# AUBURN UNIVERSITY 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. – 9:15 a.m., Friday, 8:00 a.m. – 10:50 a.m.

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

**Date Prepared:** Updated Fall 2021

**Instructors:** Dr. Jane M. Kuehne - [kuehnjm@auburn.edu](mailto:kuehnjm@auburn.edu%20) and Mr. Christopher Loftin - [csl0039@auburn.edu](mailto:csl0039@auburn.edu)

**Office Hours:** By Appointment

## TEXTS OR MAJOR RESOURCES

* Davids, J. & LaTour, S. (2021). Vocal technique: A guide to classical and contemporary styles for conductors, teachers, and singers (2nd edition). Long Grove: Waveland Press, Inc.
* Bach, J.S. (1912?). *389 Choralgesänge für vierstimmigen gemischeten Chor* (B.F. Richter, Ed.). Breitkopf & Härtel, Wiesbaden. (Available on Canvas, Public Domain)
* NAfME National Standards for Music, found online here: <https://nafme.org/core-music-standards/>
* Alabama Course of Study for Music, found online here: <https://www.alsde.edu/sec/sct/COS/2017%20Arts%20Education%20COS.pdf>
* The Alabama Learning Exchange also includes the standards, found here: <https://alex.state.al.us/browseStand.php>

## COURSE DESCRIPTION (Catalog)

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 and appropriate ways, including attendance to classes and labs, speech to peers, professor/instructor, clinical teachers, principals, school staff, community members, school students and their caregivers
* effectively communicate information and ideas in both written and oral formats
* analyze various choral music styles/genres and create logical and effective rehearsal/teaching plans based on target ensemble(s)
* 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
* create a logical sight-singing approach using self-created and found materials based on analysis of the sight-singing “task”
* sing pentatonic, major, minor, and chromatic scales with Curwen hand signs (ascending and descending)
* articulate in both writing and orally a sound philosophy of music education
* create a budget for a choral classroom that includes supplies, music, projected short trips, costuming/uniforms, piano tuning, performance space maintenance and/or rental, etc.
* create a comprehensive travel plan for an out-of-state or international full program trip based on information provided in class
* create electronic accompaniment and practice tracks for singer support
* compose and arrange choral music
* create assessment tools for the choral music setting
* reflect in both written and oral formats on current choral music practices

Demonstrate Knowledge of:

* effective and healthy vocal techniques and vocal pedagogy for the choral classroom and individual voice settings including detailed functional anatomy of larynx and respiratory system
* effective techniques for teaching vocal music with adolescents whose voices are changing
* learning theory related to teaching individual voice and choral music and music in general
* traditional and nontraditional approaches in choral music education
* voice part placement, range, and repertoire including ensemble placement approaches
* diversity in education and society and how it relates to teaching in general, and specifically teaching music, including working with students with special needs

## 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 and final grades area assigned as follows: A – 90-100, B – 80-89.99, C – 70-79.99, D – 60-69.99, F – 59.99 or below.

## CLASS CALENDAR

*Order and content may be adjusted throughout the semester. A more detailed calendar will be available on Canvas.*

|  |  |
| --- | --- |
| **Week** | **Topics/Content (VocTech = Vocal Techniques textbook)** |
| 1 | Class Introduction, Important Items in the Syllabus, Sample Choral Warm ups Sing through Solfege Scales |
| Setting the Stage for your Year, Classroom Environment, "Rules," Community Building, etc. *VocTech 16 Topics: Vocal Warm Ups* |
| *VocTech 14-16, 1-2 Topics: Vocal Health, Vocal Warm Ups,  Singing Posture, Alignment,* Breath Support |
| 2 | *Voc Tech 14-15 Topics: Reducing Tension, Vocal Health* |
| *VocTech 3 Topics: Creating/Releasing Sound* |
| Larynx and Lung Quiz. Peer Teaching: Vocal Warm Ups;  Sing through Solfege, Warm Ups Continued |
| 3 | Purpose of Program Website. Google, Wix, Weebly -- pick one. Communicating with Parents/Caregivers |
| Parent Matters - Roll Playing Parent Conferences, Professionalism, "Fashion Show" |
| Program Management, Continue Parents, Budgets, Trips, Fund Raising, etc.  Making it Easy for your Supporters |
| 4 | *VocTech 4 Topics: Vocal Resonance, Bach Chorales Assignment* |
| Recruitment and Retention |
| **Peer Teaching - Bach Chorales #1** |
| 5 | *VocTech 5-6 Topics: Vowels and Consonants and the IPA* Using IPA for other language works*,* Translations |
| Using IPA for other language works - in-class IPA |
| **Peer Teaching - Bach Chorales #2** |
| 6 | *VocTech 7 Topics: Vibrato* |
| E-Techniques to help your singers |
| Sight-Singing in the Choral Classroom, |
| **Week** | **Topics/Content (VocTech = Vocal Techniques textbook)** |
| 7 | *VocTech 8-9 Topics: Vocal Registers and Vocal Classification.* Auditions for Voice Placment, Ensemble Selection |
| Ensemble Types, Choosing the Proper Music for Your Ensembles,  Arranging for Your Ensemble |
| **LAB OBSERVATIONS (in person or online)** |
| 8 | *VocTech 10-11 Topics: Intonation, Vocal Effects* (midterm) |
| *Th/Fr = Fall Break* |
| 9 | *VocTech 11: Choral Blend*, Achieving Blend through Placement (Noble Technique) |
| Choral Analysis, Listen, Analyze Describe Composing for your Group(s), Copyright and Ethics |
| **LAB OBSERVATIONS (in person or online)** |
| 10 | *VocTech 13 Topics: Changing voices* |
| Community Choirs-Barbershop, Church, "Societies," Professional Choirs, etc. |
| **LAB OBSERVATIONS (in person or online)** |
| 11 | Special Needs Students |
| Diversity inside and outside of your Classroom |
| Guest Speaker: Stevie Hirner (transgender) |
| 12 | Movement, Improvisation, Style |
| Non Traditional Music Options in the Choral Classroom |
| **LAB OBSERVATIONS (in person or online)** |
| 13 | Planning and Programming Music, Creating Programs, Contests and Assessment |
| Assessment and Evaluation in the Choral Classroom, AVA Rubrics, etc. |
| **LAB OBSERVATIONS (in person or online)** |
| 14 | Getting and Keeping a Job (possible guest speaker) |
| Open and Closed Door Conversations, Troubling Situations in Education Classrooms |
| **LAB OBSERVATIONS (in person or online)** (last day to withdraw with a "W") |
| 15 | Thanksgiving Break |
| 16 | Conducting Your Piece |
| 17 | Final Exam Week |

## 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 and Excused Absences. Students are expected to attend all their scheduled classes. College work requires regular class attendance as well as careful preparation. Specific policies regarding class attendance are the prerogative of individual faculty members. Certain absences can be excused based on the AU Attendance Policy and there must be proper documentation to verify the reason for the absence.  
   See the full policy: [LINK](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf)
2. Excused Absences. Instructors shall determine the policy regarding grading which they feel is best for the course. This policy shall be presented to the class, in writing, at the beginning of the term and will govern the actions of the instructor in the course. Arrangement to make up missed major examinations (e.g. hour exams, midterm exams) due to properly authorized excused absences shall be initiated by the student as soon as possible but no later than one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within one week from the time that the student initiates arrangements for it. Instructors are encouraged to refrain from giving make-up examinations during the last three days prior to the first day of final examinations. The format of make-up exams and opportunities for students to make up work other than major examinations are at the discretion of the instructor whose make-up policies should be stated in writing at the beginning of the term. Instructors are expected to excuse absences for:
   1. Illness of the student or serious illness of a member of the student’s immediate family. The instructor may request appropriate verification.
   2. The death of a member of the student’s immediate family. The instructor may request appropriate verification.
   3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. When feasible, the student must notify the instructor prior to such absences, but in no case more than one week after the absence. Instructors may request formal notification from appropriate university personnel to document the student’s participation in such trips.
   4. Religious holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays.
   5. Subpoena for court appearance. Documentation may be requested.
   6. Military Orders. Documentation may be requested.
   7. Any other reason the instructor deems appropriate. Documentation will be required.
3. 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.
4. 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).
5. Course contingency. If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak, or COVID-19 shutdown), 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.

## 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 (YOU) 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 excused reasons (see AU Attendance Policy) 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 AND/OR unexcused absence.*
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. Alternately, you may be notified in person at the end of lecture class time. Depending on the situation, an email or memo outlining the issue may also be copied to the Curriculum & Teaching Department Head. If the issue or situation is not addressed, you will progress to #2 below.
2. On-Campus Meeting (or by Zoom). 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 (or by Zoom). 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 (or by Zoom). 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).

## COVID-19 AND HEALTH RELATED POLICIES

***Our goals is to remain healthy, prevent the spread of disease, and continue to meet face-to-face.***

**HEALTH AND CLASS PARTICIPATION**

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, please consider getting a COVID-19 test. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence, if possible
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Complete available class activities as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.
* Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu).
* This information is subject to addendum or edits based on on-going policy and health changes.

## HEALTH AND WELL-BEING RESOURCES

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team <https://auburn.edu/covid-resource-center/>
* Student Counseling and Psychological Services <http://wp.auburn.edu/scs/>
* AU Medical Clinic – <https://cws.auburn.edu/aumc/>

If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office: <http://aucares.auburn.edu/>

## COURSE EXPECTATIONS RELATED TO COVID-19

* ***Face Coverings are REQUIRED in this class***. As a member of the Auburn University academic community, you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and may continue to be required in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate. You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s policies, you will be instructed to leave the classroom and will be held to the protocols outlined in the Auburn University Policy on Classroom Behavior (<https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.
* **Physical Distancing will be used.** We will attempt to socially distance according to current AU policy and CDC guidelines.
* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Course Meeting Schedule**: Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* **Technology Requirements:**This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).
* *Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the Auburn University Policy on Classroom Behavior (*[*https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf*](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)*).*

## COURSE DELIVERY CHANGES RELATED TO COVID-19

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.

## FINAL INFORMATION

The instructor for this course reserves the right to modify this syllabus and its policies to fit the needs of students, to ensure student safety, and/or to adhere to requirements of emerging AU policies related to COVID-19 changes or other significant events.