**AUBURN UNIVERSITY**

**Department of Curriculum and Teaching**

**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

\*Students taking this course for graduate credit must complete an additional project.

**Instructor:** Nancy Barry, PhD

Office: 5002 Haley Center

Email: barrynh@auburn.edu

**Required Texts or Major Resources:**

**Required readings (articles, professional websites, etc.) will be posted in Canvas Files**

**Course Description:** Musical development and learning, adolescence - adulthood. Curriculum, methods, and assessment for community and school general music learning. Emphases: creativity/ 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 curriculum and instruction, equity issues, health and safety, diversity, arts policy, and budget.
* 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%**

* Lab School Observations 5%
* Lab Teaching Reflections 5%
* Lab Teaching Lesson Plan 10%

*\*Documented attendance and participation in teaching labs is REQUIRED for successful course completion.*

**Written Exams (2 @ 15%) 30%**

Exams include all assigned readings and classroom discussions

* Exam 1 – General Music in the Secondary School 15%
* Exam 2 – Community Music 15%

**Quizzes 10%**

* Unannounced Quizzes over assigned readings

**In-Class Activities 10%**

* Active participation in class activities

**Final Project: General or Community Music 6-Week Unit Plan 30%\***

* Cover page (Unit Title, Your Name, Date)
* Detailed Table of Contents
* Philosophical basis for program (**Why is this general music class OR community music program important?)**
  + Cite appropriate references supporting your philosophy
* Program participants (**Who will I teach?** age level, elective or required course, etc.)
* Program setting (**Where will I teach?** Public school, community center or agency, etc.)
* Overall goals and objectives of Unit (**What will I teach?**)
* Unit outline (Detailed overview of 6-week Unit topics, activities, and assessments – must include minimum of two sessions per week)
* Model Lesson Plans\*\* (**How will I teach?** at least 4 detailed **lesson plans** clearly demonstrating program philosophy and goals: Must include lesson plans for Week 1 and Week 6)
  + Cite appropriate references for lesson ideas, teaching techniques, etc.
* Sample publicity documents for any concerts/ performances (recruiting flyers, programs, press release)
* Complete bibliography/discography of all sources
* Note: You are strongly encouraged to include applications of technology within the Unit. You may embed working links within the paper.

\*Students enrolled in 6120 must complete an additional project.

\*\*Lesson Plan template based upon EdTPA requirements will be provided

**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. 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. While every effort will be made to provide opportunities for students with excused absences to make up missed work, some in-class activities are situation specific and cannot be made up.

**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](http://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. Note: Appointments for routine medical and dental checkups, and social events (including weddings) are not considered excused absences. However, 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. The personal day option is NOT available post hoc.

**Unannounced quizzes:** Unannounced quizzes over assigned readings will be administered throughout the semester.

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