# AUBURN UNIVERSITY DEPARTMENT OF CURRICULUM AND TEACHING

# COURSE SYLLABUS

**Course Number**: CTMU 1020

**Course Title**: Music Education Lab I

**Credit Hours** 1 semester hour

**Prerequisites**: Departmental Approval (fingerprinting must be completed by midterm)

**Co-requisites:** None

**Date Syllabus Prepared:** Updated January 2020

**Instructor:** Dr. Jane Kuehne, kuehnjm@auburn.edu Dr. Kathy King, kingkat@auburn.edu

**COURSE DESCRIPTION**

Development and documentation of general music instructional abilities and dispositions for school and community music educators.

**TEXTS OR MAJOR RESOURCES**

1. National Standards for Music – http://www.nafme.org/my-classroom/standards/
2. Alabama course of study: Arts education – https://www.alsde.edu/sec/sct/COS/2017%20Arts%20Education%20COS.pdf
3. Access to computer (home or labs)
4. Video recorder (phone will work, make sure you have space)
5. 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.
6. Free subscription to noteflight.com, and other online music production sites.
7. Background check requirements.

**STUDENT LEARNING OUTCOMES**

Students will participate in weekly labs on campus and complete 10 hours of field experience. Students will demonstrate competence in two areas:

1. Teaching (70%) – Completed Background Check, Lesson Plans, Application of Musicianship Products, Weekly Teaching Reflections
2. Midterm and Final Reflections (30%) – Using GoReact, complete Video Reflections on Teaching and Educational Experiences at midterm and at the end of the semester

**COURSE CONTENT OUTLINE**

Week 1 Expectations, plans, self-assessment, planning

Weeks 2-14 Weekly planning, teaching, and reflections, meet with mentors each week during first half of semester

Week 15 *All assignments and field experiences must be completed/documented.*

Finals Week Final Video Reflection

**GRADING PROCEDURES**

1. Each assignment will be graded on a scale of 0 to 100, where A = 90-100, B = 80-89.99, C = 70-79.99, D = 60.00-69.99, F = 59.99 or less.
2. This class meets one time per week (14-15 total class/lab times) and attendance is vital for student success. Be aware that excused absences do not excuse requirements assignments/work. Each on-campus class meeting will also be recorded for online “reviewing” at a later time (see Canvas). If a student has more than 2 unexcused absences, or more than 5 total absences (approximately 35% of all class times), a meeting with the instructor will be called to discuss options for passing the class.
3. Course Assignments and Breakdown. Please note that Field Experiences (\*) are required to pass this class. These 10 hours are required to meet state certification requirements. These may be completed by video or in person. If students do not complete a minimum of 10 hours of documented field experiences, a grade of F will be assigned.

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| **Teaching (70%)** | **Assignments/Products** |
| Background Check | Provide documentation of cleared background check before you begin field experience.  Process is here: http://www.education.auburn.edu/teacher-education and provide cleared documentation from: https://tcert.alsde.edu/Portal/Public/Pages/SearchCerts.aspx |
| Lesson Plans | Create lesson plans for 2-15 weeks of teaching at Loachapoka Elementary. |
| Journal/Reflections | Reflections from field experiences. |
| **Reflections (20%)** | **Assignments/Products** |
| Video Reflection 1 | Use GoReact. Talk about the content in questions provided. |
| Video Reflection 2 | Use GoReact. Talk about the content in questions provided. |

**GENERAL Class Policy Statements**

1. Make-Up Policy: Arrangement to make up a missed exam/assignment 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, the make-up exam/assignment will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams/assignments will be arranged during the last three days before the final exam period begins.
2. 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 Office of Student Accessibility 1288 Haley Center, 844-2096 (V/TT).
3. 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.
4. 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 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
5. The Family Rights and Privacy Act (Public Law 93-380). This Act 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:
6. All discussion about a student should be conducted with the teacher or university supervisor only.
7. Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office. (Be aware of listeners in all settings.)
8. You should not discuss students with other parents, agencies, or other students.
9. Limit discussion to those involved with your assignment.
10. When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
11. 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.
12. 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.
13. Attendance Remember, you are the music teacher at the school. If you miss, your students will not receive their music class that week. Do not depend on your partners to “cover” for you if you miss. That said, for legitimate documentable illnesses or other documentable reasons, you may be excused.
14. School Dress Code Remember to dress appropriately. No leggings or tight clothing (if you’re wearing a dress and want to add leggings – that is acceptable). The first day is the most important, so dress very professionally that first day. After that, you may be able to wear nice jeans/pants and a nice top, depending on the school’s dress code.

**JUSTIFICATION FOR GRADUATE CREDIT FOR 6000 OR 7000 LEVEL**

If this course is offered at the Graduate Level, students will gain operational skills in developing music instructional materials with a focus on teaching choral music in both school and community settings. Using existing and original methods materials, created in a variety of ways, including digitally, they will learn effect ways of teaching choral music. They will demonstrate competence in skills required for teaching choral music and will learn through direct, expository, discussion, constructivist, and cooperative learning environments and choose or create tools which enhance the curricular goals of choral music education programs and community choral programs.

**FINAL INFORMATION**

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.