



School and Community General Music Education SYLLABUS

Course Number: CTMU 5120/6120

Credit Hours: 4 semester hours (LEC 3, Tues. Thurs.; LAB 1, Fri.)

Prerequisite: Fingerprint clearance; admission to Teacher Education, CTMU minor, or CTMU certificate program

Prerequisite with Concurrency: MUSI 2310, MUSI 2040 or departmental permission

Required Texts or Major Resources:

Thompson, K.P., & Kiester, G.J. (1997). *Strategies for teaching high school general music*. Lanham, Maryland: Rowman & Littlefield. [ISBN -13: 978-1-56545-085-1; -10: 1-56545-085-X]



Schmid, W., & Koch, G. (2002). *Hal Leonard guitar method: Book 1 (2nd ed.)*. Hal Leonard (HL.699010). [ISBN 079351245X.]

Creativity in the Classroom: Middle and High School Approaches. Retrieved January 3, 2013 from [NAfME – Music Education – Creativity in the Classroom – Middle/High School Approaches](#)

General Music Curriculum Framework. Retrieved January 3, 2013 from <http://musiced.nafme.org/resources/general-music-curriculum-framework-document/>

Standards Documents and Courses of Study:

Morton, J. B. (2006). *Alabama course of study: Arts education*. Montgomery, AL: Alabama State Department of Education. Retrieved January 3, 2013 from <http://www.alsde.edu/html/sections/documents.asp?section=54&sort=1&footer=sections>

National Association for Music Education (2012). Summary statement: What students should know and be able to do in the arts. Retrieved January 3, 2013 from [NAfME – Music Education – Summary Statement: What Students Should Know and Be Able to Do in the Arts](#)

National Association for Music Education (2012). National standards for music education. Retrieved January 3, 2013 from <http://musiced.nafme.org/resources/national-standards-for-music-education/>

Additional required readings (research articles, professional websites, etc.) may be selected by the instructor

Course Description: Musical development and learning, adolescence - adulthood. Curriculum, methods, and assessment for community and school general music learning. Emphases: composition, technology, curriculum integration, diverse learners, world music and alternate ensembles.

Course Objectives: *The student will –*

- Demonstrate understanding of general and community music programs including budget, equity issues, health and safety, and arts policy.
- Plan and implement appropriate units, lessons, and learning activities for adolescent and adult learners.

- Select and evaluate appropriate music learning materials for adolescent and adult learners across diverse settings.
- Model, teach, and integrate multicultural awareness, acceptance, and appreciation.
- Obtain and apply information about cultural and community diversity and resources for music instruction.
- Demonstrate music leadership skills using the voice, guitar and basic classroom instruments.

Graded Course Requirements

Percentage of Total Grade

Laboratory Teaching Experience

20%

- School Observation Report 4%
- Laboratory Lesson/Activity Plans 10%
- Teaching Self & Peer Evaluations 6%

Written Exams (2 @ 15%)

30%

Exams include all assigned readings and classroom discussion

Guitar Proficiency (song leading with basic accompaniment)

5%

Community Music Program Review

15%

Select a community music program and write a detailed overview:

- Title page – Paper title, your name, date
- Name and location of program
- History – When founded? Why founded? Other info
- Program philosophy and goals
- Personnel: List names of all people currently involved (director(s), teachers) and provide brief bio – including any music training/ degrees, other professional experiences, etc. Are these volunteer or paid positions? Is there a board of directors, advisory board, or some other advisory group for this program? If so, what is the role of this group?
- Number of current participants
- Venues – Where does the group meet? If performances are included, where do they perform? Are there any fees for using the venue? If so, who pays?
- Describe any recent performances or events for the group.
- Program budget/ funding information. Include expenditures such as salaries, print music, instruments and equipment, printing, office supplies, rental or fees for venues, travel, etc. Include income such as donations, fees from participants, grants, in-kind support, fund raising, etc.
- Describe any recent fund-raising activities
- Complete bibliography of all sources including books, newspaper or magazine articles, any interviews, websites/on-line info, etc.
- Note: You are encouraged to include electronic materials with this assignment (such as sound recordings and/or video of the group). These materials must be saved on media (e.g., burned on CD or DVD) and submitted with the paper.



Model Lesson/Activity Demo

10%

Students will form small groups (2 – 3 people) to plan and implement a model lesson. Evaluation criteria will include:

- Detailed lesson plan
- Standards-based
- Musicality
- Evidence of Creativity
- Age-Appropriate for Adolescents or Adults
- Lively, engaging demo of lesson in class presentation
- Complete bibliography/discography of all sources including any web-based/ on-line materials
- Both peer and self assessment will be considered in grading this project.

Final Project: General Music Program Handbook

20%

- Cover page (Title, Your Name, Date)

- Detailed Table of Contents
- Philosophical Rationale (Why?)
- Overall goals and objectives (What?)
- Program participants (Who? age level, elective or required, etc.)
- Unit outline
- Model Lesson Plans (How? at least 4 detailed lessons clearly demonstrating program philosophy and primary teaching approach)
- Detailed Program Budget
- Program scheduling (How often will you meet?, What days and times?, How long?)
- Participant information packet (and/or website):
 - Welcome letters to participants (students & parents) [Should include brief version of program philosophy.]
 - Program policies and guidelines for participants
 - Schedule (class meetings, rehearsals, performances, etc.)
 - Other relevant information
- Sample publicity documents (recruiting flyers, programs, press release)
- Complete bibliography/discography of all sources
- Note: You are encouraged to include electronic materials with this assignment (such as HTML files). These materials must be saved on media (e.g., burned on CD or DVD) and submitted with the paper.

Grading System: A = 90 - 100; B = 80 - 89; C = 70 - 79; D = 60 - 69; F = 0 - 59

- Points will be deducted (1 letter grade per day) for unexcused late assignments. However, all requirements must be completed to pass the course.

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. Participation includes your willingness to contribute thoughts and ideas during class discussions, make music, work in groups, teach, and give project presentations.

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 *Student Policy eHandbook* www.auburn.edu/studentpolicies. 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**. Five points will be deducted from the final grade for every unexcused absence or two tardies (or early departures from class), except in the case of documented illness. Students may request one *personal day* scheduled with the instructor at least one week in advance, except when they are scheduled for an exam, proficiency, or teaching. Note: Appointments for routine medical and dental checkups, and social events (including weddings) are not considered excused absences.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting with the instructor during the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail at barrynh@auburn.edu. 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 Office of Accessibility, 1228 Haley Center, 334-844-2096.

Honesty Code: The AU Student Academic Honesty Code

(<https://sites.auburn.edu/admin/universypolicies/Policies/AcademicHonestyCode.pdf>) will apply to this class.

Equipment & Materials Policy: Materials for music education are available in the LRC and in HC 1408. Resources including books, posters, instruments, and recordings are available for student use in HC 1408. These materials are **not** to be taken from HC 1408 except for laboratory use. Students must check materials in/out at specified times. Students will be responsible for damaged or missing materials.

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, texting, Facebook, discussion boards, or in stored documents such as word processor files stored in your computer.

Professional Ethics: 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 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

In this course you may be observing school and community music teachers and describing their teaching. All discussion of teachers and their programs are to be confidential, confined to our classroom. Professional ethical behavior includes refraining from critical or derogatory statements of teachers and school programs outside of our classroom. You should not discuss teachers or programs in a negative light with other professors, friends, or students. Even a story or photo that you consider harmless or amusing may be very damaging if shared. Be particularly careful with comments and photos posted to electronic venues such as texting, discussion groups, Facebook, Twitter, etc. 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.

Instructor Evaluation:

My goal is to work continually to improve the quality of instruction in this course. Student comments, questions, and suggestions are always welcome.

But -- Please remember to complete a formal course evaluation through **AU eValuate**. Your input about your experience in this course is very important!

