**AUBURN UNIVERSITY**

**COURSE SYLLABUS**

Course Number: CTMU 7970-7976 Special Topics Teaching Music Reading

Course Title: Music Reading Instruction

Credit Hours: 3 semester hours

Prerequisites: Admission to Graduate School

Date Syllabus Prepared: Updated May 2020 by Jane Kuehne

Instructor: Dr. Jane M. Kuehne – kuehnjm@auburn.edu – https://aub.ie/drkappts

**MATERIALS FOR COUSE**

* Access to an existing sight-reading/music reading method that includes both teacher and student materials, and includes beginning, intermediate, and advanced levels.
* Access to music notation software, and music recording or sequencing software.
* Reliable computer with reliable high-speed internet.

**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 GOALS, ASSIGNMENTS, GRADING**

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| --- | --- | --- |
| **Goals** | **Assignments** | **% of Grade** |
| Demonstrate knowledge of historical and method backgrounds for music reading development, learning theory, perception and ear anatomy | * Music Reading History Quiz
* Learning Theory Discussion and Quiz
* Perception and Anatomy of the Ear Quiz
 | 20 |
| Demonstrate ability to write an effective literature review, purpose statements, and method for a research study using 7th Ed APA Style. | Literature Review and Research Study Method Include 11 Research Articles(a) 5 or 6 Music Reading Methodology. (b) 5 or 6 Aural Skill/Ear Training Development(c) Method for theoretical research study. | 25 |
| Demonstrate ability to analyze existing methods and website approaches.  | Existing Method Analysis and Online Website Analysis | 15 |
| Develop an original music reading method/approach based on a detailed task analysis. | Method/Approach Development and Assessment – Created Materials: (1) Detailed Task Analysis; (2) Notated and Aural components for Beginning to Intermediate OR Intermediate to Advanced Focus, (3) Method/Approach Assessments, (4) Research Assessments (pre-post tests, etc.) | 25 |
| Demonstrate attendance. | Attendance (or distance education notes), Participation in Class Discussions/Activities | 15 |

**Grading Scheme**

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.

Final grades will be based on this same scale.

**COURSE CONTENT AND SCHEDULE (APPROXIMATE)**

|  |  |
| --- | --- |
| 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 QuizWhat 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 (Work Time/Lab Time if necessary) |
| Week 10 | Method / Research Project Presentations |

**CLASS POLICY STATEMENTS**

Please see the Student Policy eHandbook for important information: <http://www.auburn.edu/student_info/student_policies/>

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.

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.

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.

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.

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).

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.

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

**OTHER**

The instructor reserves the right to modify this syllabus to best meet the learning needs of the students.