**AUBURN UNIVERSITY – COLLEGE OF EDUCATION**

**DEPARTMENT OF CURRICULUM AND TEACHING – MUSIC EDUCATION**

Course Number: CTMU 7970/7976

Course Title: Urban and Rural Music Education

Credit Hours: 3 hours

Prerequisites: Admission to Graduate School, Departmental Approval

Date Syllabus Prepared: Updated May 2018 by Jane Kuehne

Instructor: Dr. Jane Kuehne – kuehnjm@auburn.edu

Class Day/Time: Monday, Tuesday, Wednesday 1-3:30 p.m. / by distance

**TEXTS OR MAJOR RESOURCES**

1. You will need internet access and computer hardware sufficient to participate effectively and actively in this course, including ability to audio and video chat online.
2. NAfME National Standards (on NAfME website)
3. Microsoft Office (download from AU Office 365).
4. *Hope and Healing in Urban Education: How Urban Activists & Teachers are Reclaiming Matters of the Heart* by Shawn Ginwright, Published by Routledge, 1 edition.
5. *Teaching Music in American Society* by Steven N. Kelly, Published by Published by Routledge, 2nd edition.
6. *Why Rural Schools Matter* by Mara Casey Tieken, Published by The University of North Carolina Press; 1st

# COURSE DESCRIPTION FROM CATALOG/BULLETIN

This course focuses on examining practical application of writing and research in rural and urban music education to (1) determine practical working definitions for these two terms within music teaching; (2) define common conceptions and redefine common misconceptions, and examine similarities and differences between teaching in these settings; and (3) approach music education in these two varying settings from sociological points of view.

**COURSE OBJECTIVES**

Students will demonstrate

1. Ability to do independent research reviews and/or reports.
2. Knowledge of Research in urban and rural education in the U.S. through a research paper/report.
3. Through chapter presentations, class discussions, quizzes/exams,
* characteristics of urban and rural education
* similarities and differences in urban and rural education
* sociological perspectives, theoretical foundations, purposes of education, how music
* education functions in society, equality in education, and social learning in music teaching and learning

**ASSIGNMENTS**

|  |  |
| --- | --- |
| **% of Grade** | **Description** |
| 20% | Short Form Research Paper/Report |
| 20% | Book Chapter Report and Discussion (Hope and Healing, Why Rural Schools Matter)  |
| 20% | Book Chapter/Research Article Report and Discussion (Teaching Music in American Society, or Foreign Language Research Article) |
| 40% | Three Exams/Quizzes based on book chapters, articles, discussions, and research paper/reports |

# COURSE CONTENT AND SCHEDULE

# All assignments are posted in Canvas.

|  |  |
| --- | --- |
| **Week** | **Content** |
| 1 | Introduction. Overview of Assignments. Hope and Healing Chapter 1 |
| Hope and Healing – Chapter 2 + Research |
| Hope and Healing – Chapter 3 + Research |
| 2 | Hope and Healing – Chapter 4 + 5 |
| Hope and Healing – Chapter 6 + 7  |
| Hope and Healing – Chapter 8. HH Exam/Quiz Assigned |
| 3 | Why Rural Schools Matter – CH 1+2 |
| Why Rural Schools Matter – 3+4 |
| Why Rural Schools Matter – 5+6 |
| 4 | Why Rural Schools Matter – 7+8 |
| Why Rural Schools Matter – 9. WRSM Exam/Quiz Assigned |
| Teaching Music in American Society Chapters |
| 5 | Teaching Music in American Society Chapters |
| Foreign Language Research |
| Present 15-minute paper overviews. Final Exam/Quiz Assigned |

**GRADING SYSTEM**

Each assignment is assigned a grade of A, B, C, D, or F using a 100-point scale. Final grades will be assigned based on the weighted averages (see Canvas for weights) of all assignments. *Students must submit all assignments to pass the class.*

Assignments will be graded, and final grades will be assigned using this scale: A = 90.00-100, B = 80.00 – 89.99, C = 70.00-79.99, D = 60.00-69.99, F = below 60.

# CLASS POLICY STATEMENTS

# [*http://www.auburn.edu/student\_info/student\_policies/*](http://www.auburn.edu/student_info/student_policies/)

1. Attendance. If you can meet live online during the class time, that is suggested. If you are a distance student and cannot meet live, you are required to watch and take notes on class videos that are posted by the instructor each week. See Canvas for specific details.
2. Excused absences. This is a graduate class. You are all adults. If your absences cause you to miss enough of the class that you do not know what you are supposed to do, it is your responsibility to contact the instructor to ensure you understand the requirements for each assignment/project. It is strongly suggested that you take advantage of the instructor’s posted online “office hour” times and/or the weekly lab/work days. If your schedule does not permit this, then it is your responsibility to contact the instructor for a time to meet, or communicate effectively with her by email.
3. Make-Up Policy. In certain circumstances beyond your control (illness, hospital stay, death in immediate family, having a baby, etc.), it may be necessary to ASK for extended time for an assignment. It is your responsibility to contact the instructor to ASK if an extension is possible. If agreed, then it is your responsibility to meet the deadlines in the agreed upon arrangement.
4. Academic Honesty Policy. 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.
5. 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).
6. 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.
7. 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 include (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

# JUSTIFCATION FOR GRADUATE CREDIT

This course is designed for certified music educators to explore music and the musical experience from a sociological perspective. Through careful reading and review of materials, students will explore biases within education based on specific characteristics, including school location.  In addition, using a research paradigm, through literature review, self-study, and peer interview, students will examine their own and their peers’ beliefs about teaching and learning in rural and urban settings, and arrive at conclusions based on their study.

**SYLLABUS MODIFICATION**

The instructor reserves the right to correct errors in the syllabus, and/or to change its content to best fit the learning needs of the students.