AUBURN UNIVERSITY
COURSE SYLLABUS

Course Number: CTMU 7560/7566
Course Title: Digital Media Production for Music Instruction
Credit Hours: 3 Semester Hours
Prerequisites: Admission to Graduate School

Date Syllabus Prepared: Updated January 2007

Texts or Major Resources:
Required:
Other materials on WebCT.
TI:ME 1B Course Workbook. To be provided.
Other materials on WebCT

Recommended:

Materials:
A variety of software, media, and equipment is required. Most of the software is free or demo software. Please do not download demo software until specified in class.

Distance students must purchase and install the recent versions of the following software:
   www.microsoft.com/office/editions/howtobuy/student.mspx (Windows)
or AU Bookstore
2. Video editing software:
   iMovie ($59 Mac only)
   Movie Maker (Win only)
   http://store.adobe.com/store/products/master.jhtml?id=catPhotoshopElementsMacEDU (Mac)
   (note: you may choose to download the 30-day demo for free…but wait until the assignment to do so)

A digital camcorder with Firewire (students may use university camcorders on-campus at seminar), is required. Home computers must be fairly new with sound capability, a microphone/headset (see Wal-Mart, USB headset preferred), a CD-ROM burner, broadband Internet service (not AOL), sufficient RAM, and speakers. Students must also have the basic technology set used in the program: Mozilla, RealPlayer, access to FAX, Microsoft Word (or OpenOffice), and Adobe Reader. If video is to be captured at home, the computer must have a Firewire port. Access to a scanner and a digital still camera is optional, as this equipment may be used in the LRC.

Camcorders, digital (still) cameras, video capture software, and hardware are available at the Learning Resources Center (LRC) in Haley Center 3402, or students may use home equipment and software. Students may either use the LRC’s equipment during an on-campus seminar or use equipment from home for the video assignments. Those who prepare videotape ahead of time should bring the tape and camcorder to use the LRC’s
capture equipment.

**Course Description:** Current tools, skills, and concepts for creating aural and visual interactive applications.

**Course Objectives:**
The student will have knowledge of:

1. Strategies to identify and evaluate technology resources and technical assistance (i.e. those available on-line and on-site within a school and district setting) AL 290-3-3.42(4)(d)1.(i)
2. Methods for assessing advantages and limitations of current and emerging technologies, and on-line and software content to facilitate teaching and student learning AL 290-3-3.42(4)(d)1.(ii)
3. Strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources; AL 290-3-3.42(4)(d)1.(iii)
4. Safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and Internet user protection policies; AL 290-3-3.42(4)(d)1.(iv)
5. Characteristics of appropriate and effective learner-centered lessons and units that integrate technology; AL 290-3-3.42(4)(d)1.(v)
6. Technology tools (including but not limited to spreadsheets, web page development, digital video, the Internet, and email) for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students; AL 290-3-3.42(4)(d)1.(vi)
7. How to facilitate students' individual and collaborative use of technologies (including but not limited to spreadsheets, web page development, digital video, the Internet, and email) to locate, collect, create, produce, communicate, and present information AL 290-3-3.42(4)(d)1.(vii)
8. The variety and application of technologies that are responsive to diversity of learners, learning styles and special needs of all students (for example, assistive technologies for students with special needs); AL 290-3-3.42(4)(d)1.(viii)
9. Processes and criteria for evaluating students' technology proficiency and students' technology-based products within curricular areas; AL 290-3-3.42(4)(d)1.(ix)
10. The resources for enhancing professional growth using technology (for example, through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses). AL 290-3-3.42(4)(d)1.(x)
11. How to evaluate research literature related to multimedia and hypermedia design in music instruction.

**Course Content and Schedule:**
The content is laid out in six units that are taught over the 15 week semester:

- **Unit 1:** Digital Media in Music Learning, Introduction to the Internet (3 hrs.)
- **Unit 2:** Ethics and Copyright Considerations for Digital Media (3 hrs.)
- **Unit 3:** Digital Graphics (6 hrs.)
- **Unit 4:** Digital Audio (6 hrs.)
- **Midterm Assessment (Quiz I)**
- **Unit 5:** Digital Video (6 hrs.)
- **Unit 6:** Computer Assisted Instruction (6 hrs.)
- **End-of-Term Assessment (Quiz II)**

**Course Requirements/Evaluation:**
I. Quiz 1 (15%)
II. Quiz 2 (15%)
III. Submit examples of music instructional media produced with digital tools (30%)
IV. Submit a final project of an aesthetically pleasing interactive multimedia presentation using digital tools including related research literature, self-evaluation, and 3 peer assessments (40%)

**Grading system**
100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59-0 = F

**Quizzes:** Quizzes will be administered on dates listed above.

**Music Instructional Media:** Daily Assignments and Projects will involve the creation and evaluation of multimedia products for music learning. They will be uploaded to WebCT and/or the student’s Auburn University home page.
Self assessment, peer evaluation, and technology-mediated discussion are also integral parts of the learning experience. Students will produce the following types of media and present them in class:

1. Captured and edited audio files (.wav, .rm, .mp3)
2. PowerPoint slide show synchronized to audio CD or audio file
4. Captured video (.avi, .mov, .rm)
5. Edited MIDI file (.mid file)
6. Web page with links, sounds, and graphics (.html)

Final Project: The final project will be a multimedia companion for a Comprehensive Musicianship or Standards-Based Music Unit. The project will be based upon a composition or unit topic suitable for a school music ensemble or class. The project will show evidence of all the types of media listed above (including . The project will include a description and overview of the Unit, a description of how the product would be used with students, a list of National Standards addressed by the proposed activities (lessons) that use appropriate and effective practices in teaching and learning with technology, and an assessment for the proposed activities. All parts of the project will be linked. The project will be uploaded to the Student Presentations area of the course Web site.

The unit description must include (1) an evaluation of technology resources and technical assistance available online and on-site within a school and district setting, on-line and software content to facilitate teaching and student learning; a classroom management plan to ensure equitable and effective student access to available technology resources; and technologies that are responsive to diversity of learners (including, but not special education, ESL, learning style, levels of ability).

Each student will e-mail a self-evaluation of their project to the instructor. Each student will also e-mail a peer-evaluation for each of 3 other student’s projects to the instructor.

Class Policy Statements:

The instructor apologizes for the need to state so many course policies, however, all will have a more pleasant and educational experience if expectations are explained ahead of time. Any questions regarding policies should be directed to the instructor within the first week of class, otherwise, it is assumed that all understand the requirements. If one cannot conform to these expectations, they should drop the course no later than the first week of classes. The tone of these guidelines is not intended to be punitive nor are the guidelines intended to squelch interaction, but are provided for your success and consideration of all participants' efforts and energies.

Participation: Students are expected to participate in all class discussions and participate in all exercises. 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. (Five points will be deducted from the final grade for each failure to participate in class discussions and activities.) Discussion participation will be evaluated on frequency, professionalism, and scholarly content.

Attendance/Absences: A combination of face-to-face, asynchronous communication, and synchronous communication will be used to create a community of scholars. Each student will attend class promptly through LiveClassroom and participate in all scholarly discussions. The instructor and/or assistant will be available via LiveClassroom for assistance during scheduled classes.

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 Tiger Cub. 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. Except in the case of documented illness, five points will be deducted from the final grade for each absence; five points will be deducted from the final grade for every two tardies or leaving class early. Appointments for routine medical and dental checkups are not considered excused absences. Students must supply official evidence of illness or other excuse the day they return to class or the absence will not be excused. Distance students will fax their excuse to 334-844-4735. Tardy residential students are requested to wait quietly in the hall until admitted by the instructor to enter HC 1408. Distance students will be able to access the live video stream 5 minutes before class begins and should log into the chat room before class begins.
If a distance student is late in logging in, they will be counted as tardy and they should enter the chat room unobtrusively. Tardy distance students or distance students who leave class early must must view class archives, email their class notes via WebCT to the instructor by the following Monday at 8:00 a.m., provide their excuse, and submit any class assignments by the class due dates to potentially receive an excuse and participation credit.

Students who must miss class should inform the instructor via WebCT email a week before the absence. Distance students (only) who have been granted an excuse ahead of time must must view class archives, email their class notes via WebCT to the instructor by the following Monday at 8:00 a.m., provide any required absence documentation, and must submit any class assignments by the class due dates to receive participation credit. Resident students may view class archives to catch up and must submit any class assignments by the class due dates for assignment credit. They will not receive participation credit except under extenuating circumstances as approved by and negotiated with the instructor. Consideration for extenuating circumstances along with suggested make-up assignments should be proposed to the instructor via WebCT email by the following class meeting (sooner is better).

Unannounced quizzes: There will be no unannounced quizzes.

Final exam: The final project will serve as the final examination.

Due dates and formats: Homework and course requirements must be submitted in the format indicated by the instructor, including all parts listed, to receive credit. All materials should be cited in APA format and extensive quoting of material is not acceptable. The instructor reserves the right to assign a grade of 0 for any suggestion of plagiarism. Late submissions will lose 1 letter grade per 24 hours. (Example: an assignment is 23 hours late, so one letter grade is deducted.)

Incompletes: Final semester grades of Incomplete will not be given except in cases of documented illness. Incompletes must be removed by the third week of the following semester.

Loaned materials: Students must return loaned course materials owned by Auburn University to the instructor by the due date given to receive a grade in this course.

Proctored Exams: To ensure academic honesty during quizzes, the following procedures will be used for distance students. An official proctor will be recruited by each student and confirmed by the Office of Distance Learning Student Services at the beginning of the course. Students will provide all data needed to contact the proctors via e-mail, phone and fax. The proctor must be a dean, department head, military education officer, or school principal with e-mail and a fax machine. The person cannot have a vested interest in the student’s success in the program. The proctor must have face-to-face access to the student to oversee the student's examination.

The exams will be administered through WebCT. Students must log on to WebCT to take the exam during a face-to-face meeting (planned according to their schedules) with the proctor who will administer the test to the student. The student may log on to the exam only once. The proctor must physically observe this examination process, as it will occur with the student responding to items via computer. The test-taker and proctor will sign a one-page document stating that the student properly followed the rules of academic honesty in the examination and observed by the proctor. This statement will also include the date and time that the test began and the time that it ended. The statement will also include photocopied copies of the photo I.D. of each party. The statement will be faxed to the Music Education Distance Learning Office. This procedure will be carried out each time there is an exam.

Proctor identification forms and test verification forms are available from the Music Education Graduate Student WebCT page. Fax forms to the Music Education Distance Learning Office at 334-844-4735.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. 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 Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.
Office Hours and Assistance: The instructor cannot be available 24 hours per day, but will keep weekly office hours as indicated in class. During these periods, the instructor will be available by telephone. If you leave a voice message, state your name clearly and enunciate the callback number clearly and slowly. Students may request additional office appointments. The instructor will generally check WebCT email each afternoon, Monday-Friday. If for some reason the instructor is not able to do so, students will be informed ahead of time. Please allow at least 24 hours for a response and do not use multiple message for the same inquiry. (For example, use ONE WebCT email message or ONE phone message.) The instructor will not respond to multiple versions of the same inquiry.

Students should contact the instructor or post to the discussion board questions related to the course content or course requirements. The GTA will NOT answer questions that should be directed to the instructor.

Technology: All students are expected to check TigerMail and WebCT communications regularly. Students are responsible for reading and responding to messages from the instructor in a timely professional manner. Students who send questions in WebCT mail or discussion board should provide enough information so that the instructor can understand the questions.

All students will be required to submit assignments to WebCT, and, are required to know how to do so. Students are responsible for obtaining access to and knowing how to operate standard software such as Microsoft Word and PowerPoint (or Open Office). Students should refer to the "Contacts" page on the Music Education Graduate Student Orientation and Community site or the OIT web page to obtain technical assistance.

Students are expected to utilize threaded discussions when appropriate instead of creating new threads. Threaded discussion assignments that are posted under new threads may not receive course credit. Student should also use the "Reply" function utilizing the heading in the received message in WebCT email.

Distance students are responsible for knowing how to access the electronic classroom tools and features and for troubleshooting and maintaining their own equipment. At least a 3 Mb broadband Internet service is required and computers should be up-to-date with plenty of RAM. Distance students must have a microphone/headset and use it correctly upon instructor request for voice conferencing. All distance students should work through the Music Education Distance Training materials provided at http://openwebct.auburn.edu and those on the Music Education Graduate Student Orientation and Community site at http://webct.auburn.edu well ahead of the beginning of the course.

The classroom phone number is (334) 844-8166. Distant students who are unable to access the live stream should call this number and leave a voice message to report the problem. Then they should contact the appropriate assistance on the "Contacts" page to resolve their problem. They should NOT ask the GTA to assist them in troubleshooting once the live stream has begun. The GTA will log out of the chat room when the stream begins. The GTA can provide technical assistance or direction AFTER students have followed directions from the appropriate help contacts, but NOT during class.

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 disposition 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

Other: Students must satisfy all course objectives in order to pass this course.

Justification for Graduate Credit:
Students will transfer their operational knowledge gained in this course to the design of educationally sound multimedia products. They will gain experience with different design paradigms so that they may choose the best paradigm for their music educational goals. Advanced knowledge into device control structures and software protocols deepen understanding of how music systems work.