

**AUBURN UNIVERSITY
DEPARTMENT OF CURRICULUM AND TEACHING
COURSE SYLLABUS**

Course Number: CTMU 5960
Course Title: Secondary Music Methods
Credit Hours: 3 Semester Hours
Prerequisites: Admission to Teacher Education, Departmental Approval
Corequisites: none
Date Prepared: Updated January 2010
Instructor: Dr. Jane M. Kuehne
Contact Information: 5090 Haley Center * Office Phone: (334) 844-6852 * Cell Phone: (334) 332-7228 –no calls after 9 pm
kuehnjm@auburn.edu (please put “CTMU 5960” in subject line, or use Blackboard mail)
Office Hours: Tuesdays 9:30 – 11:00 a.m., Thursdays, 9:30 – 11:00 a.m. & 1:00 p.m. – 2:30 p.m. and by appointment.
I have 10 interns this semester and may need to be in the schools completing observations during scheduled office hours. Please call or text me to be sure I am there. A note will be on the door if I am unable to meet office hour times.

TEXTS OR MAJOR RESOURCES

- Shehan-Campell, *Music in Childhood*. You will have this from Elementary Methods (or will get it now and use it for Elementary Methods also). Found in Bookstore (probably under CTMU 5940).
- Readings and excerpts from textbooks as well as current articles and publications will be assigned (these materials will be placed on reserve in the Learning Resources Center or E-Reserves through AU Library).
- Morton, J. B. (2005). Alabama course of study: Arts education. Montgomery, AL: Alabama State Department of Education. Retrieved November 13, 2006 from <http://www.alsde.edu/html/sections/documents.asp?section=54&sort=1&footer=sections>
- MENC. (1994). The school music program: A new vision — The K-12 national standards, preK standards, and what they mean to music educators. Retrieved November 3, 2006 from <http://www.menc.org/publication/books/prek12st.html>
- Madsen, C. K. (2000). Vision 2020. Reston: MENC. Retrieved December 1, 2006 from <http://www.menc.org/publication/vision2020/>
- *Teaching Music and Music Educators Journal* (available through CMENC membership)

COURSE DESCRIPTION

Methodology, materials, and activities for secondary music programs, including field experiences in public schools. The purpose of the course is to begin the development of certain minimal competencies required of successful teachers in secondary general, instrumental, and vocal music. Skills in demonstrating these competencies will continue to be developed in subsequent courses and the internship.

COURSE OBJECTIVES (*students will be able to...*)

- Describe and demonstrate professional qualities essential to effective teaching including the role of the teacher in music learning and remediation. (Readings/Lecture, Class Discussion and Written Responses)
- Describe the role of the music teacher as a resource person in integrating music into other components of the total school curriculum. AL 290-3-3.32(1)(a)(6), CP7 (Readings/Lecture, Music Teacher Roles Discussion and Secondary Integrated Unit)
- Reflect upon the nature and purpose of music in general education, the role of music education in aesthetic development of students, and the essential nature of music within the total curriculum, the arts, and society. AL 290-3-3.32(1)(a)(3) CP1 (Readings/Lecture, Class Discussion and Written responses)
- Identify state and national standards for secondary school music education. (Lesson Plans ALCOS and MENC)
- Demonstrate effective lesson planning and organization for music instruction. (Lesson Plans Throughout)
- Utilize learning theories and effective instructional approaches related to secondary school music. (Lesson Plans Learning Theories)
- Identify procedures for accommodating the special learner and the gifted learner in the secondary music program (Lesson Plans for Special Learners and responses to Madsen Examples)
- Demonstrate knowledge of physical problems which may develop if the voice is used inappropriately; teaching strategies designed to develop and maintain vocal health and proper vocal production at all levels; and the organization and training of singers in the performance of appropriate choral literature. (including boys' changing voices, show choirs, etc.) 290-3- 3-.32(1)(d)1. CP1 (Readings/Lecture, Voice Change Quiz, Vocal Health Quiz/Vocal Model)
- Demonstrate the principles of teaching correct posture, breathing, and articulation, describe problems and solutions associated with intonation. (Readings/Lecture, Discussions, Breathing for Singing and Playing, Teacher Interview)
- Identify proper learning sequences for developing sight-reading skills and musical independence (Readings/Lecture, Task Analysis for Music Reading for Choir or Band)

- Identify effective practice habits – personal and suggested practice habits, Madsen (Self Assessment, Teacher Interview)
- Design music learning activities to meet the individual needs of secondary music students (Lesson Plans for Secondary Music, General, Choral, Instrumental)
- Describe ways to motivate students (Readings/Lecture, Classroom Management Plan)
- Describe various approaches to organization, management and discipline appropriate for secondary school music settings (Readings/Lecture, Classroom Management Plan, Responses to Madsen Examples)
- Describe the administrative aspects of the music program, including scheduling; recruitment; support groups; selection, purchase and maintenance of resource materials, equipment and performance attire; budget management; performance; and field trips AL 290-3-3.32(1)(a)(4), CP6 (Readings/Lecture, Handbook and Management Plan)
- Identify efficient and effective promotional and recruiting activities (Readings/Lecture, Discussion, Teacher Interview)
- Utilize forms and procedures for keeping student records and report (Readings/Lecture, Grade Book Example)
- Describe various student evaluation procedures (including auditioning, observation, and testing) (Readings/Lecture, Handbook, Original Evaluation Forms/Rubrics)
- Interpret representative works of the past and present and evaluating the effectiveness of musical works and performances at the secondary level. AL 290-3-3.32(1)(b)(6), CP1 (Choral/ Instrumental Analysis and Plans)
- List criteria for selection and evaluation of suitable music literature and other instructional materials including literature of Western and non-Western cultures, and ethnic/multicultural music AL 290-3-3.32(1)(a)(3), CP1 (Choral/Instrumental Literature Collections)
- Describe the cultural and philosophical foundations of secondary music education. (Readings/Lecture, History and Philosophy Quiz)
- Articulate a personal philosophy of music education. (Readings/Lecture, Philosophy of Music Education, specifically for Secondary Music)
- Play pitched and non-pitched classroom instruments AL 290-3-3.32(1)(b)(3), CP1 in class and in lab placements (Labs and in Class)
- Create and carry out a small research project to begin thinking about music and music teaching in terms of inquiry and outcome (Research Project)

COURSE SCHEDULE

See attached.

COURSE REQUIREMENTS/EVALUATION:

Grades	A = 90-100	B = 80-89	C = 70-79	D = 60-69	F = Below 60
Quizzes and Presentations (20%) <i>Must have 70 points (of 100) for each quiz.</i>	Oral presentations of assignments throughout course Quizzes based on readings/presentations (as needed) Voice Change Quiz Vocal Health Quiz (goes with Vocal Model) History and Philosophy Quizzes Learning Theory Quiz Additional Quizzes as needed (based on lectures and/or readings)				
Research Project (20%)	Choose a topic that interests you and do an action research project. More details about this project in class and on blackboard.				
Midterm/Final Exam Average (20%)	Oral Midterm and Final Exams.				
Teaching Documents (40%)	* Various written responses as needed in semester * Philosophy of Music Education (Written/Oral) * History of Music Education (Written/Oral) * The Teacher as a Professional and Music's Place in the Secondary Curriculum – Written response * General Music Integrated Curriculum Unit (5 lesson plans) * ALCOS and MENC Lesson Plans 1 general, 1 ensemble (also must be included in all other lesson plans) * Choral or Instrumental Analysis and Rehearsal Plans * Special Learner Lesson Plans 1 general, 1 ensemble * Madsen Example Responses (several throughout) * Task Analysis for Music Reading for Choir or Band – Written Response/Electronic Journal Post on Methods		* Best Practices for Singing and Playing – Written Response/Electronic Journal Post * Self Assessment of Practice Habits – Written Response/Electronic Journal Post * Vocal Health Model (build, label model, quiz) * Choir/Band Trip Plans * Choral or Instrumental Handbook * Management Plan * Evaluation Instrument Summary * Evaluation Forms – 2 original forms or rubrics * Grade Book Example (what will the grade be?) * Choral or Instrumental Literature Collection * Recruiting and Funding Teacher Interviews * Lab Journals		

CLASS POLICY STATEMENTS

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.

Attendance/Absences. Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. 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. Note: Appointments for routine medical and dental checkups are not considered excused absences, and will not be accepted as such.

For this class, the instructor allows two unexcused absences during the semester. Other absences MUST be excused. See Tiger Cub for more information. It is the student's responsibility to complete all missed work. The instructor will not remind him/her of missed work. Additional unexcused absences will adversely affect the student's final grade – 1 grade level per additional absence, which may result in a failing grade (for example, 3 unexcused absences – earned grade of A will be decreased to a B, if there are 4, the grade would be C, etc.).

Tardy Policy: Class will begin at 8:00 a.m. If a student is tardy, it may adversely affect his/her grade to the point where he/she may fail the class. If a student has more than 3 tardies of one semester, his/her final grade will be lowered by one grade level (for example, if a grade of A is earned, but there are 3 tardies, then a B will be assigned, if there are 4, the grade would be C, etc.).

Please remember both the Attendance/Absence Policy and the Tardy Policy as you plan for this semester.

Unannounced quizzes. There may be unannounced quizzes.

Accommodations. Students who need accommodations are asked 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 alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code. The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Policy for Professionalism in Music Education for Elementary and Secondary Methods

To help ensure each student's professional success, the following policies apply for the CTMU 5940/6940 and 5960/6960 course sequence and accompanying lab experiences. In addition, students are expected to follow the College of Education Professionalism Policy and the Academic Honor Code listed in the Tiger Cub. Any student who does not adhere to the following policies will be in danger of failing the one or both classes in the sequence. See consequences below.

Students must attend all scheduled lab times. Missed lab days must be either approved by the instructor ahead of time or be due to documented illness or other acceptable reason as listed in the Tiger Cub. *Documentation for excused absences must be turned in to the instructor no later than one week past the absence date.* Excused missed lab times must be made up if the teacher at the placement allows it. If not, a grade of "F" (failing) will be assigned. No unexcused absences are allowed for lab times. If there is an unexcused absence for lab time, a grade of "F" may be assigned for the course.

Students must arrive at class and lab placements on time. Class begins at 8:00 a.m. Lab arrival time will be designated by agreement among the instructor, teacher, and/or school personnel. If the placement occurs at the beginning of the school day, arrival time must be before the beginning of the school day, and usually will be no later than 7:30 a.m., but may be prior to 7:00 a.m. depending on school. Cooperating teachers will be asked to report any absences, tardies, or other unprofessional behavior.

For students who are habitually tardy to class and/or lab times or leave early (2 or more total in one semester, class and lab together), the instructor reserves the right to lower the final grade which may result in an "F" (failing) for the course. Any missed lab time due to tardiness must be made up if the teacher at the placement allows it. If not, a grade of "F" (failing) may be assigned, depending on situation.

Since this course is the second/third in the professional sequence, previous course records may be reviewed to determine if tardy or absence behaviors are habitual. If there are excessive tardies (over the limit for each class in the sequence) and/or excessive absences (over the limit for each class in the sequence) a student may be removed from the music education program. See additional consequences below.

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 and 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 teacher 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 bad reputation for your integrity and the integrity of Auburn University and can damage teacher's careers (and your own). In addition, please become familiar with the Family Rights and Privacy Act (FERPA) below.

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:

- All discussion about a student 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.

Dress Code for Lab Placements. Students must dress professionally and appropriately and be aware they will be working with students from ages 4 or 5 through ages 18 and 19 (or older in some cases). Both men and women must wear dress shoes. No flip-flops. No tennis shoes. All clothing should fit appropriately. Shirts, pants and/or should be neither too tight nor too loose and they should be modest in nature. No undergarments should be visible. No blue jeans should be worn. Men should wear dress pants and either a button-up or polo-style shirt (or suit if preferred). A tie may be required. Women should wear dress pants or skirt and a blouse/shirt that reaches at least to the waist and is not cut too low in front or back. Skirts should be at or below the knee in length. Check before wearing cropped/Capri-type pants. They may not be acceptable.

Consequences for Unprofessional Behavior. Failure to adhere to any of the above policies will result in the following actions being taken. 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.

- First – Meeting with instructor/supervisor. At this point it may be determined that a further meeting is required. Documentation of the meeting will be placed in student's file. Copy to both student and instructor/supervisor. *See Reminder below.*
- Second – Meeting with music education faculty members. During this meeting it will be determined what the student must do to remain in 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.
- Third – Depending on terms of previous contract/agreement, removal from practicum/internship may occur. If not removal, subsequent consequences will be defined at this time.
- Reminder – 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.

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:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Contingency Statement 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.

Other

- Students must satisfy all course objectives in order to pass this course.
- The instructor reserves the right to change this syllabus including schedule and assignments to best fit the needs of the students.