AUBURN UNIVERSITY
COURSE SYLLABUS

Course Number:	CTMU 7570-7976
Course Title:	Music Instruction Multimedia Research and Development
Credit Hours:	3 semester hours, taught in 10-week summer session
Prerequisites:	CTMU 7550 or departmental approval
Corequisite:	None
Date Syllabus Prepared:	March 2014, Updated May 2016

MATERIALS AND RESOURCES/EQUIPEMENT FOR THIS COURSE

- Reliable access to the Auburn University library website/electronic sources for research: http://www.lib.auburn.edu
- You will need word processing and spreadsheet applications (like Microsoft Word and Excel). Please note students can get these free through the AU website: http://www.auburn.edu/oit/365/
- (Read full paragraph) Subscription to Adobe Creative Cloud. Use the link below, or search "adobe creative cloud" using a search engine. Look for education pricing, currently listed at $19.99 per month required for 12 months (approximately $240 total). We will be using several software programs from this suite which purchased individually would be $100 - $250 each. Alternately, you can use trial versions of software based on what you think you'll need. *The instructor MAY be able to get you access through one of AU's online virtual labs.*
  http://www.adobe.com/products/creativecloud.edu.html?sdid=KKQWP&kw=semoverview&skwcid=AL!3085!3!39071091760!e!!g!!adobe%20creative%20cloud&ef_id=UbXXzQAAATYe2G9P:20140319144335:s
- Help files provided by Adobe and the instructor.
- Here are some specific online resources to support research format knowledge:
  o http://researchguides.library.syr.edu/musicresearch
  o https://cirt.gcu.edu/research/developmentresources/tutorials/researchdesigns
  o http://www.umuc.edu/writingcenter/onlineguide/chapter4-13.cfm
  o https://owl.english.purdue.edu/owl/resource/560/01/

COURSE DESCRIPTION

Current research in music instructional technology, design of interactive applications.

OBJECTIVES, ASSIGNMENTS, GRADING

Grading Scheme
Final course grade will be assignment based on this grading scheme: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = Below 60.

Objective (Students will…)	Assignments
Participate fully in class discussions (online and in-class). Standards: (4)(b)3,4,5	(25%) Class Participation, Online Discussions • If you cannot be in class "live," submit detailed notes each week showing you viewed the archive. If you met live, submit a statement indicated you were in class live. • Online Discussions and Online Reflective Responses include: (a) Ethics in Technology, (b) Copyright, Teachers, and Students, (c) Obtaining Copyright for using others' work and your original work.
Present original work orally with visual guide. Standards: (4)(b)4,5	(15%) Present Multimedia Project and Analysis • Present your project, assessment, research pilot idea(s) – provide link or stand alone file for peers to view. Use presentation software (PowerPoint) or distribute handouts to all class members (Word or PDF format)
Demonstrate knowledge of ability to use office/ productivity software and multimedia authoring software. Demonstrate knowledge of current research practices in music/music education/multimedia technology. Standards: (4)(b)1,2,3,4	(60%) Multimedia Instructional Design Project and Analysis • (20%) Literature Review: Create a research literature review focused on music/music education/multimedia research. • (15%) Planning Draft and Preparation Meeting: Overview/Outline of Instructional Design Project. Include learning objectives, how your project might work to support or provide instruction, how your project might aid in assessment (formative and summative). Work with the instructor to determine what software you need to know to complete your project. • (25%) Final Completed Project and Analysis. Create your project and analyze the research you read in relation to your project, your objectives, and your assessment(s).

State Standards

(4)(b)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)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)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)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)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.

COURSE SCHEDULE (TENTATIVE)

Weeks 1-2	Overview of course assignments and requirements. Ethics and Copyright and how it affects teachers and students. Obtaining copyright for images, audio, video. Developing your purpose and idea. Outline of potential work. Connecting technology research (literature review connected to your project idea)
Week 3-5	HOW TO (based on project drafts): Image, Photo, Creation and Editing, Audio Editing, Video Editing, Animation (if needed), Final Project Due

CLASS POLICY STATEMENTS

Please see the Student Policy eHandbook for important information: 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, and 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 listed below:

*   Engage in responsible and ethical professional practices
*   Contribute to collaborative learning communities
*   Demonstrate a commitment to diversity
*   Model and nurture intellectual vitality

JUSTIFICATION FOR GRADUATE CREDIT

Students will analyze research publications and design effectiveness studies in music instructional technology.