AUBURN UNIVERSITY

DEPARTMENT OF CURRICULUM AND TEACHING

***COURSE SYLLABUS***

Summer 2024

**Course Number:** CTMU 7520

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

**Credit Hours:** 3 Semester Hours

**Course Meetings:** CTMU 7520 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 OK to work ahead, all assignments will have specific due dates and points will be deducted for any late submissions.

**Instructor:** Dr. Nancy Barry, Dept. of Curriculum & Teaching, 5040 Haley Center, Auburn University, AL 36849; ema[il: barrynh@auburn.edu](mailto: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 based on theory and accepted models of best practice.

# 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 synchronous class discussions and activities (10%)
2. Discussion Posts (10%)
3. Music Education Curriculum Approach or Method Review and Demonstration (such as Dalcroze, Kodaly, Orff, Suzuki, Jump Right In, Essential Elements, Power of the Winds, etc.): Class presentation (15%).
4. 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 (35%)

* Length = approximately 15 - 20 pages (including Unit Plan, Lesson Plan, References, and other attachments.
* Describe your "ideal" curriculum for music education in a private studio, K-12 school system, or higher ed setting in great detail.
* Choose either the general, vocal, or instrumental program (or the entire school music program) and state the overall program goals. Include the weekly schedule of classes for each music teacher.
* Choose a course and grade/age level and describe the scope and sequence of the curriculum. (Chart or Figure is appropriate)
* Develop one detailed standards-based and/or CMP (Comprehensive Musicianship) unit that would be an appropriate example of one part of this course of study.  Also develop one model lesson plan from this Unit.
* The paper must be typed and must use the *American Psychological Association Style Manual* (APA) format. Submit the paper as a file attachment (.doc, .docx) to Canvas Assignments.

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>

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