

**AUBURN UNIVERSITY  
COURSE SYLLABUS**

**Course Number:** CTMU 7560/7566  
**Course Title:** Digital Media Production in Music Education  
**Credit Hours:** 3 hours  
**Prerequisites:** Admission to Graduate School  
**Date Syllabus Prepared:** May 2013  
**Instructor:** Dr. Jane M. Kuehne – kuehnjm@auburn.edu  
334-844-6852 (office) – 334-332-7228 (cell/text)

**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.

**Resources**

- National Standards for your content area(s).
- State Standards for your content area(s).
- *Required Software is indicated on Canvas*

**STUDENT LEARNING OUTCOMES**

The student will have the ability to

1. Facilitate and inspire student learning and creativity by providing a variety of learning environments that foster collaboration and innovative thinking to solve real world issues and authentic problems using digital tools and resources. **(4)(b)1.**  
**ASSIGNMENTS:** Two Online Computer Assisted Instruction Reviews that include specific lesson plans that include use of the software with students.
2. Design, develop, use, manage, and assess authentic digital-age learning experiences that are aligned with subject-area content and the *Alabama Course of Study: Technology Education* to maximize content learning and address diverse learning styles, incorporating the use of formative and summative measurement tools to better inform learning. **(4)(b)2.**  
**ASSIGNMENTS:** Word and PowerPoint Integration Projects; Digital Imagery and Digital Video Project(s)
3. Model and facilitate innovative digital-age work and learning experiences through the effective use of current and emerging tools to ensure success in a global and digital world whereby the teacher and learner locate, analyze, evaluate, manage, and report information as well as communicate and collaborate online fluently using a variety of technology-based media formats. **(4)(b)3.**  
**ASSIGNMENTS:** Using Office – Word and PowerPoint Integration Projects; Digital Audio, Online Sequencing/Recording Project; Two Online Computer Assisted Instruction Reviews; Digital Imagery and Digital Video Project(s); Web-Based Dissemination and Integration
4. Promote, model, and communicate the safe, legal and ethical principles of digital citizenship, equitable access, digital etiquette, and responsible online social interactions in a global culture including respect for copyright, intellectual property, the appropriate documentation of sources, and Internet user protection policies. **(4)(b)4.**  
**ASSIGNMENTS:** Online Reflective Responses: (1) Week 2 – Digital Media in Music Learning; (2) Week 4 – The Internet and Students; (3) Week 6 – Copyright and Ethics
5. Engage in professional growth and leadership activities, including modeling lifelong learning by participating in face to face and online learning communities to continuously improve professional practice using existing and emerging digital tools, resources, and current research that focuses on improved student learning, as well as promotes professional development of other educators. **(4)(b)5.**  
**ASSIGNMENTS:** Online Reflective Responses: (1) Week 2 – Digital Media in Music Learning; (2) Week 4 – The Internet and Students; (3) Week 6 – Copyright and Ethics

### **COURSE REQUIREMENTS AND SCHEDULE**

1. ALL SEMESTER – Attendance, complete assigned readings, and active participation in class discussions and activities (discussion board, in class interaction, distance education notes if needed).
2. Using Office – Word and PowerPoint Integration Projects
  - Week 2-3 – create a PowerPoint that includes automatic slide advancement with minimal animation.
  - Week 2-3 – create an instructional PowerPoint that includes media.
  - Week 2-3 – create a multimedia worksheet in MS Word
3. Background Information to Start – Lesson Plan Unit, Online Response.
  - Week 1 – Digital Media in Music Learning (overview of analog/digital, etc.) (Online Response)
  - Week 1 – The Internet and Students (Lesson Plan Unit)
  - Week 1 – Copyright and Ethics (Lesson Plan Unit)
4. Digital Audio, Online Sequencing/Recording Project
  - Week 2 – Using one of the shareware or web-based (cloud) programs create a digitally re-mastered audio of a recording you made.
5. Two Online Computer Assisted Instruction Reviews
  - Week 1 – Find ONE free trial or shareware software program and write a comprehensive review including how you might use it with students. Include a specific lesson plan that includes use of the software with students.
  - Week 1 – Find ONE free trial or web-based software program and write a comprehensive review including how you might use it with students. Include a specific lesson plan that includes use of the software with students.
6. Digital Imagery and Digital Video Project(s)
  - Week 3-4 – Complete your online learning tutorial video (image, video, “animation,” and audio editing).
7. Web-Based Dissemination and Integration
  - Week 5 – Complete all assignments not currently completed and post to your website for dissemination.

### **GRADING PROCEDURES**

Each assignment will be given a grade based on the number of points each has (most have 15, some have 10). The overall grade will be a combination of the averages of each assignment group. A total of 100 points is available. The grading scale is: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = Less than 60.

For students who regularly attend class\*, a grade of “F” (0) on an assignment is often reserved for assignments that are not submitted. However, if an assignment is not at least a D level, a grade of F will be assigned. In addition, for students who miss a significant amount of class time (or do not post detailed notes for distance students) during the semester, a grade of “F” will be assigned as the course grade.

### **CLASS POLICY STATEMENTS**

*Please see the Student Policy eHandbook for important information:  
[http://www.auburn.edu/student\\_info/student\\_policies/](http://www.auburn.edu/student_info/student_policies/)*

- A. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
- B. 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.

- C. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
- D. 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.
- E. Disability Accommodations: Students who need special accommodations in class, as provided 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 Accommodations 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).
- F. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
- G. Professionalism: 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 dispositions: (a) Engage in responsible and ethical professional practices; (b) Contribute to collaborative learning communities; (c) Demonstrate a commitment to diversity; and (d) Model and nurture intellectual vitality.
- H. The instructor reserves the right to modify this syllabus to best fit the needs of the students.