

**AUBURN UNIVERSITY
SYLLABUS**

Course Number:	CTMU 1020
Course Title:	Music Education Lab I
Credit Hours	1 semester hour
Prerequisites:	Departmental Approval (fingerprinting)
Co-requisites:	None
Instructor:	Dr. Jane Kuehne • HC 5090 • (334) 844-6852 • kuehnjm@auburn.edu <i>Please use Canvas for all course related email/contact.</i>
Office Hours:	Tuesday 9:30 a.m. – 11:30 a.m., Friday 1:00 p.m. – 3:00 p.m. and by appointment. http://janekuehne.simplybook.me/
Date Syllabus Prepared:	Updated January 2014
Course Description:	Development and documentation of general music instructional abilities and dispositions for school and community music educators.

TEXTS OR MAJOR RESOURCES

Readings/Materials/Equipment:

You can purchase both of these items from Spicer's Music in Auburn (across from the movie theater by the mall).

1. Soprano Recorder
 2. Tuning Fork
 3. Selected readings from current journal articles and other materials provided on Canvas.
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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 general music learning settings that will be further developed in CTMU 5110 and CTMU 5120

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

- Musicianship (Outcome 1)
 - Accompany singing with Guitar (3 major chords, 2 minor chords keys, one minor key, strum pulse with pick)
 - Accompany melody instrument with Keyboard (3 major chords block chords)
 - Accompany singing with Autoharp (3 major chords, strum pulse with pick)
 - Perform melody on Soprano Recorder (6 tones)
 - Perform borduns and ostinatos on Classroom Mallet and Rhythm Instruments (Orff I Pentatonic)
 - Perform Drumming Ensembles
 - Solfege with Hand Signs (major and minor pentatonic Kodaly I)
 - Improvise Call and Response melodies and rhythm patterns by singing and performing on classroom melody instruments (Pentatonic)
- Teaching (Outcome 2)
 - Leading small vocal and instrumental ensembles
 - Teaching vocal and instrumental performance to small groups
 - Use technology to record, distribute, and assess music performance of individuals and groups
 - Use technology to notate transcribed melodies for individual practice
 - Use the Internet, music software, and productivity software for self-development of music skills

SKILLS TO BE DEVELOPED IN CTMU 5110 CHILDREN'S MUSIC LEARNING

- _____ Accompany singing with Guitar (3 chords in 3 major keys, 3 chords in 2 minor keys, root/5th bass patterns)
- _____ Accompany melody instrument with Keyboard (3 chords in 3 major keys, 3 chords in 2 minor keys, root/5th/chords)
- _____ Accompany singing with Autoharp (7 chords, root/5th/chords pick patterns)
- _____ Perform melody on Soprano Recorder (9 tones) and easy ensembles
- _____ Perform borduns and ostinatos on Classroom Mallet and Rhythm Instruments (Orff II Modal)
- _____ Lead Solfege with Hand Signs (major and minor scales Kodaly I)
- _____ Lead Improvisation activities singing and performing on classroom instruments (Pentatonic)
- _____ Leading small vocal and instrumental ensembles
- _____ Teaching vocal and instrumental performance to small groups
- _____ Lead listening and movement music learning activities
- _____ Use technology to notate music for teaching examples
- _____ Use technology to notate original lead sheets for vocal performance
- _____ Use the Internet, music software, and productivity software to support children's' music learning settings

SKILLS TO BE DEVELOPED IN CTMU 5120 SCHOOL AND COMMUNITY GENERAL MUSIC EDUCATION

- _____ Lead singing with Guitar (3 major chords, 2 minor chords keys, one minor key, pick strumming patterns)
- _____ Accompany melody instrument with Keyboard (3 major chords with bass block chords)
- _____ Perform medium recorder ensembles (Soprano and Alto)
- _____ Perform borduns and ostinatos on Classroom Mallet and Rhythm Instruments (Orff III Functional)
- _____ Lead Drumming Ensembles
- _____ Improvise in Drumming Ensembles
- _____ Improvise Call and Response melodies and rhythm patterns by singing and performing on classroom instruments (major, minor, modal)
- _____ Leading large vocal and instrumental ensembles
- _____ Teaching vocal and instrumental performance to large groups
- _____ Use technology to notate original vocal and instrumental ensembles for general music performance
- _____ Use technology to facilitate students' music composition
- _____ Use the Internet, music software, and productivity software to support adolescent and adult general music learning settings

COURSE CONTENT OUTLINE

Week 1	Expectations, plans, self-assessment
Weeks 2-7	Weekly on-campus labs; <i>Documentation of at least 5 competencies due</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 Canvas/Website. (Outcomes 1 and 2)

Self-Evaluation Narrative

Each student will submit a detailed self-evaluation narrative documenting their development of competencies and lab experiences. This will be posted to Canvas/Website. (Outcomes 1 and 2)

GRADING PROCEDURES

Each assignment/proficiency will be graded on a scale of 0 to 4: A = 4 B = 3 C = 2 D = 1 F = 0

For students who regularly attend class*, a grade of “F” (0) on an assignment is often reserved for assignments that are not submitted. However, if an assignment is not at least a D level, a grade of F will be assigned. In addition, for students who miss a significant amount of class times during the semester, a grade of “F” will be assigned as the course grade.

Grade of A		Grade of B		Grade of C		Grade of D		Grade of F	
100-pt Scale	4-pt Scale	100-pt Scale	4-pt Scale	100-pt Scale	4-pt Scale	100-pt Scale	4-pt Scale	100-pt Scale	4-pt Scale
100	4	89	2.93	79	1.95	69	0.98	59	0
99	3.9	88	2.83	78	1.85	68	0.88		
98	3.8	87	2.73	77	1.76	67	0.78		
97	3.71	86	2.63	76	1.66	66	0.68		
96	3.61	85	2.54	75	1.56	65	0.59		
95	3.51	84	2.44	74	1.46	64	0.49		
94	3.41	83	2.34	73	1.37	63	0.39		
93	3.32	82	2.24	72	1.27	62	0.29		
92	3.22	81	2.15	71	1.17	61	0.2		
91	3.12	80	2.05	70	1.07	60	0.1		
90	3.02								

CLASS POLICY STATEMENTS

*Please see the Student Policy eHandbook for important information:
http://www.auburn.edu/student_info/student_policies/*

Attendance: Ultimately, students get what they put into a course. The instructor will not be responsible for material missed due to inexcusable absences. You should plan to attend class during EVERY CLASS TIME. If you miss more than 2 classes for unexcused reasons (i.e. “I overslept.”) your grade will suffer as the instructor reserves the right to lower the grade at least one grade level (for example, an A would then be a B). This class is VERY time intensive in class. Students will present many assignments DURING class time. If a student is absent (for unexcused reasons), he/she will MISS the opportunity to earn the required points for assignments and a grade of 0 (zero) will be assigned for the missed assignment.

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 Friday class time 8-10:50, which will actually start and end earlier due to school times). 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. Remember, if you miss a lab time, your teacher does not have to allow you to make it up! Because labs are so important, if you cannot/do not make up any missed (excused) lab times, you will fail the course. The time in your lab is a REQUIREMENT of the state of Alabama.

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.

Assignment Submission: Submit all assignments on time. Each assignment will be graded using a rubric that includes points for being on time. Typically, if you are late on an assignment, the grade will be at least one grade lower (for example, an A would turn to a B). Please submit assignments where/when they are requested. If on Canvas – submit on canvas (do not email to the instructor!). If in class, submit in class on the due date.

Exam Make-Up Policy: We do not typically have written exams in this class. However, in the event there is a written exam and a student misses it, 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 absences(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.

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.

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).

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.
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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.

ADDITIONAL INFORMATION

Students must satisfactorily complete all course objectives to pass this course. *This means if a student misses an assignment that is attached to a specific objective, or misses a proficiency, the student will be assigned an F for the course.*

The Instructor reserves the right to change this syllabus to best fit the needs of the students. *This means that in some cases assignments will be adjusted or an alternate assignment will be substituted, or an assignment will be removed.*