# AUBURN UNIVERSITY

# DEPARTMENT OF CURRICULUM AND TEACHING

# COURSE SYLLABUS

**Course Number:** CTMU 5140/6140

**Course Title:** School and Community Vocal Music Education

**Credit Hours:** 4 Semester Hours (3-hour lecture, 1-hour lab)

**Meeting Days/Times:** Tuesday and Thursday 8:00 a.m. – 10:15 a.m.

**Prerequisites:** Admission to Teacher Education, Graduate Certificate Students, Departmental Approval

**Date Prepared:** Updated Fall 2019 by Dr. Jane Kuehne

**Instructors:** Dr. Jane M. Kuehne - kuehnjm@auburn.edu – Office Location: HC 5090

Office Hours: T/Th 10:30-11:45 a.m., 1:30 p.m.-3:30 p.m., Fri., 1-3 p.m., By appt: <http://calendly.com/kuehne>

 Ms. Brittny Kempfer – bak0027@auburn.edu – Office Location: HC 5086, Goodwin 123

Ms. Kempfer: HC 5086: T/Th 12-1:50, Goodwin 123: M/W, 12-12:55 p.m., 2-3 p.m.

#  TEXTS OR MAJOR RESOURCES

1. Brinson, B.A. & Demorest, S.M. (2014). *Choral music: Methods and materials* (2nd ed). Belmont, CA: Schirmer, Cengage Learning. ISBN: 978-1133599661
2. Buszin, W. E. (ed) (1985). *101 chorales harmonized by Johann Sebastian Bach*. Alfred Music. Miami, FL: ISBN: 9780769243979
3. NAfME National Standards for Music, found online here: <https://nafme.org/core-music-standards/>
4. Alabama Course of Study for Music, found online here: <https://www.alsde.edu/sec/sct/COS/2017%20Arts%20Education%20COS.pdf>
5. The Alabama Learning Exchange also includes the standards, found here: <https://alex.state.al.us/browseStand.php>

# COURSE DESCRIPTION

Vocal music development and learning. Curriculum, methods, models, and assessment for community and school childhood – adult vocal music learning settings.

# 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 effect 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.

# COURSE OBJECTIVES

Demonstrate Ability to:

* speak and act in professional ways, including attendance to classes and labs, speech to peers, professor/instructor, clinical teachers, and school students.
* analyze choral music and create logical and effective rehearsal/teaching plans.
* create a choral music teaching website/handbook that effectively communicates information to prospective administrators, parents, co/peer teachers, and students and serves as a toolbox for your choral music materials.
* effectively communicate information and ideas in both written and oral ways.

Demonstrate Knowledge of:

* choral music teaching topics, including but not limited to the information from *Choral Music: Methods and Materials* (2nd Ed.) and assigned readings, including both traditional and non-traditional views of choral music education.
* teaching strategies and learning theory and style for choral music classroom.
* background information and teaching strategies for teaching choral sight-singing.

**ASSIGNMENTS FOR THIS COURSE**

All assignments will be outlined on Canvas or in Class. You will develop a website which will serve as your portfolio for this course. All assignments (except for field experience) will be linked to your website.

**GRADING PROCEDURES**

Each assignment is graded on a 100-point scale (each is worth 100 points). Final grades are weighted based on the categories in Canvas.

Final Grade Assignments are as follows: A – 90-100, B – 80-89.99, C – 70-79.99, D – 60-69.99, F – 59.99 or below

**CLASS CALENDAR**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Class #** | **Day, Date** | **Content** | **Unit(s)** | **Readings** | **Assignments** |
| 1  | 1 | Tues., Aug. 20, 2019 | Introduction to the class and Assignments \* Budgeting \* Google Website \* Form Groups \* Sing Solfege Scales \* Lesson Planning (if time) | 1, TB | BR 1, 13 | Solfege Scales |
| 2 | Thurs., Aug. 22, 2019 | Lesson Planning – (edTPA Task 1) \* Ensemble Seating | ALL | BR 4 | Solfege Scales |
| 2  | 3 | Tues., Aug. 27, 2019 | Communicating with Parents and Administration \* Website Setup (bring your computer, if possible) \* Recruitment/Retention \* (edTPA 1) | 1, TB | BR 2, 15 | Website, Trip Plans, Recruitment and Retention Plans |
| 4 | Thurs., Aug. 29, 2019 | Taking a Trip with Students and Chaperones - Group | 1, TB |   |   |
| 3  | 5 | Tues., Sept. 3, 2019 | Choosing Music/Repertoire \* Composing for MS/HS Choir \* Choose Chorales (2-3) \* Score Analysis \* (edTPA 1) | 2 | BR 5, 10, 11 | LPs for Chorales, SAB/SATB Composition |
| 6 | Thurs., Sept. 5, 2019 | ***Attend Assigned Field Placement - Signature Required for Credit*** | FE |   | *Field Experience Form* |
| 4  | 7 | Tues., Sept. 10, 2019 | Vocal Health \* Placing Singers (Auditions and Seating) \* Changing Voice | 2 | BR 7, 8 | Audition Sheets, Seating Options |
| 8 | Thurs., Sept. 12, 2019 | ***Attend Assigned Field Placement - Signature Required for Credit*** | FE |   | *Field Experience Form* |
| 5  | 9 | Tues., Sept. 17, 2019 | Diversity in the Classroom and Workplace \* Special Needs Students (edTPA 1) | 2 |   | *ADA Compliant LP, edTPA 1* |
| 10 | Thurs., Sept. 19, 2019 | ***Attend Assigned Field Placement - Signature Required for Credit*** | FE |   | Field Experience Form |
| 6  | 11 | Tues., Sept. 24, 2019 | Teaching Music Reading (Sight-Singing), Creating a Task Analysis | 2 | BR 9 | Task Analysis |
| 12 | S Thurs., ept. 26, 2019 | ***Attend Assigned Field Placement - Signature Required for Credit*** | FE |   | *Field Experience Form* |
| 7  | 13 | Tues., Oct. 1, 2019 | Classroom Environment and Management (edTPA 2) | 2 | BR 13 | Management Plan, edTPA 2 |
| 14 | Thurs., Oct. 3, 2019 | ***Attend Assigned Field Placement - Signature Required for Credit*** | FE |   | *Field Experience Form* |
| 8  | 15 | Tues., Oct. 8, 2019 | Gender in the Choral Classroom *(Guest: Dr. Megan Rudolph, Confirmed)* | 2 |   | Reflection: Gender |
| 16 | **Thurs., Oct. 10, 2019** | **NO CLASS – FALL BREAK** |   |   |   |
| 9  | 17 | Tues., Oct. 15, 2019 | What is CCM \* CCM vs. Classical Pedagogy Types of non-traditional ensembles | 3 | BR 14, CCM Editorial, NAfME Article | Reflection: CCMS vs. Classical Pedagogy |
| 18 | Thurs., Oct. 17, 2019 | ***Attend Assigned Field Placement - Signature Required for Credit*** | FE |   | *Field Experience Form* |
| 10  | 19 | Tues., Oct. 22, 2019 | How to choose your non-trad ensemble and recruit for it \* Informal Learning: What is it? \* Planning for a non-traditional choir \* How to rehearse your ensemble  | 3 | BR 3, 12 GREEN 1 |  Reading Reflection (in class or on Canvas) |
| 20 | Thurs., Oct. 24, 2019 | ***Attend Assigned Field Placement - Signature Required for Credit*** | FE |   | *Field Experience Form* |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Class #** | **Day, Date** | **Content** | **Unit(s)** | **Readings** | **Assignments** |
| 11  | 21 | Tues., Oct. 29, 2019 | Informal Learning: How to write objectives and meet them \* Arranging for your ensemble \* (Building to Student Arrangements) | 3 | BR 4 | Seating Chart, Rationale for Non-trad Ensembles |
| 22 | Thurs., Oct. 31, 2019 | ***Attend Assigned Field Placement - Signature Required for Credit*** | FE |   | *Field Experience Form* |
| 12  | 23 | Tues., Nov. 5, 2019 | Informal Learning: Working the plan \* Student arrangements | 3 |   |   |
| 24 | Thurs., Nov. 7, 2019 | ***Attend Assigned Field Placement - Signature Required for Credit*** | FE |   | *Field Experience Form* |
| 13  | 25 | Tues., Nov. 12, 2019 | All the "other" stuff about non-traditional ensembles (equipment, costumes, choreography, etc.) \* Where does technology fit? | 3 |   | Vocal Arrangement |
| 26 | Thurs., Nov. 14, 2019 | Technology Work Day - IN CLASSROOM (or LRC) working on Website, Remaining Work | 1, TB |   | IL Unit Plan, edTPA 3 |
| 14  | 27 | Tues., Nov. 19, 2019 | Getting a Job and Keeping It *(Guest: Mr. DeShaun McGee, confirmed)* | 3 | 16 | Job Talk Reflection |
| 28 | Thurs., Nov. 21, 2019 | Conducting Chorale/Composition/Leading Arrangement (edTPA 3) |   |   | Conducting Reflection |
| 15  | -29 | **Tues., Nov. 26, 2019** | **NO CLASS – THANKSGIVING BREAK** | **War** | **Go** | **BEAT** |
| -30 | **Thurs., Nov. 28, 2019** | **NO CLASS – THANKSGIVING BREAK** | **Eagle!** | **Tigers!** | **BAMA!** |
| 16  | 31 | Tues., Dec. 3, 2019 | Conducting Chorale/Composition/Leading Arrangement (edTPA 3) | ALL |   | edTPA 3 (edTPA 1,2,3) |
| 32 | Thurs., Dec. 5, 2019 | Conducting Chorale/Composition/Leading Arrangement (edTPA 1,2,3) |   |   | Conducting Reflection |
| Finals | --- | Mon.-Fri., Dec. 9-13, 2019 | Final Exam Week – InterviewsFinal Website Due |   |   | Interview & Website |

**AUBURN UNIVERSITY CLASS POLICY STATEMENTS**

***Please see the Student Policy eHandbook for important information:*** [*http://www.auburn.edu/student\_info/student\_policies/*](http://www.auburn.edu/student_info/student_policies/)

1. Attendance. Although Auburn University does not required attendance, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. In addition, attendance is part of the grade as it is a necessary skill that must be demonstrated for future success in a teaching classroom or other employment.
2. 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 *eHandbook* for more information on excused absences.
3. Make-Up Policy. 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.
4. Academic Honesty Policy. All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* 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.
5. 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).
6. Course contingency. 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. See Dr. Kuehne if you have questions about this addendum.

# ADDITIONAL PROFESIONALISM POLICIES

1. College of Education 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: (a) Engage in responsible and ethical professional practices; (b) Contribute to collaborative learning communities; (c) Demonstrate a commitment to diversity; and (d) Model and nurture intellectual vitality.
2. General Professionalism. Students in Music Education MUST demonstrate professionalism in both actions and speech in classes on campus, and in labs or other school-related visits/placements.
3. 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:
* All discussion about a student or students should be conducted with the teacher or university supervisor only.
* Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office. (Be aware of listeners in all settings.)
* You should not discuss students with other parents, agencies, or other students.
* Limit discussion to those involved with your assignment.
* When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
* 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.
1. 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).
2. Lab Attendance. Student Lab Attendance is Required. You must attend your ASSIGNED lab placement. IF YOU MISS A LAB DAY, YOU MUST MAKE IT UP OR RECEIVE AN AUTOMATIC STARTING GRADE OF A “F for the COURSE.”
	* *NOTE:* The professor/instructor is NOT required to attend YOUR labs. Furthermore, it is logistically impossible for her/him to attend all lab placements each week. Lab attendance is for STUDENTS to gain observation and teaching experiences. Attend all days of lab and remain at your placement for your required amount of time. If you discover you must miss a day (or days) for personal illness or death in immediate family, you must *immediately contact your teacher AND professor/supervisor*, and upon return, immediately provide evidence of personal serious illness or death in immediate family to your teacher, professor and/or supervisor(s) and, if applicable, your school. *If your teacher and/or supervisor(s) prefer text message and email, you may do that in lieu of a call. You must make up missed lab days for any/all excused or unexcused absence.*
	* A FULLY COMPLETED Field Experience Verification form is required at the end of the semester to document required lab attendance. An incomplete form may result in (1) having to make up or redo hours, (2) a grade of “F” for the class.
3. Lab Punctuality. Arrive on time to school(s). Sign in at the required time as agreed by you and your teacher. If you discover you will be late for any reason, whether it is your fault (oversleeping, dawdling), or through no fault of your own (unusually heavy traffic due to accident, your own car accident, your car is stalled, etc.), you must *immediately call/contact your cooperating teacher*, AND your professor/supervisor to inform them of the situation.
4. Lab Dress. Students must dress professionally and appropriately and be aware they will be working with students from ages 4 or 5 through ages 18 or 19 (or older in some cases). Both men and women must wear appropriate shoes. No flip-flops. No “workout” shoes. All clothing should fit appropriately. Shirts/blouses, pants and/or skirts should be neither too tight nor too loose and they should be *MODEST IN NATURE*. Men should wear dress pants and either button-up or nice polo-style shirt (or suit if preferred). A tie may be required. Women should wear dress pants (that are not too tight) or skirt and a blouse/shirt that reaches at least to the waist and is not cut too low in front or back, nor should your shirt ride up to show your midriff. Skirts should be modest and the length should be at or below your knee. Dress pants should not be “low rise,” “skinny,” nor leggings. Check with your teacher and/or school personnel *BEFORE* wearing cropped/Capri-type pants; they may not be acceptable. SHORTS are not acceptable. Blue jeans should ONLY be worn if there is a “casual day” AND your teacher approves it, and they must meet all above requirements. OVERALL, *YOUR CLOTHING SHOULD BE MODEST IN NATURE. PLAN ACCORDINGLY.*
5. On-Campus Class Attendance. Each day you will receive a daily grade based on your completion of the daily reflection. If you miss class for any reason, excused or unexcused, you will be assigned a “Zero” for that day. If you arrive late or leave early, your grade will start at an “80.” If you have missed for an excused reason, you can watch the class video, post notes, and then recover the daily points you were not able to earn due to absence.
6. Assignment Completion and Revision. Complete and submit your assignments and requested revisions by due dates and times listed in Canvas.
7. Degree Credit. You must make a “C” or better in this class for it to count toward degree credit.
8. Syllabus modification. The instructors reserve the right to modify this syllabus to best fit the educational and/or professional needs of the students. If changes are made, students will be notified of those changes through Canvas.

# MUSIC EDUCATION PROGRAM CONSEQUENCES

Violation of above policies or items in this syllabus will result in:

1. Warning. You will be sent an email to your Auburn University email address indicating which above condition(s) was/were not met. The email will be copied to music education faculty members. Depending on the situation, it may also be copied to Dr. David Virtue (Curriculum & Teaching Department Head). Once you have been warned, your prompt response to and resolution of condition(s) is required *no later than 24-48 hours after your warning email was sent*. If this is not completed within 24-48 hours, you will progress to #2 below. Depending on the situation, a copy of your warning email may be added to your advising file in HC 3464 (OSS).
2. On-Campus Meeting. You will meet on campus with your professor/instructor, and if necessary the program coordinator, and/or department head. Reasons for the meeting will be discussed and agreed upon corrections will be documented in a memorandum and it will be emailed to you. This will also be added to your advising file in HC 3464 (OSS).
3. On-Campus Meeting. Possible Removal from Class or Lab. You will meet with the professor/instructor, all music education faculty members, and the department head to determine the best course of action. Reasons for the meeting will be discussed and agreed upon corrections or removal requirements will be documented in a memorandum which will be emailed to you. This will also added to your advising file in HC 3464 (OSS. If removal, your teacher will be notified that you will no longer attend lab/class.
4. On-Campus Meeting. Possible Removal from Music Education Program. You will meet with the professor/instructor, all music education faculty members, the department head, and the associate dean to determine the best course of action. Reasons for the meeting will be discussed and agreed upon corrections or removal requirements will be documented in a memorandum and it will be emailed to you. This will also be added to your advising file in HC 3464 (OSS).