Course Number: CTMU 7560/7566, Spring 2011
Course Title: Digital Media Production for Music Instruction
Credit Hours: 3 Semester Hours
Meetings: Tuesdays, 4:00-6:30 p.m. HC 1474. Distant students participate via Live Classroom/Blackboard.
Instructor: Dr. Kimberly Walls, 334.844.6892, Dept. of Curriculum & Teaching, 5040 Haley Center, Auburn University, AL 36849 kim.walls@auburn.edu (please use Blackboard for e-mail) Office Hours as posted on Blackboard or by appointment

Texts or Major Resources:

Required Texts:

Rudolph, T. E., Richmond, F., Mash, D., & Williams, D. (2006). *Technology strategies for music education* (2nd Ed.). Milwaukee, WI: Hal Leonard.

Watson, S. (2006). *Technology guide for music educators.* Boston: Thomson.

Resources

Burns, A. M. (2008). *Technology integration in the elementary classroom.* Milwaukee: Hal Leonard.

Frankel, J. (2009). *The teacher's guide to music, media, and copyright law*. Milwaukee: Hal Leonard.

Foreman, G., & Pace, K. *Integrating technology with music instruction.* Van Nuys, CA: Alfred Publishing.

Music Educators National Conference. (1994). *The school music program: A new vision — The k-12 national standards, pre-k standards, and what they mean to music educators.* Retrieved from http://www.menc.org/resources/view/the-school-music-program-a-new-vision

MENC. (1999). *Opportunity-to-learn standards for music technology*. Retrieved from http://www.menc.org/resources/view/opportunity-to-learn-standards-for-music-technology

Morton, J. B. (2006). *Alabama course of study: Arts education*. Montgomery, AL: Alabama State Department of Education. Retrieved from http://www.alsde.edu/html/sections/documents.asp?section=54&sort=1&footer=sections

Reese, S.; McCord, K.; and Walls, K.. (2001). *Strategies for teaching: Technology.* Reston, VA: MENC.

Rudolf, T. E. (2005). *Teaching music with technology (2nd Ed,).* Chicago: GIA Publications.

Rudolf, T. E., & Frankel, J. (2009). *YouTube in music education.* Milwaukee: Hal Leonard.

TI:ME 1B Course Workbook. Available from Dynamic Bookstore, 20 Linden Street, West Chester, PA 19382, Phone: 610-692-8030, FAX: 610-692-4501

Williams, D. B., & Webster, P. R. (2008). *Experiencing Music Technology (3rd Ed.)* Schirmer.

Other materials on Blackboard.

Materials:

A variety of software, media, and equipment is required. Most of the software is free or demo software. Please do not download demo software until specified in class.

Audio editing software (Audacity)
Word processing software
Graphic editing software (Gimp)
Looping software (GarageBand or MixCraft)
Notation editor
Slide show/Presentation software
Video editing software
Web page editing software (Kompozer)

More information about where to obtain these items will be posted to the Instructor's Blog on Blackboard.

Access to digital camcorder with a way to import the video into your computer (such as Firewire) is required

Access to a scanner and a digital still camera is required

Home computers must be fairly new with sound capability, a microphone/headset (USB headset preferred), a CD-ROM or DVD burner, broadband Internet service, sufficient RAM, webcam or camcorder and speakers. Students must also have the basic technology set used in the program: RealPlayer, access to FAX, Microsoft Word (or OpenOffice), and Adobe Reader.

Course Description: Current tools, skills, and concepts for creating aural and visual interactive applications.

Student Learning Outcomes:

The student will have the ability to (ALSDE **290-3-3-.42(4)(b)**:

1.   Facilitate and inspire student learning and creativity by providing a variety of learning environments that foster collaboration and innovative thinking to solve real world issues and authentic problems using digital tools and resources.

2.   Design, develop, use, manage, and assess authentic digital-age learning experiences that are aligned with subject-area content and the *Alabama Course of Study: Technology Education* to maximize content learning and address diverse learning styles, incorporating the use of formative and summative measurement tools to better inform learning.

3.   Model and facilitate innovative digital-age work and learning experiences through the effective use of current and emerging tools to ensure success in a global and digital world whereby the teacher and learner locate, analyze, evaluate, manage, and report information as well as communicate and collaborate online fluently using a variety of technology-based media formats.

4.   Promote, model, and communicate the safe, legal and ethical principles of digital citizenship, equitable access, digital etiquette, and responsible online social interactions in a global culture including respect for copyright, intellectual property, the appropriate documentation of sources, and Internet user protection policies.

5.   Engage in professional growth and leadership activities, including modeling lifelong learning by participating in face to face and online learning communities to continuously improve professional practice using existing and emerging digital tools, resources, and current research that focuses on improved student learning, as well as promotes professional development of other educators.

Tentative Course Content Outline:

Distant students will participate via Live Classroom to facilitate interaction.

Week 1 (Jan. 11)

Week 2 (Jan. 18) Digital Media in Music Learning *(Reflective response)*

Week 3 (Jan. 25) Computer Assisted Instruction *(CAI review)*

Week 4 (Feb. 1) Ethics and Copyright Considerations for Digital Media *(Reading report)*

Week 5 (Feb. 8) Introduction to the Internet *(Bookmarks file to media and references)*

Week 6 (**Feb. 15)** Exam 1 *(Online exam)*

Week 7-8 (Feb. 22, March 1) Digital Audio *(Produce example files)*

 Week 9 (March 8) Digital Graphics *(Produce example files)*

SPRING BREAK March 14-18

Week 10 (March 22) Digital Video *(Produce example files)*

Week 11 (March 29) Exam 2

Weeks 12 (April 5, 12, 19) Building Web-Based Applications; Cutting-edge hardware

Week 15 (April 26) Complete Final Project Presentations

Finals Week: Reviews of **Final Projects completed by Monday, May 2**

Assignments/Projects

I.   Exams (2) (30%) *(See policies for distant students proctored exams.)*
II.   Submit examples of music instructional media produced with digital tools (30%) *(Via the Web as designated in class.)*
III.   Contribute to learning community through preparation and participation (20%) (Students are penalized for unexcused absences. Additional information regarding attendance is provided in the Class Policy Statements.)
III.   Submit a final project of an aesthetically pleasing interactive multimedia presentation using digital tools including related research literature, self-evaluation, and 3 peer assessments (20%) *(Via the Web as designated in class.)*

Grading System
100-90 = A, 89-80 = B, 79-70 = C; 69-60 = D; 59-0 = F
Students must satisfy all course objectives in order to pass this course.

Due dates and formats: Homework and course requirements must be submitted in the format indicated by the instructor, including all parts listed, to receive credit. All materials should be cited in APA format and extensive quoting of material is not acceptable. The instructor WILL assign a grade of 0 for any suggestion of plagiarism. Late homework assignments will receive a grade of zero (no credit) but all assignments must be submitted for a passing course grade.

Incompletes: Final semester grades of Incomplete will not be given except in cases of documented illness. Incompletes must be removed by the third week of the following semester.

Loaned materials: Students must return loaned course materials owned by Auburn University to the instructor by the due date given to receive a grade in this course.

Proctored Exams: To ensure academic honesty during quizzes, the following procedures will be used for distance students. An official proctor will be recruited by each student and confirmed by the Office of Distance Learning Student Services at the beginning of the course. Students will provide all data needed to contact the proctors via e-mail, phone and fax. The proctor must be a dean, department head, military education officer, or school principal with e-mail and a fax machine. The person cannot have a vested interest in the student's success in the program. The proctor must have face-to-face access to the student to oversee the student's examination.

The exams will be administered through Blackboard. Students must log on to Blackboard to take the exam during a face-to-face meeting (planned according to their schedules) with the proctor who will administer the test to the student. The student may log on to the exam only once. The proctor must physically observe this examination process, as it will occur with the student responding to items via computer. The test-taker and proctor will sign a one-page document stating that the student properly followed the rules of academic honesty in the examination and observed by the proctor. This statement will also include the date and time that the test began and the time that it ended. The statement will also include photocopied copies of the photo I.D. of each party. The statement will be faxed to the Music Education Distance Learning Office. This procedure will be carried out each time there is an exam. Proctor identification forms and test verification forms are available from the Music Education Graduate Student Advising page (http://www.auburn.edu/musiced-advice). Fax forms to Music Education Distance Learning Office at 334-844-4735.

Music Instructional Media: Daily Assignments and Projects will involve the creation and evaluation

of multimedia products for music learning. They will be uploaded to Blackboard and/or the student's Auburn University home page or shared via another specified Cloud application. Self assessment, peer evaluation, and technology-mediated discussion are also integral parts of the learning experience.

Final Project: The final project will be a multimedia companion for a Comprehensive Musicianship or Standards-Based Music Unit. The project will be based upon a composition or unit topic suitable for a school music ensemble or class. The project will show evidence of all the types of media produced as class assignments. The project will include a description and overview of the Unit, a description of how the product would be used with students, a list of National Standards addressed by the proposed activities (lessons) that use appropriate and effective practices in teaching and learning with technology, and an assessment for the proposed activities. All parts of the project will be linked in a web site.

The unit description must specify how the project addresses each of the above-listed Student Learning Outcomes.

Each student will e-mail a self-evaluation of their project to the instructor. Each student will also e-mail a peer-evaluation for each of 3 other student's projects to the instructor.

Class Policy Statements:

Attendance and Participation: Students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. Students are expected to participate in all class activities in a professional manner. 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. Students are responsible for all materials posted by the instructor

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 *Tiger Cub* for more information on excused absences.

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.

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.

Disability Accommodations: Students who need special accommodations in class, as provided for 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 Accommodation 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).

Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to the syllabus and/or course assignments will replace the original materials.

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

Office Hours and Assistance: The instructor cannot be available 24 hours per day, but will keep office hours as indicated on Blackboard. During these periods, the instructor will be available by telephone. If you leave a voice message, state your name clearly and enunciate the callback number clearly and slowly. Students may request additional office appointments. The instructor will generally check email each afternoon, Sunday-Friday. If for some reason the instructor is not able to do so, students will be informed ahead of time. Please allow at least 24 hours for a response and do not use multiple messages for the same inquiry. (For example, use ONE email message or ONE phone message.) The instructor will not respond to multiple versions of the same inquiry. Students should contact the instructor or post to the discussion board questions related to the course content or course requirements. The GTA will NOT answer questions that should be directed to the instructor.

Technology: All students are expected to check TigerMail and Blackboard communications regularly. Students are responsible for reading and responding to messages from the instructor in a timely professional manner. Students who send questions in Blackboard mail or discussion board should provide enough information so that the instructor can understand the questions.

All students will be required to submit assignments to Blackboard, and, are required to know how to do so. Students are responsible for obtaining access to and knowing how to operate standard software such as Microsoft Word and PowerPoint (or Open Office).

All students are responsible for knowing how to access the electronic classroom tools and features and for trouble-shooting and maintaining their own equipment. At least a 5 Mb broadband Internet service is required and computers should be up-to-date with plenty of RAM. Generally, wired connections operate better than wireless.

Students are expected to utilize threaded discussions when appropriate instead of creating new threads. Threaded discussion assignments that are posted under new threads may not receive course credit. Student should also use the "Reply" function utilizing the heading in the received message in Blackboard email.