

These are some more specific document locations within the eHandbook and these instructor policies:

**Academic Honesty** <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

1. *Your work should be your own work, not that of others, or work found from Internet sites.*
2. Document all sources that you use, online and hardcopy.
3. When working in groups, each student in the group must submit the group document on Canvas in the appropriate assignment location. Failure to do so will result in a “0” (F) for that assignment.

**Class Attendance** <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

1. Attendance in class is mandatory. If you miss an excessive amount of class for unexcused absences, you will fail this course. Please understand that excessive absence from class, even if excused, will ultimately inhibit your ability to pass the course.
2. If you need to miss class or school lab, you must have a documented reason (as listed in the policy document linked above).
3. If you miss a school lab time, you MUST make it up at the discretion of the teacher with whom you are working.
4. If you do not make up missed school lab time, you will not pass this class. The hours in schools are required by the Alabama State Department of Education and are non-negotiable.
5. Tardy Policy – Class begins at the time listed in the course schedule or determined by the instructor in negotiation with the students (for TBA classes). Tardy means you are arriving after that established time. While the instructor may be lenient in the first few days due to traffic concerns, it is the student’s responsibility to arrive at the classroom or school lab placement on time (early would be ideal). Excessive tardies will result in a lowering of your final grade. Typically 3 tardies or more will result in at least one letter grade lower.
6. Early Departure from Class must be excused by the instructor. Excessive early departures without acceptable excuse (instructor will determine) will result in a lowering of your final grade. Typically 3 or more will result in at least one letter grade lower.

**Classroom Behavior** <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>

1. Classroom behavior should reflect the professionals you are studying to become.
2. Everyone in the class has an equal voice and shall be allowed, without judgment, to participate fully (see more below about Harassment).
3. No one student has the right to monopolize conversations, to answer all questions without allowing others to think and formulate response.
4. Every student is expected to participate in class activities and discussions.

**Harassment** <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyRegardingtheProhibitedHarassmentofStudents.pdf>

Harassment of any kind, toward students or instructor, will not be tolerated. If it occurs, the polices set forth in the above linked document will be followed.

**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).

**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).

**The Family Rights and Privacy Act**

FERPA (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

**Dress Code for AU Classes and School Labs**

While there appears to be no dress code set forth by Auburn University, there is a dress code for students wishing to become teachers.

1. **AU Classroom(s)**  
   Comfortable attire is acceptable, but please do not dress in clothing that would be highly distracting to other students.
2. **School Lab Placements**  
   You MUST dress professionally for school lab placements. Remember throughout your time in schools, you will be working with students from age 4/5 to possibly 19 (or 20 if students have failed classes and elected to stay in school). The following is important for you to know when making clothing choices for school labs:  
   1. Clothing that is too tight is not appropriate for school labs. Too tight means that you are not comfortable moving around, that your under garment seams are showing, that your “body” is showing through.
   2. Dresses/skirts MUST be at least to the knee or below. Pencil skirts must NOT be too tight or too short. If you cannot bend and move flexibly in the skirt, you should consider another choice.
   3. Pants must be LONG pants – no capris or shorter and NOT too tight. If you cannot bend and be flexible in them, you should consider another choice.
   4. Blouses, shirts must fit properly – they should not show the midriff in any way. Remember, you will be moving your arms up and down (either showing students things, doing song activities, or conducting). A shorter blouse/shirt will show more than should be seen by students. Also, make sure that your blouse/shirt is not too low cut in the front or back.
   5. Men may be asked/required to wear a button down shirt with a tie. You may be allowed to wear a very nice polo-type shirt. As already stated, the clothing should fit appropriately.
   6. Shoes should be professional shoes. This means: no flip flops or athletic shoes (that are clearly for exercises, running, playing sports, etc.). There are some men’s shoes that are “casual athletic type” (typically they are a tan or brown color) which may be okay – worn with professional clothing. There are some women’s shoes that are like “slides” that may be okay, but they should clearly be “dressy” in nature, not casual.
   7. *Bottom Line – If your teacher or supervisor determines your clothing is inappropriate, you will be sent home from your school lab placement.*

**Music Education Consequences**

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. If you have had meetings in past semester(s) because of professionalism issues, these will be taken into account as consequences for future behavior are considered.

1. Meet with instructor to discuss the problem(s) and create a plan for correcting the problem.
2. Meet with music education faculty members. During this meeting it will be determined what the student must do to remain 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.
3. Depending on terms of previous contract/agreement, removal from class/practicum/internship. If not removal, subsequent consequences will be defined at this time. Student may also be removed from the music education program.

**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:

1. Engage in responsible and ethical professional practices
2. Contribute to collaborative learning communities
3. Demonstrate a commitment to diversity
4. Model and nurture intellectual vitality

**Contingency Plan**

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Other**

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

The instructor reserves the right to edit this syllabus to best fit the needs of the students and the course objectives.