

**DEPARTMENT OF CURRICULUM & TEACHING  
AUBURN UNIVERSITY  
SYLLABUS  
SPRING 2011**

**UPDATED January 19, 2011**

**Course Number:** CTMU 7910 / CTMU 7916  
**Course Title:** Practicum in Area of Specialization  
**Credit Hours:** 3  
**Day/Time:** Weekly report due by Monday morning; weekly meeting Tuesday at 8:00 pm; online lectures and discussions. Other meetings by appointment.  
**Instructor:** Dr. Kimberly C. Walls  
**Office Address:** 5080 Haley Center  
**Contact Information:** Dept. of Curriculum & Teaching, 5040 Haley Center, Auburn University, AL 36849 (334) 844-6892 kim.walls@auburn.edu (Please use TigerMail for course messages using "Field Project" as the first part of the subject line.)  
**Office Hours:** Instructor will negotiate electronic office hours with students' schedules and will post hours for in-office phone or in-person meetings. 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 TigerMail 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 message 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.

**Texts or Major Resources:**

Required Texts:

O'Toole, P. (2003). *Shaping sound musicians*. Chicago: GIA Publications. (Available from <http://giamusic.com/products/P-5739.cfm>)

Required Resources:

These readings are available on line at <http://menc.org/resources/view/national-standards-for-music-education>:

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. (1996). Performance standards for music: Grades prek–12: strategies and benchmarks for assessing progress toward the national standards. Retrieved from <http://menc.org/resources/view/national-standards-for-music-education>

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>

Other articles and readings available from RBD Library: [www.lib.auburn.edu](http://www.lib.auburn.edu)

Materials:

Music literature (scores and recordings) appropriate for instruction in your school setting.

Web resources, including video conferencing through (broadband internet, web cam, or, video camera with firewire port and cable) as well as archived video files.

Software for producing teacher-made materials.

Video camera and video editing software (iMovie, MovieMaker or other)

A means to share video files with your professor and peer professional partner(s) (e.g., Dropbox or other private sharing).

Suggested Texts:

Any of the *Teaching Music Through Performance* series books and recordings may be especially useful (<http://www.teachingmusic.org/>) as are comprehensive general music series books and recordings such as Silver Burdett's *Making Music*. Most of the *Teaching Music Through Performance* and *Making Music* materials are on reserve in the Learning Resources Center (LRC) and the RBD library and portions can be scanned or mailed to you with advance notice.

Another excellent source is the Wisconsin CMP web site at <http://www.wmea.com/CMP/>. *Publication Manual of the American Psychological Association (6<sup>th</sup> Ed.)* will be useful in completing your paper and Annotated Bibliography.

**Course Description:** Experience relating theory and practice, usually in a school setting.

This course is designed to provide students with cooperatively selected activities that will assist them in gaining expertise/experience within a selected area of theory and practice. Flexibility allows students to identify meaningful problems/applications with regard to their current and future professional activities.

The approved project/product/research activity effort associated with the practicum must require at least 30 hours of documented work for each one (1) hour of assigned credit. This semester, for 3 hours credit, you will put in at least 90 hours total (roughly 6 hours/week) including planning for teaching, teaching, assessing your teaching and that of your peers, and evaluating your students' and your own learning.

This course is designed for traditional M.Ed. students to further their practice in master-level teaching. Typically, your work is done in your current school teaching setting, focusing on one or more learning groups. Students who do not have classrooms to work with should meet with Dr. Walls as soon as possible to plan access to students for practicum teaching.

### **Course Objectives:**

Students will:

1. Select a topic of study related to their area of specialization. (*Research Question*)
2. Write a proposal to include a description of the study, objectives, methodology (including resources), and evaluation. (*Action Research Plan & CM Unit Plan*)
3. Prepare an annotated bibliography. (*Action Research Report & CM Unit Plan*)
4. Submit evidence of study/project completion. (*School Permissions, Daily Teaching Journal, Meeting Summaries, 3 Professional Work Samples, Action Research Report, Peer Reviews*)

Students will demonstrate the ability to\*:

- to select instructional strategies appropriate for the content, the learners, and the goals
- make use of current research in appropriate ways
- demonstrate command of the relationship between outcomes and assessment (and the links to professional, state, or district standards if appropriate)
- integrate technology in meaningful ways when appropriate
- draw in meaningful ways on students' prior experiences as well as school, family, and community contexts
- demonstrate understanding of subject matter or principles/concepts related to professional practice
- provide clear explanations and examples of important principles/concepts; and offer multiple explanations to help all learners progress
- facilitate a learning experience that is challenging, compelling, and connected to real world issues
- demonstrate professional behaviors appropriate for working with students, clients, families, and/or communities
- share thoughtful insights into how to make ideas more accessible to all students
- articulate specific and reasoned ideas on how to improve own practice
- assess student learning, client progress, and/or the learning environment accurately
- use data to make reasoned decisions regarding ways to better meet the needs of all learners including consideration of developmental levels, prior experiences, and special needs
- demonstrate understanding of how to collect and use progress monitoring data
- exhibit knowledge of and commitment to policies and principles related to assessment and ensuring the progress of all learners.

\* These Alabama State Department of Education objectives will be documented via the College of Education Inventory of Candidate Proficiencies (ICP).

**Course Content and Schedule:**

Students meet with the professor individually, with the class, and with peer groups using Live Classroom video chat. Meeting times with the professor will occur on Thursdays at 8:00 pm. Students are expected to read and respond to TigerMail and course blog daily.

Dates	Assignments Due by Following Monday morning
Weeks 1-2 January 10-21	School Setting Troubleshoot Technology Return Forms Wiki Orientation Readings CM Unit Plan Music Selection
Week 3 January 24-28	CM Unit Plan Draft
Week 4 Jan. 31 - Feb. 4	Meeting Summaries Action Research Plan Draft (Research Question)
Week 5 February 7-11	School Permissions Final Action Research Plan
Weeks 6-8 February 14-March 4	Daily Teaching Journal Entries Meeting Summaries PWS 1 Develop Plan of Study
Weeks 9-11 March 7- April 1 (includes Spring Break...choose 3 weeks)	Daily Teaching Journal Entries Meeting Summaries PWS 2 Final CM Unit Plan
Week 12 April 4-8	Peer Review of CM Unit Plans
Week 13 April 11-15	Action Research Report
Week 14 April 18-22	Peer Review of Action Research Reports Web Permission Forms Final COE Forms
Week 15 April 25-27	Wrap Up

**Course Requirements/Evaluation:** See *Syllabus Appendix* and *wiki* for details.

1. Attend orientation session with the professor. (*First class meeting, Orientation assignments.*)
2. Identify a topic and obtain approval from the professor. (*Research Question and CM Unit Plan Music Selection*)
3. Write a proposal describing the study/project and a plan for completing and evaluating the study/project. (*Action Research Plan & CM Unit Plan*)
4. Obtain appropriate written permission to work in schools as well as approval from Auburn University's Institutional Review Board to use human subjects. (*School Permissions*)
5. Prepare and expand an annotated bibliography using *Publication Manual of the American Psychological Association (5<sup>th</sup> Ed.)* as work on the practicum progresses. (*Action Research Report & CM Unit Plan*)
6. Schedule a minimum of six appointments with the professor or class seminars during the semester. (*Meeting Summaries, Peer Reviews, Live Classroom sessions*)
7. Complete study/project according to timeline and report findings. (*Action Research Report*)

Note: Extensive quoting of material is not acceptable. All work in this course should be original work.

Grading System: The professor will determine whether the student has met the criteria established jointly by professor and student and will assign an S (Satisfactory) or U (Unsatisfactory) for the course. Weighted components will be:

Proposal ( <i>Research Question and CM Unit Plan Music Selection</i> )	10 points
Final paper or product and presentation of paper or product (including its development	60 points

over the semester ) (items in <i>Action Research Plan, Action Research Report, CM Unit</i> )	
Meetings with and documentation of professor meetings, group meetings, and peer reviews ( <i>First Class Meeting, Meeting Summaries, Peer Reviews, Live Classroom sessions</i> )	20 points
References (number and type of references, format) ( <i>Action Research Report, CM Unit Plan Resources</i> )	10 points

Satisfactory grades are only assigned to projects earning at least 80 points.

### **Class Policy Statements:**

The instructor apologizes for the need to state so many course policies, however, all will have a more pleasant and educational experience if expectations are explained ahead of time. Any questions regarding policies should be directed to the instructor within the first week of class, otherwise, it is assumed that all understand the requirements. If one cannot conform to these expectations, they should drop the course no later than the first week of classes. The tone of these guidelines is not intended to be punitive nor are the guidelines intended to squelch interaction, but are provided for your success and consideration of all participants' efforts and energies.

Participation: 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 to the course web site or sent via email. (Five points will be deducted from the final grade for each failure to participate in class discussions and activities.) Discussion participation will be evaluated on frequency, professionalism, and scholarly content. If a student's lack of timeliness is detrimental to their assigned peer partner, then the peer may be assigned to another group and the student will fail the course.

Attendance/Absences: Students should check LiveClassroom each Thursday at 8:00 pm for any live videoconferencing sessions. Students are expected to participate in all seminar and on-line discussions and participate in all exercises. Students who anticipate missing more than one on-campus seminar should register for the course as a distance education student (MUSI 7916).

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.

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).

Final exam: There is no final exam.

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 reserves the right to assign a grade of 0 for any suggestion of

plagiarism. Late submissions will lose 1 letter grade per 24 hours. (Example: an assignment is 1-23 hours late, so one letter grade is deducted.)

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.

Office Hours and Assistance: The instructor will generally check email daily, Monday-Friday. If for some reason the instructor is not able to do so, students will be informed ahead of time. All course-related email must have the subject header "Practicum." If you call our office, leave a voice message, state your name clearly and enunciate the callback number clearly and slowly. Please allow at least 24 hours for a response and do not use multiple message 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.

Professionalism: Student behavior and participation should adhere to the highest professional standards. Please report any instances of distracting communications from class participants to the instructor. Students should refer to Anti-Harassment & Non-Discrimination for Students, Auburn University Policy on Classroom Behavior, and Policies of the Graduate School, especially those regarding Plagiarism, Academic Progress, and the Graduate School Calendar. Students are also responsible for adhering to university academic deadlines such as those for registration and withdrawal.

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.

Note: It is your professional responsibility to limit distribution of video files as appropriate.

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 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).

Other: Students must satisfy all course objectives in order to pass this course. This means that every assignment must be completed and receive a passing grade to pass the course.

#### 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: The instructor cannot be available 24 hours per day, but will keep weekly office hours as indicated in class. 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 day, 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 message for the same inquiry. (For example, use 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.

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

All students will be required to submit assignments to the course web site, 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). Students should refer to the "Contacts" page on the Music Education Graduate Student Orientation ([www.auburn.edu/music\\_ed-advice](http://www.auburn.edu/music_ed-advice)) to obtain technical assistance.

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 email.

Troubleshooting: 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 3 Mb broadband Internet service is required and computers should be up-to-date with plenty of RAM. Students must have a microphone/headset and web cam or video camcorder connected to their computers and use them correctly for conferencing.