

CTMU 5130/6130 School and Community Instrumental Music Education

SYLLABUS

Fall 2015

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Required Texts:

Jagow, S. (2007), *Teaching instrumental music: Developing the complete band program*. Galesville, MD: Meredith Music.

Hendrickson, C. V. (1957). *Handy manual fingering charts for instrumentalists*. Carl Fischer.

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

Course Description:

Musical development and learning of instrumentalists. Curriculum, methods, and assessment for community and school instrumental music learning settings.

Course Objectives:

- Students will:
 - Review materials for music education and critique these materials.
 - Reflect upon their teaching and music education as a profession and post these reflections on our course Discussion Board.
 - Demonstrate basic knowledge of woodwind, brass, percussion, and string instruments.
- The student will develop, teach, and evaluate lessons that demonstrate knowledge of:
 - Technology that can be used to enhance the performance of music
 - The role of the music teacher as a resource person in integrating music into other components of the total school curriculum.
 - The Comprehensive Musicianship (CMP) approach
- The student will demonstrate ability to:
 - Utilize score reading, stylistic analysis, rehearsal management, performance practice, and conducting techniques while conducting music ensembles.
 - Compose and arrange music and adapt music from a variety of sources.
 - Interpret representative works of the past and present and evaluate the quality of musical works and performances.
 - Coordinate the efforts of a large group of students with diverse backgrounds and abilities so as to accomplish desired musical objectives.
 - 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.
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Course Requirements:

- I. Assignments and quizzes over readings and class notes (25%)
- II. Score Analysis (20%)
- III. Detailed Standards-Based Unit Plan (25%)
- IV. Instrumental Teaching Portfolio (30%)

Grading System:

A = 100 – 90, B = 89 – 80, C = 79 – 70, D = 69 – 60

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/studentpolicies>

Accommodation Policy:

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

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>
Your work should be your own work, not that of others, or work found from Internet sites.

1. Document all sources that you use, online and hardcopy.
2. 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.

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 off-campus band rehearsal settings

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 policies set forth in the above linked document will be followed.

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 as e-mail, discussion boards, or stored documents such as word processor files stored in your computer.

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:

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. 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.
- f. 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.
- g. *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.