**AUBURN UNIVERSITY**

**DEPARTMENT OF CURRICULUM AND TEACHING**

**COURSE SYLLABUS**

**Course Number:** CTMU 1010

**Course Title:** Introduction to Music Education   
**Credit Hours:** 0 Semester Hours   
**Prerequisites:** Music Education Major, Minor, or Departmental Approval   
**Date Syllabus Prepared:** Updated August 2016

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

Office Hours M/W 10 a.m. – 12 p.m. or by appointment.

**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**

1. **Materials *Available on Canvas or online*:**
2. Chapter 1 from Hoffer, C. R. (2009). *Introduction to Music Education* (3rd Ed.). Long Grove, IL: Waveland Press.
3. Chapter 5/6 from Michael Mark. History of Music Education in the U.S.
4. Alabama Course of Study, which can be found online here: <http://alex.state.al.us/browseArt.php>
5. NAfME National Standards found online here: <http://www.nafme.org/my-classroom/standards/core-music-standards/>
6. Excerpts from Madsen, C. K. (2000). Vision 2020. Reston: NAFME. Retrieved December 1, 2006 from <http://www.nafme.org/about/history/vision-2020-the-housewright-symposium-on-the-future-of-music-education/>
7. **NAfME Professional Organization Membership.** You can sign up here: <http://www.nafme.org/join/>

**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.***

1. **Through daily reflections, explore personal beliefs about teaching music by writing about their own musical experiences in school and/or other areas.**
   1. Daily Reflections: Each class day, write a reflection based on topics provided by instructor.
   2. Class discussion on each topic.
   3. Topics might include (naming just a few):
2. Write 2 things that you learned from your elementary music teacher (or similar situation) that you still use today.
3. Write 2 things that you learned from a secondary-level music teacher (or similar situation) that you still use today.
4. Write about a negative learning experience you had in school.
5. Write about a positive learning experience you had in school.
6. Where the music teacher fits into the whole school community.
   1. Standards Met:
      * 1. AQTS (3)(c)1.(iv). Ability to model appropriate oral and written communications.
        2. 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.
7. **Compose an initial personal and professional philosophy of music education. (Philosophy, Commitment to Profession)**
   1. Read Hoffer Chapter 1 and other specified readings (during class)
   2. Philosophy Written and Oral: Written, 1-2 pages in grammatically correct, academic language. Oral Presentation during class time.
   3. 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).
   4. Standards Met:
      1. Music 2.e.1. Articulate the commitment to the art of music, to teaching music, and to encouraging artistic and intellectual development of students;
      2. Music 2.e.2. Articulate the importance of music as a component of students’ intellectual and cultural heritage.
      3. AQTS (3)(c)1.(i). Knowledge of standard oral and written communications.
      4. AQTS (3)(c)1.(iv). Ability to model appropriate oral and written communications.
      5. 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
8. **Become familiar with professional music education organizations and publications.**
   1. Professional Organizations/Materials
      1. Read excerpts provided on Canvas. Successfully compete online quiz, or daily reflection on organizations purposes.
      2. Join NAfME and participate in meetings (newly formed for Fall 2016 - $25-30 for membership).
      3. Read and summarize 2 articles from the *Music Educators Journal*. Present your summaries in class.
   2. Standards Met:
      1. AQTS (3)(c)1.(i). Knowledge of standard oral and written communications.
      2. AQTS (3)(c)1.(iv). Ability to model appropriate oral and written communications.
      3. AQTS (5)(c)2.(i). Knowledge of a range of professional literature, particularly resources that relate to one's own teaching field(s).
9. **Become familiar with developments in music education from the 1900s to present.**
   1. Read excerpts provided on Canvas. Write an in-class reflection on a topic related to the historical development of music education in the U.S. and summary based on “music education history chapter” provided on Canvas.
   2. Standards met:
      1. AQTS (3)(c)1.(i). Knowledge of standard oral and written communications.
      2. AQTS (3)(c)1.(iv). Ability to model appropriate oral and written communications.
10. **Become familiar with the Alabama Course of Study for music and the NAfME National Standards for music and determine appropriateness of curricula**
    1. View the Alabama Course of Study for Music (see link above) and the NAfME standards (see link above). Based on your assigned standard, create a set of 4 different activities that meet the standard. Be prepared to share and/or peer teach your activities.
    2. Standards Met:
       1. 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.
       2. AQTS (3)(c)1.(i). Knowledge of standard oral and written communications.
       3. AQTS (3)(c)1.(iv). Ability to model appropriate oral and written communications.
11. **Explore the qualities that make up a “great” teacher. As a class, create an evaluative instrument for assessing music teaching.**
    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. Present each group’s findings during class.
    2. Create an observer’s assessment instrument to use in assessing competence.
    3. Create a self-assessment form that teachers could complete to honestly self-assess their own teaching.
    4. Standards Met:
       1. AQTS (2)(c)2.(vii). Ability to collect and use data to plan, monitor, and improve instruction.
12. **Examine current Alabama State Department of Education classroom teacher evaluation methods (i.e. Educate Alabama, etc.).**
    1. In class, go through the current state documents/procedures. Summarize (written) those documents and processes. Introduce EdTPA.
    2. Standards Met:
       * 1. AQTS (3)(c)1.(i). Knowledge of standard oral and written communications.
         2. AQTS (3)(c)1.(iv). Ability to model appropriate oral and written communications.
         3. AQTS (5)(c)3.(ii). Knowledge of Alabama's state assessment requirements and processes.
13. **Peer-teach short introductory lessons for music and complete a self-evaluation for each.**
    1. Based on assigned topics in class, write short lesson plans and teach to your classmates (elementary and secondary ideas). Complete a self-evaluation for each time you taught.
    2. Standards Met:
       1. AQTS (3)(c)1.(i). Knowledge of standard oral and written communications.
       2. AQTS (3)(c)1.(iv). Ability to model appropriate oral and written communications.
       3. Music (2)(a)2.(iv). Play pitched and non-pitched classroom instruments.
14. **Begin to build relationships as a community of learners and teachers.**
    1. 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.
    2. Standards Met:
       1. 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.
       2. 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.
15. **Complete fingerprinting and background check, provide documentation for: arranged pre-teaching experience, planning for APTTP exam, complete TB test for field experiences.**
16. Complete fingerprinting prior to mid-term for the course. Bring documentation to the instructor and to HC3464 advisor.
17. 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.
18. 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.
19. **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 1-3 | Introduction to Music Education, Professional Organizations in Music and Music Education, and  Music Education Technology | 3, 11 |
| Weeks 4-6 | Historical development of Music Education. Qualities of a competent music educator, Alabama evaluative methods. Creating a Philosophy. | 2, 4, 6, 7 |
| Weeks 5-6 | Qualities of a competent music educator, Alabama evaluative methods | 6, 7 |
| Week 7 | Discovering Standards – Alabama Course of Study and NAfME National Standards | 5 |
| 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 |
| Weeks 13 -14 | Observing and evaluating professional music educators | 8, 10 |
| Weeks 15 | Bring documentation showing pre-teaching is arranged and that fingerprinting/background check is completed. | 12 |

**GRADING PROCEDURES**

Each assignment will be graded on a scale of 0 – 100 where 90-100 = A, 80-89 = B, 70-79 = C, 60-69 – D, and Below 60 = F. Course grades will be assigned based on averaged totals of assignments. All assignments are counted equally.

Note: Attendance also counts, so do not miss class times.

**CLASS POLICY STATEMENTS**

Be aware of the policies in the *Student Policy eHandbook*: <http://www.auburn.edu/student_info/student_policies/>

**Participation**  
Students are expected to participate in all class discussions and participate in all exercises, including field experiences and observations. 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. Participation includes your willingness to contribute thoughts and ideas during class discussions, make music, work in groups, teach, and give project presentations. Your final grade may be influenced by your observed willingness to participate in class activities.

**Attendance/Absences**Students should be aware of the *Student Policy eHandbook* on Class Attendance: https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf

Attendance is required at each class meeting and lab experience. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the *Student Policy eHandbook.*  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 campus must be documented and cleared with the instructor *in advance*. Five points will be deducted from the final grade for every two absences or three tardies (or early departures from class), except in the case of documented illness or University-excused absence (i.e. trips for band/choir/orchestra, etc.). *Please note: Appointments for routine medical and dental checkups are not considered excused absences.*

**Unannounced quizzes**  
There will be no unannounced quizzes.

**Accommodations**  
Students who need special accommodations in class, as provided for by the American Disabilities Act should arrange a confidential meeting with the instructor during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. You must visit the Program You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Office of Accessibility. More information can be found here: https://cws.auburn.edu/accessibility

**Honesty Code**  
Students should be aware of the *Student Policy eHandbook* Academic Honesty Code:

https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf

**Policy on Classroom Behavior**

Students should be aware of the *Student Policy eHandbook* Policy on Classroom Behavior: https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf

**Harassment**

Students should be aware of the *Student Policy eHandbook* Policy on Harassment:   
https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyRegardingtheProhibitedHarassmentofStudents.pdf

Harassment in academic settings and in the employment arena where students are involved is defined as: Conduct (physical, verbal, graphic, written, or electronic) that is (1) unwelcome; (2) discriminatory on the basis of race, color, sex, religion, national origin, age, or disability; (3) directed at an individual or group in one of the protected classes outlined in this policy; and (4) so severe or pervasive and objectively offensive that it unreasonably interferes with the victim’s ability to participate in or to realize the intended benefits of an institutional activity, opportunity, or resource, unreasonably interferes with the victim’s work or living environment, or deprives the victim of some other protected right.

**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:

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

**Equipment & Materials Policy**  
Materials for music education are available in the LRC and in HC 1408. Resources including books, posters, instruments, and recordings are available for student use in HC 1408. These materials are ***not*** to be taken from HC 1408 except for laboratory use. Note: Ukuleles purchased for classroom use will ***not*** be available to use in lab experiences. You must purchase your own for teaching use. Students must check materials in/out at specified times. Students will be responsible for damaged or missing materials.

**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. Although there is no law except those of slander and libel, professional ethical behavior includes refraining from critical or derogatory statements of teachers and school 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 bad reputation for your integrity and the integrity of Auburn University and can damage teacher’s careers (and your own).

**Other:**

Students must satisfactorily complete all course objectives and assignments to pass this course.

Students must satisfactorily complete all required field experiences to pass this course.

Instructor reserves the right to change the syllabus to best fit the needs of the students.