Student Learning Outcomes
At the conclusion of this graduate music education course, students will:
- Understand the foundational tenets of GarageBand
- Understand and use GarageBand to support student musical learning and growth that is age and developmentally appropriate
- Plan and design learning that uses GarageBand to make creative connections to curricular content, and/or as a tool to archive student learning and performance
**Grading Criteria and Assessment Methods**

Course assessment, evaluation and grading is based upon three factors: (1) the completion of the pre-assignment, (2) active engagement in daily course studies and (3) in the completion of the final assignment/post-assignment.

Below is the rubric that will be utilized by faculty to assess and evaluate students in these three categories of learning and understanding.

*Please note that pre-assignment and final/post assignments should be included in the course outline at the end of this syllabus.*

<table>
<thead>
<tr>
<th>Basic</th>
<th>Average</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-assignment</td>
<td>Provides basic/unsatisfactory content and concepts in preparation for this course.</td>
<td>Accurately identifies content and concepts relevant to this course.</td>
</tr>
<tr>
<td>During class formative assessments</td>
<td>Fails to actively engage in course content, application, and engagement of daily coursework.</td>
<td>Engages actively in course content and application of concepts in daily coursework.</td>
</tr>
<tr>
<td>Final/Post-assignment</td>
<td>Does not adequately complete the final assignment. Assignment may have been submitted late. Poor organization and lack of depth of knowledge evidenced.</td>
<td>Final assignment/post-assignment evidences appropriate structure and organization, understanding of course goals and outcomes. It is submitted on time.</td>
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The *Grading Policy* can be found in the Course Catalogue.

**Academic Integrity Policy**

A primary tenet of this course is to prepare students for professional responsibilities as teachers. The timely arrival to class as well as the daily preparation and engagement in course studies is essential.

University policy on *Academic Integrity* may be found in the UArts catalog.

If students are not clear about what constitutes plagiarism, you might recommend *Introduction to Research and Documentation* available on the University Libraries website.

**Absences**

Due to the compressed nature of the five-day intensive course structure, absences from class will not be accepted. Students who arrive late to class or leave early will be held accountable for missed time through additional assignments to be completed outside of course hours.

**Technology**

*Policies on Technology* may be found in the Course Catalogue.

**Class Format**

All summer music studies courses that meet in-person are five-day intensive courses typically running for 8 hours per day. Students are responsible for preparation of materials, for engaging in course content as per the course description, and in being responsive to completion of pre and post coursework as detailed in the course outline. Courses offered online may be in a different format and may run for a longer amount of time, specific to the needs and intents of the course content.
Educational Accessibility

Students who believe they are eligible for course accommodations under the ADA or Section 504 or have had accommodations or modifications in the past, should contact the Office of Educational Accessibility at 215-717-6616 or access@uarts.edu to arrange for appropriate accommodations and to obtain an accommodations letter, if applicable. Faculty can provide course accommodations/modifications only after receipt of an approved accommodations letter from the Office of Educational Accessibility. Accommodation letters can be provided to qualified students at any time during the semester, but grades earned before the letter is received by the faculty cannot be changed.

Pre-Assignment

1. Prior to the start of class you will be responsible for reading the following selections from Making Music with GarageBand and Mixcraft by Hodson, Frankel, Fein, and McCready. As you read develop some sort of content organizer of the key ideas discussed in the text/videos (I suggest an outline format). Please compile your content organizer into a document (Google Document or MS Word) and email/share it to me prior to the start of class (mfein@uarts.edu).
   b. Chapter 3: Getting Started with GarageBand: Skills Acquisition (p.33-57). **NOTE: This chapter was written for GarageBand ‘11 (ver 6). We will be using GarageBand 10 in this course and this new version has received a large make-over although just about all of the functions discussed in this chapter still apply. More on getting comfortable in GB10 in step 2...

2. In an effort to get comfortable with the new look of GarageBand 10, explore the following items. You do not need to submit any written work for this portion of the pre-assignment.

Course Outline

See attached document

Final/Post Assignment

1. Develop a music classroom lesson plan that incorporates GARAGEBAND. I suggest creating a lesson that could be used in your current teaching position. Create all necessary files for completion of the lesson (student template file and/or source audio files, student handout, and completed example file).

2. Publish your completed course work to Podomatic/Soundcloud. Embed your files in a Weebly website. Post a link to the website on a shared Google Document created by the instructor.

All syllabus are subject to change.

An outline might be structured by individual classes, in a daily format, using the blocks from the planning matrix or by course 'unit.'
• A course outline should clearly outline expectations for class meetings including due dates for assignments, assessments (critiques, juries, exams, papers), and dates for required viewings/screenings or other class events.
• Can your course outline be used as a good time management tool for students?