

**AUBURN UNIVERSITY  
COURSE SYLLABUS**

**Course Number:** CTMU 7970-7976 Special Topics  
**Course Title:** Music Reading Instruction  
**Credit Hours:** 3 semester hours  
**Prerequisites:** Admission to Graduate School  
**Date Syllabus Prepared:** Updated May 2015  
**Instructor:** Dr. Jane M. Kuehne – kuehnjm@auburn.edu  
334-844-6852 (office) – 334-332-7228 (cell/text)

**Required Texts/Resources**

1. You will need to purchase an existing sight-reading/music reading method that includes both teacher and student materials, and includes beginning, intermediate, and advanced levels.
2. You will need access to music notation software, and music recording or sequencing software.

**Justification for Graduate Credit**

This course is designed for certified music teachers to explore the development of music reading in beginning, intermediate, and advanced musicians using a variety of different approaches including historical and learning theory backgrounds and development of methodology and reviews of existing research.

**Course Objectives**

Students will be able to demonstrate knowledge of

- a. historical and methodological backgrounds for music reading development
- b. existing research in music reading and aural skills/ear training
- c. research methodology including APA style formats

Students will develop

- a. a detailed music reading task analysis
- b. an original music reading method
- c. an original research study (theoretical)
- d. original music reading assessment materials for method and research purposes

Students will demonstrate competent ability to orally present original methodology and research.

**Grading System**

A = 90-100    B = 80-89    C = 70-79    D = 60-69    F = below 60

**Course Content and Schedule**

Week	Topics
Week 1	Introduction, Music Reading History
Week 2-3	Learning Theory and How it Applies to Music Reading; DUE: Quiz Music Reading History and Learning Theory Quiz What is a “method”? Overview of existing methods and approaches
Week 4	Creating Original Materials/Method, Task Analysis, Writing for Understanding
Week 5 - 7	Using Software to Create Materials; Aural Skills Backgrounds, Perception, “The Ear” Anatomy; Acoustic Considerations; DUE Anatomy of the Ear Quiz (Campus Seminars in this time period)
Week 8 - 9	Research Reviews, Assessment in Music Reading (Lab time if necessary)
Week 10	Method / Research Project Presentations

## Course Requirements/Evaluation

100 Points	Item
10 points	Attendance (or distance education notes), Participation in Class Discussions/Activities
10 points	Music Reading History and Learning Theory Discussion and Quiz Perception and Anatomy of the Ear Quiz (AVG)
20 points	Literature Review – 11 Research Article Reviews (5 in one area, 6 in the other) <ul style="list-style-type: none"> <li>➤ 5 or 6 Music Reading Methodology</li> <li>➤ 5 or 6 Aural Skill/Ear Training Development</li> </ul>
15 points	Existing Method/Approach Review <ul style="list-style-type: none"> <li>➤ Beginning, Intermediate, AND Advanced Focus</li> </ul>
10 points	Existing ONLINE Method/Approach Review <ul style="list-style-type: none"> <li>➤ Find a “free” online method for “how to read music” and review it.</li> </ul>
10 points	Research Project Purpose Statement and Methods Section <ul style="list-style-type: none"> <li>➤ Set up a theoretical research study.</li> <li>➤ Write the method section of a research paper.</li> </ul>
25 points	Method/Approach Development and Assessment – Created Materials <ul style="list-style-type: none"> <li>➤ Detailed Task Analysis</li> <li>➤ Notated and Aural components for Beginning to Intermediate OR Intermediate to Advanced Focus</li> <li>➤ Method/Approach Assessments</li> <li>➤ Research Assessments (pre-post tests, etc.)</li> </ul>

## Assignment Information

- Attendance, class participation (discussions), online discussions, etc.
  - During class, you are expected to answer questions and discuss through live classroom (both text and voice chat), and complete assigned electronic (Canvas) discussions.
- Learning Theory Review and Application
  - Choose from a list of Learning Theories and post an overview of its main points.
  - In a second post, apply that learning theory to learning to read music.
- Existing/Published Method/Approach Review
  - Choose an existing method that includes beginning, intermediate, and advanced levels. Make sure you have access to both teacher and student materials.
  - Use form on Canvas to report your review.
- Existing ONLINE Method/Approach Review
  - Choose an existing free ONLINE method that includes beginning, intermediate, and advanced levels. Use form on Canvas to report your review.
- Literature Review
  - Create a literature section of a theoretical research paper that includes 11 research articles. Five (or 6) should be in method comparison or philosophical method foundations. Five (or 6) should focus on aural skills/ear training skills.
- Purpose Statement and Methods Section
  - Write a research purpose statement for a theoretical study to examine your method in some way. Write a Method section that describes what you could do to examine your method.
- Method/Approach Development and Assessment
  - Write a Detailed Task Analysis starting with “where” your students will end up and going backwards, OR starting “at the beginning” and stopping where your students would be after going through your method.
  - Create Original materials designed to teach music reading from beginning to intermediate, or intermediate to advanced students.
  - Create Original Assessments for students to use throughout your method.
  - Create Original Research Assessment(s) to “test out” your method (pre-test and post-test).

## Class Policy Statements

Please also see [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 are: (1) Engage in responsible and ethical professional practices; (2) Contribute to collaborative learning communities; (3) Demonstrate a commitment to diversity; and (4) Model and nurture intellectual vitality.
- H. The instructor reserves the right to modify this syllabus to best fit the needs of the students.