

**AUBURN UNIVERSITY
DEPARTMENT OF CURRICULUM AND TEACHING
COURSE SYLLABUS**

Course Number: CTMU 7520 / CTMU 7526, Summer 2010
Course Title: Curriculum and Teaching in Music Education
Credit Hours: 3 Semester Hours
Meetings: Online Activities plus Friday meetings 9:30 a.m. – 11:30 a.m., May 21-July 30
Instructor: Dr. Kimberly Walls, 334.844.6892, Dept. of Curriculum & Teaching, 5040 Haley Center, Auburn University, AL 36849 kim.walls@auburn.edu (please use Blackboard for e-mail)
GTA: Kathy King

Texts or Major Resources: The following required texts are available from www.rowmaneducation.com. Click on “Copublishers” then “MENC” for a 15% discount.

All students purchase:

Reimer, B. (2000.) *Performing with understanding: The challenge of the National Standards for Music Education* (pp. 3-9). Reston, VA: MENC.

Each student purchase ONE of the following Strategies for Teaching Series Books (your choice):

1. *Strategies for Teaching Series: Prekindergarten Music*
2. *Strategies for Teaching Series: K-4 General Music*
3. *Strategies for Teaching Series: Middle-Level General Music*
4. *Strategies for Teaching Series: High School General Music*
5. *Strategies for Teaching Series: Beginning and Intermediate Band*
6. *Strategies for Teaching Series: High School Band*
7. *Strategies for Teaching Series: Elementary and Middle-Level Chorus*
8. *Strategies for Teaching Series: High School Chorus*
9. *Strategies for Teaching Series: Middle-Level and High School Guitar*
10. *Strategies for Teaching Series: Middle-Level and High School Keyboard*
11. *Strategies for Teaching Series: Specialized Ensembles*
12. *Strategies for Teaching Series: Guide for Music Methods Classes*
13. *Strategies for Teaching Series: Technology*

Each student purchase ONE of the following courses of study (your choice):

1. *Teaching General Music: A Course of Study*
2. *Teaching Stringed Instruments: A Course of Study*
3. *Teaching Choral Music: A Course of Study*
4. *Teaching Wind and Percussion Instruments: A Course of Study*
5. *Teaching Jazz: A Course of Study*
6. *Syllabi for Music Methods Courses*

These readings are available on line at <http://menc.org/resources/view/national-standards-for-music-education>:

Music Educators National Conference. (1994). The school music program: A new vision — The k-12 national standards, pre-k standards, and what they mean to music educators. Retrieved from <http://www.menc.org/resources/view/the-school-music-program-a-new-vision>

MENC. (1996). Performance standards for music: Grades prek–12: strategies and benchmarks for assessing progress toward the national standards. Retrieved from <http://menc.org/resources/view/national-standards-for-music-education>

MENC. (1999). Opportunity-to-learn standards for music technology. Retrieved from <http://www.menc.org/resources/view/opportunity-to-learn-standards-for-music-technology>

Morton, J. B. (2006). *Alabama course of study: Arts education*. Montgomery, AL: Alabama State Department of Education. Retrieved from <http://www.alsde.edu/html/sections/documents.asp?section=54&sort=1&footer=sections>

Additional readings in current topics in research (print and electronic media) will be assigned.

Course Description: Teaching practices and evaluation of experiences and content for curriculum improvements. Students develop recommendations for music curriculum.

Course Objectives: *The student will be able:*

1. To demonstrate a working knowledge of the basic components of a course of study in music education.

2. To demonstrate an understanding of learning theories applied to music learning.
3. To demonstrate a knowledge of various models of content sequencing in music education.
4. To demonstrate a knowledge of materials and techniques appropriate for various methods.
5. To demonstrate a knowledge of means for accommodating individual differences in the music classroom.
6. To demonstrate competence in evaluating curriculum designs and materials in light of theory and accepted models.

Course Content and Schedule: *See Blackboard for updates and details*

Week 1 “Orientation” May 21

Class Meeting Friday, May 21 9:30-11:30

Week 2 May 24-28

“Claim” presentation topics

COS Group Meetings

Analysis Readings Assignment 1

No Class Meeting Friday, May 28

Week 3 May 31 – June 4

Lecture: What is Curriculum?

COS Group Meetings

Analysis Readings Assignment 2

Class Meeting Friday, June 4 9:30-11:30

Week 4 June 7 - 11

Post COS Presentation

View, Comment, Reply to COS Presentations

Lecture: National Standards

Class Meeting Friday, June 11 9:30-11:30

Week 5 June 14-18

Strategies Group Meetings

Reimer Reading Assignment 1

Exam 1 Due by 11:30 Friday, June 18

Week 6 June 21-25

Post Strategies Presentation

View, Comment, Reply to Strategies Presentations

Class Meeting Friday, June 25 9:30-11:30

Week 7 June 28-July 2

Midterm Seminar: Curriculum Materials

MOP Group Meetings

Methodologies Videos Assignment 1

Lecture: Evaluating Curriculum Materials

Class Meeting Friday, July 2 9:30-11:30

Week 8 July 5-9

MOP Group Meetings

Lecture: Planning a Curriculum

Methodologies Videos Assignment 2

Class Meeting Friday, July 9 9:30-11:30

Week 9 July 12-16

Methodology Oral Presentation

View, Comment, Reply to Methodology Oral Presentations

Week 10 July 19-23

Lecture: Psychology of Learning

Reimer Reading Assignment 2

Class Meeting Friday, July 23 9:30-11:30

Week 11 July 26-30

Curriculum Materials Oral Presentation

View, Comment, Reply to Curriculum Materials Oral Presentations

Class Meeting Friday, July 30 9:30-11:30

Final Project Due Monday, August 2

Final Examination and Extra Evidence Due Wednesday, August 4

Course Requirements/Evaluation:

1. Attendance and participation in class discussions and activities (10%)
2. Complete assigned readings

3. Class presentations on selected topics (40%)

4. Two examinations (30%)

5. Final project (20%)

Grading System: B = 100-90, C = 89-80, D = 79-70, F = 59-0 Extra Evidence required for Grade of "A"

Note: A grade below C is considered failing in graduate courses.

Oral Presentations (40%)

Format: Pairs of presenters will use Live Classroom video and visual aids (such as PowerPoint slides, Web pages, etc.) and handouts (.doc, .rtf or .pdf files). The presenters will post the visual aids and handouts to the class discussion board prior to the presentation. Handouts should include an annotated Web bookmark file of related professional resources. At least four appropriate exam question/items with answers and specific grading criteria will be emailed to the instructor (only). See Blackboard for details about the assignments.

Topics for Presentations:

Music education methodologies: Dalcroze, Orff, Kodaly, Gordon, Suzuki (15%)

Multi-grade curricula such as: band method books, elementary music series, comprehensive musicianship ensemble and course materials. (15%)

Strategies for Teaching Music Courses (5%)

Course of Study for Music Curricula (5%)

Presenters will be called upon to "defend" their presentation topics and participate in a lively debate on the course web site and during class. All students will be responsible for reading AND responding to any discussions continued on the course discussion board within 3 days of the presentation

Final Project (20%)

Describe your "ideal" curriculum for music education in detail. Discuss the similarities and differences between your curriculum and the various approaches and theories presented in this class. The paper must be typed and must use the American Psychological Association Style Manual 5th Edition format. Students will submit the paper as a file attachment (.doc or .pdf file) via Blackboard e-mail. Learner-centered lessons should use appropriate and effective practices in teaching and learning with technology that are responsive to diversity of learners (including, but not special education, ESL, learning style, levels of ability). See Blackboard for further details.

Class Policy Statements per A.U. Syllabi Guidelines:

Participation: Students are expected to participate in all class activities in a professional manner. 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. Students are responsible for all materials posted by the instructor to the Blackboard course site.

Attendance: Students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

Unannounced quizzes: There will be no unannounced quizzes.

Due dates and formats: Daily assignments will be submitted by posting them to Blackboard. The instructor will explain assignments and submission format during class and/or distribute handouts via Blackboard. 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 WILL assign a grade of 0 for any suggestion of plagiarism. Late homework assignments will receive a grade of zero (no credit) but all assignments must be submitted for a passing course grade.

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 Blackboard. Students must log on to Blackboard 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 Advising page (<http://www.auburn.edu/musiced-advice>). Fax forms to Music Education Distance Learning Office at 334-844-4735.

Office Hours and Assistance: The instructor cannot be available 24 hours per day, but will keep office hours as indicated on Blackboard. 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 email each afternoon, Sunday-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 messages for the same inquiry. (For example, use ONE 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.

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

Technology: All students are expected to check TigerMail and Blackboard communications regularly. Students are responsible for reading and responding to messages from the instructor in a timely professional manner. Students who send questions in Blackboard 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 Blackboard, 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).

All 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 5 Mb broadband Internet service is required and computers should be up-to-date with plenty of RAM. Generally, wired connections operate better than wireless.

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 Blackboard email.

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