AUBURN UNIVERSITY

DEPARTMENT OF CURRICULUM AND TEACHING

***COURSE SYLLABUS***

Summer 2020

**Course Number:** CTMU 7520 / 7526

**Course Title: *Curriculum and Teaching in Music Education***

**Credit Hours:** 3 Semester Hours

**Course Meetings:** CTMU 7520 / 7526 includes both synchronous (real-time) class meetings and asynchronous work (online modules, readings, quizzes, class discussion posts, and other assignments posted on Canvas). However, while it is fine to work ahead, all assignments will have specific due dates and points will be deducted for any late submissions.

Six to eight (minimum of 6) required synchronous class meetings will be scheduled across the summer semester. Once class is underway, students will be polled to determine the most convenient dates and times for these required interactive course meetings. Students will log in to participate via Zoom (meeting links and log-in instructions will be provided prior to our class meetings).

**Instructor:** Dr. Nancy Barry, Dept. of Curriculum & Teaching, 5040 Haley Center, Auburn University, AL 36849; email: barrynh@auburn.edu

**Required Texts:**

Required readings in current topics in research and best practice in Curriculum and Teaching in Music Education will be available electronically via web links and/or files posted to our course Canvas site.

**Highly Recommended:**

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

**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 to:*

1. demonstrate a working knowledge of the basic components of a course of study in music education.
2. demonstrate an understanding of learning theories applied to music education.
3. demonstrate a knowledge of various models of content sequencing in music education.
4. demonstrate a knowledge of materials and techniques appropriate for various music teaching methods, including on-line instruction.
5. demonstrate a knowledge of best practice in supporting diversity and accommodating individual differences in the music classroom.
6. demonstrate competence in evaluating curriculum designs and materials in light of theory and accepted models of best practice.

**Course Content and Schedule:** See our *Course Calendar* (will be posted in Canvas files) for a detailed weekly schedule of readings, assignments, and course activities.

# Course Requirements/Evaluation:

Grading System: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 59-0

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

**Graded Assignments**

*Note: All written assignments must be typed and carefully edited for mechanics and writing style. Points will be deducted for errors in grammar, spelling, or writing style. (Refer to the APA Publication Manual.)*

1. Participation in class discussions and activities (10%)
2. Music Education Curriculum Approach Review and Demonstration\* (such as Dalcroze, Kodaly, Orff, Suzuki, Jump Right In, Essential Elements, Power of the Winds, etc.): Video Class presentation (10%), Typed Paper (5%), and Peer Review of Team Members (5%)

\*team project

1. Review and critique on-line music instructional unit (15%)
2. Quizzes and Written Examinations over assigned readings (30%)

Examinations and quizzes will cover material from all assigned readings, class discussions, and student presentations.

1. Final Paper - Music Education Curriculum Project (25%)

It is the policy of Auburn University and of this instructor to accommodate special needs. Students requiring special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during the first week of classes - or as soon as possible if accommodations are needed immediately. You must provide a copy of your Accommodation Memo and an Instructor Verification Form when you meet with the Instructor. If you do not have these forms but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 334-844-2096.

**IMPORTANT**: Take care to provide in-text citations for ALL sources used, even if not quoted directly. Extensive quoting of material is not acceptable. When using quotations is necessary, take care to provide in-text Reference Citations for all sources (including websites and sound recordings) throughout your paper AND in References. All work in this course must be original work.

ALL quoted material (even very short phrases or keywords) MUST be identified within quotation marks and cited.

**READ the helpful information at this link**: <https://libguides.auburn.edu/c.php?g=683337&p=4827756>

**Definitions of** [Plagiarism from the AU Academic Honesty Code:](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf)

1201.1.4 The submission of themes, essays, term papers, design projects, theses, and dissertations, similar requirements, or parts thereof that are not the work of the student submitting them. In the case of a graduate thesis or dissertation, submission is defined as the time at which the first complete draft of such is submitted to the major professor for review. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated into a paper, they must be appropriately acknowledged.

1201.1.5 Plagiarism is a violation. In simplest terms, plagiarism is stealing – using the words or ideas of another as if they were one’s own. For example, if another person’s complete sentence, syntax, keywords, or specific or unique ideas and information are used, one must give that person credit through proper documentation or recognition, as through the use of footnotes.