SYLLABUS. LIU POST DEPARTMENT OF MUSIC. SPRING 2016

Course Title: Technology and Music Education

Course Number: MUS 17F/673

Course Description
This is an introductory course designed for Music Education majors who are new to music technology. Students learn to integrate MIDI instruments and computers at every level of music instruction. The course focuses on the applications of music technology in performance as well as in the classroom at the K-12 level.

Course Objectives
To develop competencies in various areas of music technology including: Electronic Musical Instruments; Music Production; Music Notation Software; Technology-Assisted Instruction; Multimedia, Productivity Tools, Classroom and Lab Management.

Course Content
Course content can be divided into four main areas: 1) an introduction to music software with emphasis on audio editing, MIDI sequencing and music notation applications; 2) development of competencies in various areas of music and computer technology as they apply to teaching music; 3) an overview of the various types of music software; 4) development of lessons plans which integrate various aspects of music-oriented technology.

Required Texts
Teaching Music with Technology. Thomas E. Rudolph. GIA Publications, Illinois, 2004; Technology Strategies for Music Educators, 2nd edition. Thomas E. Rudolph, et al. TI:ME Publications, 2005.

Recommended Reading
Technology Guide for Music Educators. Scott Watson, et al. Artistpro, 2005

Required Activities
In addition to required class work and projects, ten hours of observations of technology being used in music education in a public school setting are required for the completion of this course.

Grading
Based on attendance and completion of in-class tutorial projects, assigned projects, required observations and required peer teaching assignment (see below.)

Attendance
Will be taken every class. You cannot miss more than 4 hours of class – excused or unexcused. If you do, you may be asked to withdraw from the course. Your attendance will be factored into your final grade.

Note: in addition to scheduled class time, each week you will responsible for doing one hour of lab time sometime during the week.

Instructional Activities
In-class tutorial projects; selected readings from the textbook, distributed material and the World Wide Web; lectures, discussions and demonstrations; assigned projects.

Standards and Literacy in Lesson Planning and Execution
Students enrolled in the following undergraduate and graduate music education methods classes: MUS 15, 16P/548, 17A/651, 17C/662, 17D/638, 17F/673, 18/633, 19A/635 19B/639, 19C/637, 19D/636, EDS 44G/MUS 634, and EDI 35G/812 are required to complete at least one peer teaching assignment per course. Lesson plans will follow the university-suggested format and will address both New York Arts Standards (NYAS) and The National Standards for music teaching and learning. Both music reading literacy and language literacy will be addressed when appropriate. Instructor-designed evaluation instruments including rating scales and/or rubrics that are used for measuring student success will follow, when possible, the assessment standards that were established by the Interstate New Teacher Assessment and Support Consortium (INTASC) as follows:

Motivation, Learning, and Development (Standards 2 and 5)
- The teacher understands how children/adolescents learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Curriculum (Standards 1 and 7)
- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teachers and can create learning experiences that make these aspects of subject matter meaningful for students.
- The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Instruction (Standards 3, 4, and 6)
- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Assessment (Standard 8)
- The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Professionalism
- The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on other (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Portfolio

Instructor-completed evaluation instruments will be housed in student portfolios for final review during the *Student Teaching Eligibility Portfolio Review/Interview* to be held during the semester prior to student teaching. Students are responsible for the safe keeping of these documents. Other course materials, assignments, and resources may be identified as portfolio items at the discretion of the course instructor and the Director of Music Education.

Course Web Site and Email Address for Assignments

The course web site is **http://myweb.liu.edu/jmeschi/sp16/tech**. The assignments email address is **jmcwptech@gmail.com**. Reading assignments should be sent to this address by 11:59:59 pm of the indicated due date. Late assignments will be penalized. Other assignments will be collected in the lab.

Note

It is important that you bring a Flash drive to class to copy your work. Never leave the lab unless you know you have two copies of your work – one on your lab machine, the other on your Flash drive. Cloud-storage is an acceptable alternative, but it might not be as efficient as a Flash drive.

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Anticipated Schedule. Technology and Music Education. MUS 17F/673, Spring 2016

Week	Topic	Class	Materials Needed	Reading Assignment Due Dates [1]	Project Assignment Due Dates
1/18	Intro, Overview of Areas of Technology, Editing Audio	Intro, Overview & Questionnaires; Audio Ex. 1 (Editing Audio)			
1/25	Editing Audio	Audio Ex. 1; Audio Ex. 2 (Ringtone)	For class on 1/26: bring an audio CD, mp3 CD-ROM or an audio file containing an excerpt you would like to use as a ringtone	1/28 Ch. 1	
2/1	Editing Audio	Audio Ex. 2; Audio Ex. 3 (Editing Voice)		2/4 Ch. 2	2/4 Email JM the MP3 version of Audio Ex. 1 (Editing Audio)
2/8	Multimedia Presentations	Creating Multimedia Presentations, PowerPoint Ex.1	For class on 2/9: bring materials (text, photos, etc.) for a PowerPoint presentation) about yourself or another topic of your choice (minimum of 5 slides)	2/11 Ch. 3	2/11 Email JM the MP3 version of Audio Ex. 2 (Ringtone)
2/15	Multimedia Presentations	No class 2/16; Multimedia Presentations cont.		2/18 Ch.4	2/18 Email JM the 64kbps MP3 version of Audio Ex. 3 (Editing Voice)
2/22	Loop-based Composition	Intro to ACID and GarageBand, Soundtrack Project		2/25 Ch. 5	2/25 Email JM the compressed folder containing your PowerPoint presentation. We will review the presentation in class to make sure it works properly
2/29	Loop-based Composition	Soundtrack Project cont.		3/3 Ch. 6	3/3 Email JM a brief description of a soundtrack for a scene from an imaginary movie
3/7	*Spring Break*				
3/14	Electronic Keyboards Music Notation	Electronic keyboards - general features, General MIDI, Triton-specific features, etc.; Intro to Finale; Finale Ex. 1		3/17 Ch. 7	3/17 Email JM the audio version of your Soundtrack Project. The file format you send will depend on which application you use to create the project. More in class.
3/21	Music Notation	Finale cont; Finale Ex. 2 (Oh Susannah)	*Start preparing materials for final PowerPoint project to be completed by April 19th class. Requirements will be discussed in class*	3/24 Ch. 8	3/24 Print Finale Ex. 1 and submit it to JM in class. Before printing ask for assistance in formatting the page

3/28	Sequencing & Audio Production	Intro to Sonar; Sonar Ex. 1 (Bach chorale)		3/31 Ch. 9	3/31 Print the entire score of Finale Ex. 2 (Oh Susannah) and submit it to JM in class. Before printing ask for assistance in formatting the page
4/4	Sequencing Technology Assisted Instruction	More on Sequencing; Demonstrations of various applications used to teach music		4/7 Ch. 10	
4/11	TAI cont.	More demonstrations	*Requirements for Final Projects will be discussed in class. There will be several choices*	4/14 Ch. 11	4/14 Sonar Ex. 1. Email JM the Sonar and MIDI versions of the exercise
4/18	In-Class Presentations [2]	In-class presentations. Work on Final Projects if time		4/21 Ch. 14	
4/25	In-Class Presentations [2] *(Last class 4/26)*	In-class presentations. Work on Final Project (if time)	*The lab will be open during the week to allow you to work on your Final Project*		
5/2	Final session *either 5/3 or 5/5*		*The lab will be open during Finals Week to allow you to work on your Final Project and complete other work*		Final Session. In class submit to JM: 1) the folder containing your final PowerPoint presentation; 2) your Final Project. What you submit for your final project will depend on what type you have chosen to do.

[1] All reading assignments are from the *Teaching Music with Technology* book. These assignments call for you to read the assigned chapter, answer four questions of your choice found at the end of the chapter then email your answers to the assignments email address (jmcwptech@gmail.com) as an attachment (word processor file). Reading assignments are due by 11:59:59 pm of the indicated due date. Late reading assignments will be penalized.

[2] The order of presentation for the in-class presentations on April 19, 21 and 26 with be determined randomly and announced beforehand. All students should be prepared to present the first day – April 19.

Notes:

1. Other assigned readings will be from the *Technology Strategies* book and will be announced in class.

2. Assignments to be submitted via email should be sent to jmcwptech@gmail.com. Please do not send them to JM's liu.edu account.

3. Due dates for assignments, other than reading assignments, should be considered "soft" due dates – more suggested dates than required dates.