![C:\Users\nhb0002\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\KRZ85ZID\MP900422128[1].jpg]()**AUBURN UNIVERSITY**

**Department of Curriculum and Teaching**

**School and Community General Music Education**

***SYLLABUS***

**Course Number:** CTMU 5120/CTMU 6120

**Credit Hours:** 4 semester hours (Friday, 12 Noon-2:50 p.m. and Labs M-TR, 7 a.m.-1 p.m.)

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

![C:\Users\nhb0002\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\10W7SHMW\MP900262295[1].jpg]()**Instructor:** Mrs. Kay Dick

 Office: 5086 Haley Center

 Email: dkd0012@auburn.edu

**Required Texts or Major Resources:**

* Required readings (articles, professional websites, etc.) will be posted in Canvas Files
* Students are expected to maintain active student membership in the National Association for Music Education (NAfME): <https://nafme.org>

**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 across diverse settings.
* 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, basic classroom instruments, and technology.

**Graded Course Requirements and Percentage of Total Grade:**

**NOTE:** Graduate students enrolled in CTMU 6120 will work with Dr. Barry to develop a more scholarly and extensive final project to warrant graduate credit for this course.

**Laboratory Teaching Experiences\* 20%**

* Lab School Observations (documented 15-hour minimum required for successful course completion)
* Lab Teaching Reflections 20% (Secondary Placement Overall Narrative = 10%; Community Placement Overall Narrative = 10%)

*\*Documented attendance and participation in teaching labs are REQUIRED for successful course*

*completion. Remember to sign in when you report to your lab placements.*

**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%

**MIDTERM - Team Project: 25%**

 Work with your assigned team to develop a short unit (minimum of three lesson plans) for a ***fun*** student-centered creative project for a secondary general music class. The goal is for your secondary general music students to enjoy a hands-on music learning experience through a creative project, such as designing and constructing a musical instrument, creating and producing a music video, using technology and/or acoustic instruments to compose and/or improvise and perform original musical compositions, etc. Do not assume that your students will have formal prior knowledge of music terms, reading notation, etc. It is important to incorporate basic *Academic Language* and *Music Syntax* within the context of the creative activity unit.

* **Cover Page** – Title of Project, Date, Class Title, Semester, List of all team members, and Summary of each team member’s responsibilities and most important contributions to your Project
* **Intended Teaching** - Clear statement of music learning goals and objectives, include target music concepts and academic language that will be included in your Unit
* **Activities (Lesson Plans)** – Clear step-by-step description of all teaching procedures.
* **Assessments -** Detailed description of all assessments (formative and summative) and how assessment data will be used to inform your teaching
* Include copies of grading rubrics and any other tools for assessment.
* **Class Presentation** - Prepare and demonstrate an actual example of a completed project that represents A-level accomplishment according to your rubric.
* **Peer Evaluation** – Provide feedback about your impressions of each team member’s contributions to the project. (Your individual responses will be kept confidential, but each team member will receive a general summary of all responses.)

**FINAL PROJECT: General or Community Music 6-Week Unit Plan 25%\***

* Cover page (Unit Title, Your Name, Date)
* Detailed Table of Contents
* Planning Commentary (edTPA Task 1)
	+ Philosophical and Theoretical basis for program (**Why is this general music class OR community music program important? Which learning theories are represented in your Unit plan?)**
	+ Cite appropriate references supporting your philosophy and the theoretical basis for your Unit
* Context for Learning (edTPA Task 1)
	+ Program participants and setting: Best to draw upon an actual “real-world” setting, such as a class that you have observed, or a school that you attended.
* Overall goals and objectives of Unit (**What will I teach?**) (Remember that teaching procedures and assessments must logically match goals and objectives!)
* Unit outline (Detailed overview of 6-week Unit topics, activities, and assessments – must include minimum of two sessions per week)
* Model Lesson Plans (use edTPA template) (**Intended Teaching =** at least four (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. (APA style)
	+ Describe appropriate assessments for each learning objective (both formative and summative). Attach copies of any assessment instruments (such as tests or rubrics).
* Sample publicity documents for any concerts/ performances (recruiting flyers, programs, press release)
* Complete bibliography/discography of all sources (APA format). Also important to include appropriate citations throughout your paper.
* Note:  You are strongly encouraged to include applications of technology within the Unit. You may embed working links within the paper.

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**Policies:**

**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. Your final grade may be influenced by your observed willingness to participate in class activities. 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.

Students should be aware of the Student Policy eHandbook on Class Attendance: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

Attendance is required at each class meeting and lab experience.  If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Student Policy eHandbook.  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.

**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.

**Personal Electronic Devices**

Use of personal electronic devices is not allowed during our class meetings with the exception of designated use specifically for in-class activities.

**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.

**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 must 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 (including your own).

**Instructor Evaluation**

Our 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!

**Classroom Behavior**

Students should be aware of the Student Policy eHandbook Policy on Classroom Behavior: https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf

**Harassment**

Students should be aware of the Student Policy eHandbook Policy on Harassment:
https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyRegardingtheProhibitedHarassmentofStudents.pdf

Harassment in academic settings and in the employment arena where students are involved is defined as: Conduct (physical, verbal, graphic, written, or electronic) that is (1) unwelcome; (2) discriminatory on the basis of race, color, sex, religion, national origin, age, or disability; (3) directed at an individual or group in one of the protected classes outlined in this policy; and (4) so severe or pervasive and objectively offensive that it unreasonably interferes with the victim’s ability to participate in or to realize the intended benefits of an institutional activity, opportunity, or resource, unreasonably interferes with the victim’s work or living environment, or deprives the victim of some other protected right.

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**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:

* All discussion about a student should be conducted with the teacher or university supervisor only.
* Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office. (Be aware of listeners in all settings.)
* You should not discuss students with other parents, agencies, or other students.
* Limit discussion to those involved with your assignment.
* When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
* 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.

**Diversity**

"All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed...I will do my best to address and refer to all students accordingly and support classmates in doing so as well."

\*Source: University of Michigan, Center for Research on Learning and Teaching

**Faculty Communication and Feedback**

One of the best ways to be effective as a student is to understand the instructor’s expectations and operate within those boundaries. Students should give the instructor **48 hours** to get back to them on any communication, and **one week** for grading turnaround time  on major assignments. **The instructor reserves the right to alter these feedback parameters due to contingencies such as holidays, course progress, campus emergencies, weather, holidays, professional activities, etc. with notice provided.** If students have concerns about communication or feedback, they should always go to the professor first. Students should explain their concern as clearly as possible without judgment or emotion. Effective communication is an important skill, and every interaction in their program is an opportunity to develop this skill.

**Your Auburn University email address is the university-approved form of communication between instructors and students.** Follow the steps [in the video linked here  (Links to an external site.)](https://community.canvaslms.com/videos/1072)to set your notifications preferences and specify that all course alerts are routed to your Auburn University email address (userid@auburn.edu). You can contact [Auburn University's OIT Help Desk  (Links to an external site.)](http://www.auburn.edu/oit/helpdesk/)for assistance forwarding mail sent to your Auburn email address to a different email address that you regularly check. Additionally, it is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

**This course will be supported by Auburn University’s Canvas platform.** The syllabus, class assignments, occasional lectures, test grades, final grades, and important announcements will be posted to the Canvas site for this course. Check the Canvas site for this course frequently.

**Covid 19 Procedures**

***Physical Distancing* -** Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

***Face Covering Policy* -**In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

***Possibility of Remote Teaching*** - In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.

***Assignments - Schedule subject to change due to pandemic*** - The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated. If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

***In the event a student in the class tests positive*** - Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

***In the event that I test positive or required to quarantine*** - If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

***Zoom policies*** - When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

***Attendance***-Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

**Other:**

* Students must satisfactorily complete all course objectives and assignments to pass this course.
* Students must satisfactorily complete all required field experiences to pass this course.
* Instructor reserves the right to change the syllabus to best fit the needs of the students.