MuEd 5664:
Teaching Music with Technology

University of Minnesota—Spring, 2009
Meeting time: Wednesdays 4:00 to 6:30 p.m.; Music Computer Lab (Ferguson 259)

Dr. Scott D. Lipscomb, Associate Professor
Office Hours: by appointment
or via email at anytime
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COURSE SYLLABUS

Course description: An introduction to computers and the music experience in the context of the music classroom. Topics will include understanding computers, accessing the Internet, music notation software, basic digital audio, digital images & video, MIDI sequencing, computer-aided instruction, and basic web site creation & site management, as well as some non-music topics (scanning & graphic editing). This course offers the musician and educator resources that can increase the mastery of basic musicianship, facilitate the routines associated with the creative and/or educational process, serve as inspiration, and save valuable time in the execution of both musical and non-musical tasks.

Incoming competency of students expected by instructor: The course is designed as an introduction to technology for the music educator. There are no assumptions and/or prerequisites regarding the level of student technical understanding and background. The goal of the course is to assist students in becoming proficient in several areas related to musical applications of technology.

Statement of Course Objectives:
This course will provide students an opportunity to become familiar with:

- ✓ the world of music and technology, including computer-aided instruction (CAI)
- ✓ basic categories of music software and their role in music teaching, learning, composition, and performance
- ✓ components of a computer system and how they relate to one another
- ✓ specific software for music theory, music composition, sequencing, digital sound editing, basic multimedia development, and creative thinking
- ✓ the performance characteristics of MIDI synthesizers & digital samplers and their integration with software applications
- ✓ the MIDI protocol
- ✓ integration of technology into the traditional curriculum and the use of technology to extend the philosophy/curriculum of music programs
- ✓ managing files with the computer's operating system
- ✓ word processing and creating mail merge documents
- ✓ presentation software for educational/informational purposes
- ✓ graphic software for creating illustrations, scanning images, & modifying them appropriately for dissemination via print or the Internet
- ✓ networking and communication programs, including basic web design

Upon completion of this course, it is my hope that each student will have developed the fundamental abilities necessary to be a *self-sufficient learner of new technology* … something that will serve you well for many years to come!!

Required texts (purchase at amazon.com or other online/local bookseller)**:**

H&L:Heid, J., & Lai, T. (2008). *The Macintosh iLife '08 in the classroom* [Teachers' edition]. Berkeley, CA: Peachpit Press.

.com: lynda.com website subscription (will cost approximately $10-15/mo for duration of semester); instructions for subscribing & use of this resource will be provided in class; module includes:
PowerPoint 2007: Essential Training (Win)
PowerPoint 2008 for Mac: Essential Training (Mac)
Dreamweaver CS3: Essential Training
Dreamweaver CS3: Beyond the Basics
Fireworks CS3: Essential Training

Additional Materials & Requirements:

- ✓ It is strongly recommended that students purchase a 1 GB (or larger) USB flash drive that you will carry with you at all times;
  - ➢ **very important**: always copy files from the lab computer onto your personal flash drive at the conclusion of each work session, since network and computers do crash and files are often purposefully deleted from lab computers
- ✓ All students will be required to utilize WebCT for the submission of assignments and to access course materials. Point your web browser to http://myu.umn.edu, then provide your X500 username & password.
- ✓ Each student will be expected to maintain a site (server space provided) that allows access to all mini-projects and (eventually) constitutes the course Final Project.
- ✓ Students are strongly encouraged to become active in national music technology societies & organizations:
  - ✓ Associate for Technology in Music Instruction (ATMI): http://atmionline.org
  - ✓ Technology Institute for Music Educators (TI:ME): http://ti-me.org

Schedule of Assignments (subject to change):[1]

January 21st
Syllabus & Course Requirements
Discussion about technology integration, CAI, & technologies of interest
Intro to digital photography & video
H&L: T3-T26, 2-15

January 28th
Intro to iTunes, iPhoto, & iMovie
H&L: 18-89, 124-129, 238-245
Creating an archive file
Screen Capture
Converting audio files with QuickTime Pro
Intro to Basic Web Page Design [Dreamweaver]

February 4th
Recording & editing digital audio and file conversion [Audacity, iTunes, and QuickTime Pro]
QuickTime handout
.com: Dreamweaver CS3: Essential Training – The Interface & Document Basics
Project #1: 25 photos & 5-minute video
Bring audio CD to class to extract audio and convert format
Student Selection of "Theme" for Final Project

February 11th
NO CLASS (MMEA)
Project #2: QuickTime movie & converted audio file

February 18th
Enhancing iPhoto Skills
H&L: 130-171
Project #3: Manipulated audio file
Other graphic editors [Fireworks & Photoshop]

[1] Any changes to the schedule will be announced to all students via email.

February 25th
Enhancing iMovie Skills
H&L: 246-287
Project #4: Retouched photos**.com**: Dreamweaver CS3: Essential Training – Linking, Typography, & Tables

March 4th
Finale: QuickStart Videos
Music Notation with Finale
Exporting General MIDI files
Project #5: In-progress iMovie file

March 11th
Microsoft Office: PowerPoint Presentations
Project #6: 8-16 bar music notation example
Creating a Mail Merge document (print/email)
Using Track Changes
Save As Web Page
Creating PDF files

March 25th
[catch up week]
Project #7: 5-8 slide presentation with builds & transitions

April 1st
Intro to GarageBand
H&L: 324-363
Project #8: review CAI software, report on two examples

April 8th
Creating a Podcast
H&L: 364-377
Project #9: 32-bar loop-based, multi-track composition

April 15th
Incorporating Multimedia on the Web
.com: Dreamweaver – Rollovers, Essential Behaviors, & Inserting Media Objects
Project #10: 1-minute podcast with voice & music track (at least)

April 22nd
Technology Lesson Plans
H&L: T27-T95
Project #11: add navigation bar with buttons to site
Blogging with WordPress

April 29th
Project #12: Select one H&L Lesson Plan and describe how you would integrate/revise it into your teaching/presentation context
[Final Project in-class workshop]

May 6th
Final Project Oral Presentations
[electronic copy due to Dr. Lipscomb at **beginning** of class period]

Assessment:

Student performance in this class will be evaluated in two areas: short project assignments and a final project. Successful completion of these components – and, hence, the course – will require 5-10 hours of work outside of class per week *in addition to class attendance*.

- Mini-project Assignments: 50%
- Final Project: 50%

Course grades will be assigned according to the following scale:

>= 92 = A
>= 90 AND < 92 = A-
>= 88 AND < 90 = B+
>= 82 AND <88 = B
>= 80 AND <82 = B-
>= 78 AND <80 = C+
>= 70 AND < 78 = C
>= 60 AND < 70 = D
< 60 = F

University of Minnesota Grading Policy: The Meaning of a Letter Grade

- A Represents achievement that is outstanding relative to the level necessary to meet course requirements.
- B Represents achievement that is significantly above the level necessary to meet course requirements.
- C Represents achievement that meets the course requirements in every respect.
- D Represents achievement that is worthy of credit, even though it fails to meet fully the course requirements.
- F Represents failure and signifies that the work was either 1) completed, but at a level of achievement that is not worthy of credit or 2) was not completed and there was no agreement between the instructor & student that the student would be awarded an "I."[2]

Assignments: Instructions describing every assignment will be provided in class. When posting each assignment to the course WebCT site, students are required to provide a description in the textbox, clearly communicating how the submitted assignment meets the requirements. Each of these will involve completion of a small task related to a topic being covered in class and assigned readings. You are welcome – encouraged even – to work on these assignments in pairs rather than working independently. I encourage you to take advantage of this opportunity, since a great deal of learning takes place in such peer-to-peer interactions. All assignments are due at the end of class on the day they are due, as stated in the Schedule of Assignments contained in this document … this will allow you an opportunity to seek clarification and/or additional input from other students or the instructor prior to submission. Each mini-project assignment is designed as part of a sequential learning process, so I expect work to be submitted on time, but will provide a 24-hour grace period for unexpected problems, e.g., a technical problem with a computer system or some personal issue that prevents timely submission. Outside of the grace period, work can be turned in up to one full week late, but the grade will be *lowered by at least one letter grade*, regardless of its quality. Assignments submitted more than a week late will not be accepted.

Final Project: The final project will be an educational or promotional web site. Detailed information about the expecations and content will be provided in a separate document, distributed in class and available on the course WebCT site.

Because projects form the sole basis for the course grade and will provide a tangible product resulting from your efforts, it will be important to elaborate further. Each of your projects – and a number of the assignments – should be related to a "Theme" you will pick early in the quarter and upon which you expand as you progress in your general knowledge and technological skill level. Your final project should be the largest expansion – a culmination – of this Theme. Each student's Final Project will be presented to the entire class during the final class period.

Attendance: You are expected to attend each day of class. I understand that there may be times when you cannot come to class for good reason, however. You will be responsible for the information discussed and prestned in class, of course, and I will be available to assist you with makeup work. Failure to attend and play an active role in the in-class discussions will result in very poor results for written work and an unacceptably low level of understanding.

Diversity

A fundamental assumption of this class is that all communication and dialogue is based on the right of every individual to participate fully and contribute to our understanding of specific course content and diverse approaches to the subject matter in general. Diversity relates to, but is not limited to, the following: age, creed, disability, ethnicity, gender, global perspectives, international background, language background, learning differences, marital status, multicultural perspectives, national origin, public assistance status, race, religion, sex, sexual orientation, and veteran status.

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[2] Please understand that the awarding of an "I" is *only* for the purpose of extreme extenuating circumstances beyond a student's control and will *never* be awarded solely in the case where the student failed to accomplish the work in a timely manner during the semester.

Scholastic Dishonesty: the University expects every student to maintain a high standard of individual integrity for work done. Scholastic dishonesty is a serious offence that includes, but is not limited to, cheating on a test or other class work, plagiarism (the appropriation of another's work and the unauthorized incorporation of that work in one's own work), and collusion (the unauthorized collaboration with another person in preparing college work offered for credit). In cases of scholastic dishonesty, Dr. Lipscomb will initiate disciplinary proceedings against the student. Any student caught plagiarizing a written document or not appropriately crediting sources used in project work will receive a grade of "0" *and* disciplinary proceedings will be initiated. It's not worth the risk—don't do it!

University Policies
See http://onestop.umn.edu/onestop/faculty/Teaching/Policies.html for a list of policies related to teaching with links to those policies. Also see http://www1.umn.edu/usenate/usen/policies.html for University Senate policies related to Teaching/Education.

Statement on accommodations
It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodations.

Statements on classroom conduct
http://www1.umn.edu/usenate/policies/classexpectguide.html
http://www1.umn.edu/regents/policies/academic/StudentConductCode.pdf
Add text here.

Statement on academic misconduct
http://www1.umn.edu/regents/policies/humanresources/Academic_Misconduct.pdf

Scholastic misconduct is broadly defined as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as you own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work.

Statement regarding sexual harassment
(http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf)
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program; (2) submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. University policy prohibits sexual harassment. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity, 419 Morrill Hall.

Support Services
Go to http://www1.umn.edu/ohr/teachlearn/syllabus/specialserv.html to see some possible support services for students.

Pagers & cell phones are disruptive to this class.
ALWAYS turn them <u>off</u> when entering the classroom.

Coda

I look forward with great anticipation to this course. Rest assured that I am eager to talk to or communicate with you about any concerns you may have. You can communicate by telephone, e-mail, or in person. Don't hesitate to make an appointment to see me when needed.