

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-38b.	R-12/8/09 AP-3/30/10	App-4/20/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Jack Scandrett	Email Address jscandt@iup.edu
Proposing Department/Unit Music	Phone 7- 4814

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

☐ New Course	☐ Course Prefix Change	☐ Course Deletion
☒ Course Revision	☐ Course Number and/or Title Change	☒ Catalog Description Change

MUSC 240 Technology in the Music Classroom

Current Course prefix, number and full title

Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

☐ This course is also proposed as a Liberal Studies Course.	☐ Other: (e.g., Women's Studies, Pan-African)
☐ This course is also proposed as an Honors College Course.	

3. Program Proposals

☐ New Degree Program	☐ Program Title Change	☐ Program Revision
☐ New Minor Program	☐ New Track	☐ Other

Current program name

Proposed program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)		9/30/09
Department Chair(s)		9/30/09
College Curriculum Committee Chair		9/30/09
College Dean		9/30/09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	Joseph Demurade TECC Chair	11-2-09
	Mary Ann Rafath Dean COE-ET	11-3-09
UWUCC Co-Chairs	Gail Sechrest	4/9/10

* where applicable

Received

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FEB 2 2010

MAR 03 2009

Liberal Studies

Liberal Studies

Syllabus of Record

I. Catalog Description

MUSC 240	Technology in the Music Classroom	2 lecture hours 1 lab hour 2 credits
Prerequisite:	None	(2c-11-2cr)

Introduces the technology resources available for use in the music classroom and the instructional technologies appropriate for application in K-12 settings including applications for students with disabilities. Students will be exposed to a variety of media and will have the opportunity to gain familiarity in their use. Emphasizes the use of the computer in the music classroom, web-based technologies, and music software.

II. Course Objectives

Upon completion of this course the student will:

1. acquire the basic knowledge and skills needed to select, design and utilize the appropriate media technology available and to demonstrate this knowledge by developing a classroom presentation incorporating this technology. I.E, II.B, C.
2. demonstrate proficiency of the use of notation software, MIDI, and music accompaniment software by creating projects utilizing the various technologies. I.D, E.
3. demonstrate an understanding of the International Society for Technology in Education (ISTE) National Standards for Teachers by preparing an electronic portfolio to be used to store, display and reflect upon your work in music education. I. D, E, II. B, C, D, III. B.
4. gain experience in using web based tools and resources and demonstrate their application to teaching and learning in the music classroom by preparing a proposal for incorporating technology in the classroom. I. E.
5. examine the use of technology to assist students with disabilities in the music classroom by preparing a lesson plan for students with disabilities. I. E, II. A, B, C, D
6. demonstrate an understanding of the role of technology in music education, its present use and future applications in a three page philosophy statement. I. E, II. B, C, D, III. C

Danielson Domains	Discipline Specific Standard/Program Objective	Course Objective	Course Assessment Measuring Objective*
I, II, III	I.E, II.B, C.	1	<i>Final project / presentation</i>
I, III	I.D, E.	2	<i>Create score using various software & Midi files</i>
I, III, IV	I. D, E, II. B, D, III.B. II. C	3	<i>Submit ePortfolio with Step I (music) requirements</i> <i>ISTE NETS•T 4b (lesson plan)</i> <i>Customize and personalize learning activities to address students with disabilities using digital tools and resources.</i>
II, III	I. E.	4	<i>Prepare Technology Proposal</i>
I, II, III	I. E., II. A, B, C, D.	5	<i>Prepare Lesson Plan for students with disabilities (ISTE NETS•T 4b)</i>
I, IV	I.E, II.B, C, D, III.C.	6	<i>Philosophy Statement</i>

KARS Assessments in Boldface

III. Course Outline

- I. Introduction 4 hrs.
- A. Computer basics; Operating Systems (Mac & Windows OS)
 - B. File keeping; Project Drive
 - C. Classroom technology needs for K-12
Group Project assignment (2 hrs)
- II. Notation Processors/Accompaniments 10 hrs.
- A. Finale
Chorale assignment
 - B. Sibelius
Hymn arrangement
 - C. SongWorks
Folksong
 - C. Band-in-a-Box
Folksong arrangement
 - C. SmartMusic
- III. Technology for Student Assessment 4 hrs.
- A. Audio
 - B. Video
Record lesson/performance (2 hrs.)

IV. Students with Disabilities	6 hrs.
A. Assistive Technologies (<i>Internet Special Education Resources</i>)	
B. Music Software for Sight Impaired (<i>RNIB</i>)	
C. Alfred Tomatis (<i>Sound-Remedies.com</i>)	
<i>Group project: Prepare lesson plan (4 hrs)</i>	
V. Emerging Technologies	4 hrs.
A. Wikis, Blogs & Podcasts	
B. Personal handheld devices	
iPods, iPhones, MP3 players	
C. Video Conferencing	
VI. ePortfolios	8 hrs.
A. HTML basics	
B. Editing webpages	
C. Techniques for inserting artifacts	
<i>Prepare ePortfolio (Special Learners 1 hr)</i>	
VII. Final Project	6 hrs.
A. PowerPoint	
B. Planning	
<i>Proposal</i>	
C. Preparing	
<i>Outline</i>	
<i>Storyboards</i>	
Culminating Activity – Project presentations	2 hrs.

IV. Evaluation Methods

- 25% The successful completion and presentation of a project appropriate for use in a K-12 music classroom that incorporates media technology. Grading will be dependent on the quality, creativity, and appropriateness for the classroom.
- 15% Completion of ePortfolio to meet requirements of Step I Teacher Certification, Music.
- 10% Philosophy Statement of the role of technology in music education.
- 30% Class assignments that occur during the term.
- 20% Class participation, including attendance at lecture and lab sessions.

V. Grading Scale

Grading Scale: A: $\geq 90\%$ B: 80-89% C: 70-79% D: 60-69% F: $< 60\%$

VI. Attendance Policy

Although there is no formal attendance policy for this class, student learning is enhanced by regular attendance and participation in class discussions.

VII. Required textbooks

NONE

Supplemental books and readings

Campbell, Don. (2004) Listening, The Ear and Development: The Work of Dr. Alfred A. Tomatis Retrieved April 17, 2009, from http://www.newhorizons.org/spneeds/inclusion/information/campbell_d.htm

Farnan, Laurie E. and Faith L. Johnson. (1988) Everyone Can Participate: Adapting Music Experiences for Students With Special Needs Retrieved April 17, 2009 from <http://music.utsa.edu/tdml/conf-II/II-Farnan&Johnson.html>

Purse, Bill. (1998) The Finale Primer, Miller Freeman Books

Rudolph, Thomas. et al. (1997) Technology Strategies for Music Education, Technology Institute for Music Educators

Williams, David B. & Peter Webster. (1997) Experiencing Music Technology, Schirmer Books

Websites:

Assistive Technology / Special Education Software for Schools, Kids, and Adults with Special Needs, <http://www.iser.com/special-needs-software.html>

Horace Mann Educated Financial Solutions: *Reach Every Child*, http://www.reacheverychild.com/feature/special_needs.html

Integrated Listening Systems (iLs), <http://www.integratedlistening.com/>

Royal National Institute of Blind People (RNIB), http://www.rnib.org.uk/xpedio/groups/public/documents/publicwebsite/public_mib003030.hcsp

VIII. Special resource requirements

USB Flashdrive

IX. Bibliography

Knezek, Don. ed. (2008) National Educational Technology Standards for Teachers 2nd Edition, International Society for Technology in Education (ISTE)

McAnear, Anita. ed. (2003) nets•t Assesment: Resources for Assessment, International Society for
Course Revision – MUSC 240

Summary of the proposed revisions and Justification/rationale for the revision

1. Removal of Prerequisite, class is needed prior to entrance into Step One, Teacher Certification
2. Revised Catalog Description to account for changes in content and addition of section on Students with Disabilities
3. Revised Course Objectives also to account for changes in content and addition of section on Students with Disabilities
4. Revised Outcomes matrix and change in Key Assessments
5. Revised Course Outline to account for changes in content and addition of section on Students with Disabilities

Because this is a class dealing with current technology, change over time is inevitable. The revision not only updates the syllabus to account for these changes in technology, but also for the inclusion of material for working with Students with Disabilities as requested by the Pennsylvania Department of Education (PDE).

I. Catalog Description
Introduces the technology resources available for use in the music classroom and with instructional technologies appropriate to their application in K-12 settings. Exposes a variety of media and provides the opportunity to gain familiarity in their use. Emphasizes the use of the computer in the classroom, computer-based instrument, and Music Instrument Digital Interface (MIDI).

Prerequisite: 29 hrs., Permission
(2c-11-2cr)

II. Course Objectives

1. To become familiar with the technologies available for the music classroom.
2. To acquire the basic knowledge and skills needed to select, design and utilize the appropriate media technology available and to demonstrate this knowledge by developing a classroom presentation incorporating this technology.
3. To develop criteria for evaluating computer software for use in the music classroom and to demonstrate this by writing two software evaluation reports.
4. To become familiar with the use of sequencers, synthesizers, and MIDI.
5. To gain experience in using the World Wide Web and its application to teaching and learning in the music classroom.
6. To become acquainted with multi-media authoring and presentation software particularly as it applies to the music classroom.

- I. Introduction to Microcomputers (1 week)
 - a. Brief History
 - b. Basic Platforms
 - c. Apple-Mac
 - d. IBM-DOS-Windows
 - e. Computer literacy
 - f. Command structure

- g. GUI (Graphical User Interface)
 - h. DOS (Disk Operating System)
- II. General Purpose Software (2 weeks)
- a. Word Processing
 - i. Advantages
 - ii. Editing capabilities
 - iii. Desktop Publishing
 - b. Spreadsheet
 - i. Uses
 - ii. Calculations
 - iii. lists
 - c. Data Base
 - i. Uses
 - ii. lists
 - iii. Calculations
 - d. Integrated packages
 - i. Data sharing
 - ii. Paint & Drawing modules
 - iii. Communication modules
 - iv. MDA "Music Director's Assistant"
 - v. Uses
 - vi. Calendars
 - vii. Appointments
 - viii. Contacts
- III. Music Software (3 weeks)
- a. Music printing
 - i. Finale
 - ii. Nightingale
 - b. Ear Training
 - i. Apple II - TAP
 - ii. Practica Musica
 - iii. Claire
 - c. Misc.
- IV. Keyboarding & Sequencing (2 weeks)
- a. Musical Instrument Digital Interface (MIDI)
 - b. Sequencers
 - c. Hardware
 - d. Software
- V. Interactive & Multimedia software (3 weeks)
- a. Authoring programs
 - i. HyperCard/Supercard
 - ii. MacroMind Director
 - b. Presentation software
- VI. Communications (1 week)

- a. E-mail
- b. Vax
- c. Kermit
- d. Internet
- e. Browsers
- f. Gopher
- g. Mosaic
- h. Netscape
- i. Hypertext
- j. HTML
- k. URL

VII. Presentations (2 weeks)

IV. Evaluation Methods

35% The successful completion and presentation of a project appropriate for use in a K-12 music classroom that incorporates media technology. Grading will be dependent on the quality, creativity, and appropriateness for the classroom.

25% Project assignments that occur during the term.

20% Written reports on software evaluation

20% Class participation, including attendance at lecture and lab sessions.

Grade Distribution: 90-100% A; 80-89% B; 65-79% C; 55-64% D; 0-54% F

V. Required textbooks, supplemental books and readings

Beekman, G. (1992). HyperCard 2 in a Hurry. Belmont, CA: Wadsworth, Inc..

Hofstetter, F. T. (1988). Computer Literacy for Musicians. Englewood Cliffs, New Jersey: Prentice Hall.

Webster, Peter R. and David B. Williams (1996). Experiencing Music Technology. New York, Schirmer Macmillan.

VI. Special resource requirements

This course will utilize the resources of the College of Fine Arts Computer Lab. Although this lab will be based on the Macintosh computer system and software, most applications and methods will not be platform specific. All software and hardware will be provided. Students wishing to use software other than that available in the FA Lab will need to supply their own equipment. Students will be required to save their own work either on floppy disks or Zip disks that they will supply.

- Marchionini, G. (1988). Hypermedia and Learning: Freedom and Chaos. *Educational Technology*, 8-12.
- O'Shea, T., & Self, J. (1983). *Learning and Teaching with Computers; Artificial Intelligence in Education*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc..
- Orwig, G. W. (1983). *Creating Computer Programs for Learning*. Reston, VA: Reston Publishing Company.
- Park, I., & Hannafin, M. J. (1993). Empirically-Based Guidelines for the Design of Interactive Multimedia⁴¹. (pp. 63-85
- Perkins, R. F., Davis, S. C., Van Sickle, M., & Welch, F. C. (June 1996). Encouraging Creativity in Preservice Teachers: Designing CAI with Hypermedia. *Educational Media International*, 33, 73-75.
- Price, R. V. (1991). *Computer-Aided Instruction: A Guide for Authors*. Belmont, CA: Brooks/Cole Publishing Company.
- Schwier, R. A., & Misanchuk, E. R. (1993). *Interactive Multimedia Instruction*. Englewood Cliffs, New Jersey: Educational Technology Publications.
- Skinner, B. F. (1954). The Science of Learning And the Art of Teaching. *Harvard Educational Review*, 24 (2),
- Solomon, G. (April 1993). Teachers who use technology. *Electronic Learning*, 12 (7), S16(3).
- Tjaden, B. J., & Martin, C. D. (May 1995). Learning Effects of CAI on College Students. *Computers & Education*, 24 (4), 271-277.
- Travers, R. M. W. (1964). The Transmission of Information to Human Receivers. *AVCR*, 12 (4),
- Tsai, C.-J. (1988). Hypertext: Technology, Application, and Research Issues. *Educational Technology Systems*, 17 (1),
- Williams, D. B., & Bowers, D. R. (1986). *Designing Computer-Based Instruction for Music and the Arts*. Bellevue, WA: Temporal Acuity Press.
- Wilson, S. (1995). *World Wide Web Design Guide*. Indianapolis Indiana: Hayden Books.

VII. Bibliography

- Adams, R. T. (1986). *Electronic Music Composition for Beginners*. Dubuque, Iowa: Wm. C. Brown.
- Beekman, G. (1992). *HyperCard 2 in a Hurry*. Belmont, CA: Wadsworth, Inc..
- Bush, V. (July, 1945). *As We May Think*. *The Atlantic Monthly*,
- Criswell, J. R. (Nov. 1989). *Rethinking Microcomputer Instruction as Part of Teacher Education Reform*. *Educational Technology*, 29, 40-43.
- Fletcher-Flinn, C. M., & Gravatt, B. (1995). *The Efficacy of Computer Assisted Instruction (CAI): a Meta-analysis*. *Journal of Educational Computing Research*, 12 (3) , 219-242.
- Gagne, R. M., Wager, W., & Rojas, A. (September 1981). *Planning and Authoring Computer-Assisted Instruction Lessons*. *Educational Technology*, 21, 17-26.
- Gias, G., & Carey, C. (Jan-Feb 1996). *Students Teach the Teachers*. *Electronic Learning*, 15 (4), 18(1).
- Goodman, D. (1993). *The Complete HyperCard 2.2 Handbook, 4th Edition*. New York: Random House.
- Hofstetter, F. T. (1988). *Computer Literacy for Musicians*. Englewood Cliffs, New Jersey: Prentice Hall.
- Hunka, S. (Nov. 1989). *Design Guidelines for CAI Authoring Systems*. *Educational Technology*, 29, 12-17.
- Jonassen, D. H. (1991). *Objectivism versus Constructivism: Do We Need a New Philosophical Paradigm?* *ETR&D*, 39 (3), 5-14.
- Junkala, J. (Jan. 1991). *Creating CAI Courseware for College-Level Instruction: Almost Anyone Can Do It*. *Educational Technology*, 31, 15-20.
- Ketcham, S. (March-April 1996). *Use Your Hiring power: How Principals can Force Education Schools to Address Technology*. *Electronic Learning*, 15 (5), 24(2).
- Kozma, R. B. (1991). *Learning With Media*. *Review of Educational Research*, 61 (2), 179-211.
- Krol, E. (1992). *The Whole Internet; User's Guide & Catalog*. Sebastopol, CA.: O'Reilly & Associates, Inc..
- Lebow, D. (1993). *Constructivist Values for Instructional Systems Design: Five Principles Toward a New Mindset*. *ETR&D*, 41 (3), 4-16.
- Lucas, L. (1992). *Interactivity: What Is It and How Do You Use It?* *Journal of Educational Multimedia and Hypermedia*, 1, 7-10.