# AUBURN UNIVERSITY

## COURSE SYLLABUS

**Course Number:** CTMU 4910B (CTMU 4910-003)

**Course Title:** Practicum in Area of Specialization: Music Education Technology

**Credit Hours:** 1 Semester Hour

**Prerequisites**: Admission to Teacher Education, Departmental Approval

**Corequisites**: CTMU 4910B

**Date Syllabus Prepared:** Updated August 2012

**Instructor:** Dr. Jane Kuehne – kuehnjm@auburn.edu – (334) 844-6852

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

**Resources**

1. NAfME Membership – includes receiving *Teaching Music* and the *Music Educators Journal* periodicals.
2. 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>
3. NAfME. (1994). The school music program: A new vision — The k-12 national standards, prek standards, and what they mean to music educators. Retrieved November 3, 2006 from <http://musiced.nafme.org/resources/national-standards-for-music-education/>

Selected examples of software (these materials will be placed on reserve or they will be free downloads).

Web-based resources, including instructor provided materials on Canvas.

Assigned readings from professional journals and other publications (these materials will be placed on reserve).

**Course Description:**

Cooperatively selected field experience.

The purpose of this course is to prepare teachers to integrate technology into music learning.

**Course Objectives:**  
Students will demonstrate knowledge of:

* How to select and support the use of instructional and assistive technologies. 290-3-3-.04(2)(d)1.(ii) CP10
* Methods for assessing advantages and limitations of current and emerging technologies and tools for instruction, student assessment, management, reporting purposes and communication. 290-3-3-.04(2)(d)1.(vi) CP10
* How to use a wide variety of school and community materials and human and technological resources. 290-3-3-.04(2)(d)1.(vii) CP10
* Media communication technologies to enrich learning opportunities. 290-3-3-.04(2)(f)1.(ii) CP10
* Professional literature, research, organizations and other resources including the applications of technology for continuing professional development. 290-3-3-.04(2)(i)1.(ii) CP14
* Safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies. 290-3-3-.04(2)(i)1.(x) CP10
* Strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources. 290-3-3-.04(2)(e)1.(vi) CP10
* Technology that can be used to enhance the performance of music. 290-3-3-.32(1)(a)5. CP12

Furthermore, students 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
* Compose and arrange music and adapt music from a variety of sources. 290-3-3-.32(1)(b)5. CP1

**Course Content and Schedule:**

*See additional handout about schedule.*

**Course Requirements/Evaluation:**

Students must complete all course requirements at a satisfactory level in order to pass this course.

Website Professional Portfolio Components  
The Web-based electronic portfolio will be submitted as a website hosted on the student’s Auburn University web space and will be presented to the class at the last class meeting. The portfolio will contain evidence of technology skills and teacher growth. To facilitate the process, many of the pieces will be completed as the semester progresses and uploaded to the student’s AU web page by due dates announced in class. The instructor will specify the file formats to be used. This project will become part of the portfolio required for graduation. Artifacts will include those developed in Practicum, Arranging, Pedagogy, Band/Choral Techniques, and Secondary/Elementary Methods.

Technology Assignments to be included in your Website (discussion posts will be put on a page of your website)

* Website (provide the link on the assignment page)
* Copyright Discussion Post
* Copyright Discussion Reply
* Microsoft PowerPoint - Timed Listening Guide
* Microsoft PowerPoint - Lesson Plan to use Listening Guide
* Microsoft Excel - Budgeting
* Microsoft Excel - Grade/Formula Functions
* Microsoft Word - Mail Merge Letters
* Microsoft Word - Newsletter and Concert Program
* Finale Notation File - Basic Lead Sheet with Chords
* Finale Notation File - Voice and Piano with Chords
* Finale Notation File - 4-8 part vocal/instrumental transcription
* Finale Lesson Plan - 1 lesson plan incorporating student use of Finale into a music lesson
* Garageband - Basic Arrangement/Original -2 minute length
* Garageband - 1 lesson plan incorporating student use of Garageband in a music lesson
* Logic Pro Sequencing - Accompaniment File
* Logic Pro Functions File - Using existing file, show you can use all required editing functions in Logic Pro
* Logic Pro - Recording, Editing, Exporting
* Logic Pro Lesson Plan - 1 lesson plan incorporating student use of Logic Pro in a music lesson
* Lesson Plans (1-4) for using iPads with secondary-level students
* Classroom Management Plan for using Technology

**Rubric for Grading Portfolio Components:**

S = All components included and linked together in a logical manner. Project components and construction show evidence of careful preparation and thoughtful consideration of teaching and learning applications. (Careful preparation includes the project “works” correctly, correct spelling and grammar, creative composition, and professional presentation.) All standards are represented by reflections and artifacts that are thoughtfully selected and described. The class presentation is informative and valuable for the audience. Evaluation of peers’ portfolio presentations is thoughtful and professional.

U = Missing component(s), or component(s) are not well thought out. AND/OR Evidence that there was little preparation and a lack of thought about teaching/learning applications. AND/OR Presentation is not prepared, not informative. AND/OR Lacks professionalism in critiques.

Readings and Media Critiques

Readings from textbooks, current journal articles, other publications, and the Web will be assigned. Additionally, students will critique music education software. Students will be expected to summarize findings from these assignments and share their findings on the WebCT Discussion board. Students are expected to participate in lively professional discussions regarding each reading. Due dates will be given in class.

Grading System

Students who complete ALL course requirements/assignments with a satisfactory grade (S) will be assigned a grade of “S” for the course and receive credit for the course. If a student does not receive an “S” on all assignments, he/she will receive a “U” for the course and will not receive credit.

S = Passing

U = Failing

**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.