# AUBURN UNIVERSITY COURSE SYLLABUS

**Course Number:** CTMU 5110 / CTMU 6110

**Course Title:** Children’s Music Learning

**Credit Hours:** 4 Semester Hours

**Days and Times:** Tuesday and Thursday, 8:00 a.m. – 10:15 a.m.

**Prerequisites:** Admission to Teacher Education, Departmental Approval

**Date Syllabus Prepared:** Updated January 2016

**Instructor:** Dr. Jane Kuehne • HC 5090 • (334) 844-6852 • kuehnjm@auburn.edu • Office Hours: Tuesday/Thursday 10:30 a.m. – 11:45 a.m. / 1:30 p.m. – 3 p.m., Friday 10:00 a.m.-11:45 a.m. also by appointment. Please note: I have meetings and intern visits that may occur during regularly scheduled office hours.

## REQUIRED MATERIALS AND RESOURCES/EQUIPEMENT

1. *Music in Childhood* textbook (through AU All Access – See Canvas)
2. *150 American Folk Songs,* by Peter Erdei, Katalin Komlos, ISBN: 9780913932049 (Available in the bookstore) (Orange book)
3. Soprano Recorder (Available in the Bookstore)
4. Tuning Fork (Available in the Bookstore)
5. Other materials provided in class or on Canvas.
6. National Standards for Music – <http://www.nafme.org/my-classroom/standards/>
7. Alabama course of study: Arts education – I will place a copy of these in the “files” section of the course. However, you can download directly from the state at: <http://www.alsde.edu/sec/sct/COS/2017%20Arts%20Education%20COS.pdf>
8. Notation software (MuseScore, noteflight.com, Finale, Sibelius, etc.).
9. Video recorder (phone or tablet will also work, but you need to make sure you have enough storage space)
10. We will be using ukuleles during class. We have a set of 25 in class. If you want to purchase your own, you can order from Spicer’s Music (which is next to the mall in Auburn).
11. Professional publications and research journals such as *Music Educators Journal, The Instrumentalist, Journal of Research in Music Education, SBO, Journal of Band Research* are be available through the AU library.

## COURSE DESCRIPTION

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

## COURSE OUTCOMES

All assignments (other than those in class) will be completed using a word processor or other software and submitted on Canvas. For written paper/essay assignments these must apply: Times New Roman 12-point font, 1-inch margins, double-spaced. Much of what you will write, you will also present orally during class time, either formally (presentation) or informally (in discussion). Students will:

1. Articulate personal philosophy that focuses on teaching music to early childhood and elementary students.
2. Complete lesson plans demonstrating knowledge of how to teach specific content areas in music for early childhood and elementary students.
3. Create a technology project that demonstrates the ability to integrate technology into early childhood and elementary lessons.
4. Create a music scope and sequence curriculum for Pk-5 students.
5. Demonstrate knowledge of content presented throughout the primary textbooks for this class by completing online quizzes with scores of 75% or higher. These include: learning theory and style, specific music teaching approaches, U.S. music education history, curriculum design, singing, pitch, movement, rhythm, playing, listening, creating, motivation and management, assessment and evaluation, integrated curriculum, cultural diversity, and music for exceptional children.
6. Demonstrate knowledge of classroom management for early childhood and elementary music classroom settings.
7. Compose original music and arrange music for early childhood and elementary students.
8. Play ukulele, recorder, piano, and Sing solfege syllables including the pentatonic scale sequence.
9. Write formally and informally about teaching music to early childhood and elementary students.
10. Observe and team-teach in area early childhood and elementary music classrooms.
11. Demonstrate professionalism through attendance and behavior in class and during field experiences, and through appropriate clothing during field experiences.
12. Complete midterm and final exams.
13. Effectively assess selected video lessons as part of the *Music in Childhood*.
14. Demonstrate knowledge of early childhood and elementary appropriate music and songs found in *Music in Childhood.*
15. Complete additional assignments as needed to ensure knowledge is successfully assimilated.

## SCHEDULE

The schedule will follow the 16 chapters in *Music in Childhood*, with approximately one chapter per week. A more detailed calendar is on Canvas.

## GRADING PROCEDURES

1. Each assignment will be graded on a scale of 0 to 100 (standard 100% scale). Specifically, the grade ranges include: A = 90-100, B = 80-89, C = 70-79, D = 60.00-69, F = 59.99 or lower. See Canvas for category weights.

## GENERAL Class Policy Statements

1. Attendance: Students are expected to attend all classes and field experiences during the times scheduled, and will be held responsible for any content covered in the event of an absence.
2. 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 student handbook for more information.
3. 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.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Handbook 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.
5. Disability Accommodations: Students who need special accommodations in class, as provided 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 Accommodations 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).
6. 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, and addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: 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
1. Field Experiences: Students must attend (and arrive on time) all field experiences. In addition, students must dress appropriately (Leggings and skin-tight jeans are NOT appropriate as “pants”) and demonstrate professional behavior during all field experiences.
2. Harassment: Harassment of any kind, toward students or instructor, will not be tolerated. If it occurs, the policies set forth in the Student Handbook will be followed.
3. The Family Rights and Privacy Act: (Public Law 93-380) assures parents that all information concerning their child (children) will be kept confidential. The only person who may access records or information are those who are directly involved with the student’s (students’) education program. Educational records cannot be released without consent of the parents (guardians). In compliance with the federal law, the following guidelines must be followed:
4. All discussion about a student should be conducted with the teacher or university supervisor only.
5. Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office. (Be aware of listeners in all settings.)
6. You should not discuss students with other parents, agencies, or other students.
7. Limit discussion to those involved with your assignment.
8. When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
9. 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.
10. 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.
11. Modifications: The instructor reserves the right to modify this syllabus to best fit the educational and/or professional needs of the students. If changes are made, students will be notified of those changes through Canvas.

## CONSEQUENCES

1. In most cases, when a class policy is not followed, the instructor will meet immediately with student(s). Subsequent violations will result in meeting with multiple music education faculty and/or college of education administrators (department head, associate dean).
2. Plagiarism will result in an assignment of “0” for the plagiarized assignment(s) and may result in reporting to appropriate administrators which will result in a hearing at the university level, with possible assignment of “F” for the class, and/or dismissal from the university.
3. Note that your AU email counts as official communication and any consequence will be communicated through email.
4. If the professor deems it necessary, she will ask for a meeting with student(s) to discuss behaviors that could pose problems in the job/work place after graduation.

**GRADUATE EXPECTATIONS CTMU 6110**

Graduate students are expected to contribute both academically and professionally to this course. Academic work must be at a graduate level and will include additional expectations in some assignments, and additional assignments beyond what CTMU 5110 students do. Professionally, graduate students are expected to demonstrate leadership abilities, and contribute to lab experiences using those abilities.