# AUBURN UNIVERSITY COURSE SYLLABUS

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 2024 by Jane Kuehne

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Class Day/Time: M/W 9 am – 12 p.m. Summer 2024 Mini Term I (one)

## TEXTS OR MAJOR RESOURCES

1. You will need high-speed internet access and computer hardware sufficient to participate effectively and actively in this course, including working web cam and audio.
2. State and NAfME National Standards (on NAfME website), or your subject area state/national standards.
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, 1st edition.
5. *Rural Voices: 15 Authors Challenge Assumptions About Small-Town America* edited by Nora Shalaway Carpenter, Candlewick Press, 1st edition.
6. *Research Articles in Your Teaching Area, specifically related to urban, rural, suburban and varying teaching settings (AU Library)*
7. Additional Chapters/Materials available on Canvas.

## COURSE DESCRIPTION

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 teaching; (2) define common conceptions and redefine common misconceptions and examine similarities and differences between teaching in these settings; and (3) approach education in these two varying settings from sociological points of view.

## COURSE OBJECTIVES

Students will demonstrate

1. Competent knowledge of sociological perspectives, theoretical foundations, purposes of education, how music education (and other education areas) functions in society, equality in education, and social learning in music teaching and learning
2. Competent ability to write in English, using effective grammar and stye in online discussion posts, presentation materials, quizzes/exams, and with independent research papers/reports.
3. Competent abilities in oral presentation skills through chapter presentations, paper presentations.
4. Knowledge of Research in urban and rural education in the U.S. through a research paper/report and two related quizzes.
5. Competent knowledge of characteristics of urban and rural education (and including suburban education)
6. Competent knowledge of similarities and differences in urban and rural education (and suburban education)

## COURSE ASSIGNMENTS

*SPECIFIC DETAILS FOR ASSIGNMENTS ARE ON CANVAS.*

**HH = Hope and Healing (book), RV = Rural Voices (Book)**

* Rural Voices and Aligned Research Presentation, Handout/Study Guide, Quiz Questions
* Final Paper + Presentation, Handout/Study Guide, Quiz Questions
* Discussions 1-5: (1) Introduction, Current Knowledge, (2) Hope and Healing 1, (3c) Hope and Healing 2, (4) Rural Voices 1,   
  (5) Rural Voices 2
* Quiz 1 and Quiz 2
* *There is no cumulative final exam.*

## HOLIDAYS AND FINAL EXAM DAY

* Memorial Day (Monday, May 27, 2024) and Juneteenth (Wednesday, June 19, 2024) are Federal Holidays. We will not have class on these days.
* The Final Exam day for this class is Monday, June 24, 2024. Plan to have one additional final class meeting time on this day. It may be at a different time based on the schedule linked below. We will discuss the class time in class. According to the calendar, 10-week classes are supposed to be “off” for Mini-term I Final Exam Period. <https://www.auburn.edu/administration/registrar/calendars.php#final_exam_schedule>

## GRADING SYSTEM

**Grading Scale**

* Final grades will be assigned based on the weighted averages (see Canvas for weights) of all assignments.
* Specifically, the grading scale is: A = 90.00-100 B = 80.00 – 89.99 C = 70.00-79.99 D = 60.00-69.99 F = below 60

**Important Grade Information**

* Students must turn in *all assignments* to pass the class. This means you must make a good faith effort to complete each assignment. *Blank or empty files will not count as “turned in.”*
* Failing to submit any assignment may result in failing this class.
* Students should become familiar with the Graduate School Policies on grades (listed in the next section of this syllabus).

## CLASS POLICY STATEMENTS

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

**Attendance**

* *Attendance is part of the grade for this class.* Canvas shows how this will be weighted.
* ***Logging in on Zoom is the best practice.*** If you need to miss a live login class due to professional commitments, *please send me an email/message letting me know you will miss live class.*
* Vacation Note: I understand that sometimes you pre-plan vacations for students who are newly admitted. If you must miss a live login class due to pre-planned vacation, use the process below to earn full attendance credit for missed days.
* *How to Earn “full credit” for attendance on the days you need to miss:*
  + Watch and engage with the recorded class content.
  + Take notes while viewing class videos that demonstrate you have actively focused on and engaged with the class material/content.
  + Your notes should not be “play-by-play,” but should demonstrate that you have actively engaged with the class material/content. If we have discussion, post your views about the topics, etc.
  + Post your notes (*for each missed class time*) in the appropriate place on Canvas.
* *Absences are unexcused until notes are posted, and I determine whether you adequately demonstrated content engagement.*

### Excused Absences

* There are times, for example due to illness, new baby, immediate family emergency, still in session at your school, etc., that an absence from live login class may be excused. Decisions about these will be made on a case-by-case basis.
* *Please note, vacation is not an excusable reason for an absence. See “Attendance” above.*
* 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 (a) go through above process watching the course video(s), taking notes, posting notes, *and* (b) contact the instructor to ensure you understand the requirements for each assignment and/or project.
* I strongly suggest you take advantage of my posted appointment scheduler (<https://aub.ie/drkappts>) so you can get the support you need. If you cannot find an available time, it is *your responsibility* to contact the instructor to try and find a time to meet.

### Assignment Make-Up Policy

* In certain circumstances beyond your control (illness, hospital stay, death in immediate family, new 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. Do not assume the extension will be granted. If agreed, then it is your responsibility to meet the deadlines in the agreed upon arrangement.

### 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.
* Using AI as source material may be considered depending on how it is used. For example, if it is used in a similar way as a general search engine, this could be accepted. If you do this, and use material, AI MUST be cited as a specific source in both the assignment (i.e. cited like a reference in text) and in a references list.
  + Please be advised, materials will be scanned for plagiarism through Canvas. Also be advised that AI is not always correct. It is scanning materials across the internet and that includes materials that are incorrect.

**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 (like COVID), the syllabus and other course plans and assignments may be modified to allow completion of the course.
* If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

### Professionalism

* ALL communication should be professional, including written and oral communication, with the professor and peers.
* Behaviors in live login classes should also be professional. Certain behaviors (i.e., cooking, taking phone calls, having conversations with others in the room, watching television, actually teaching your own class, attempting to “be in live login class” without showing your video, excessive private messages with other students, etc.) demonstrate unprofessional behavior and a lack of seriousness of purpose, and respect for the course, your peers, and your professors.
* If I see you are not actively engaged, that you are not “paying full attention,” (i.e., doing one of the behaviors listed in the previous bullet, or similar), you may be removed from the Zoom room without warning and asked to watch the recorded video and post notes using the process listed above under “Attendance” to gain attendance credit.
* College of Education Policy: 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.

**Graduate School Information on Grades and Incompletes**

<https://bulletin.auburn.edu/thegraduateschool/academicprogress/>

**Grades**

* To receive a graduate degree at Auburn University, a student must earn a cumulative GPA of 3.0 on a 4.0 scale on all courses carrying graduate credit. No more than nine hours beyond the student’s Plan of Study is allowed in obtaining the cumulative graduate GPA (CGGPA). No grade below C (including unsatisfactory grades for courses taken under the S/U option) is acceptable for credit toward a graduate degree. Each graduate course in which a grade below C is received must be repeated at Auburn University if it is counted toward the student’s degree. Both the original grade and the grade for any repeated course will be counted in calculating the CGGPA. Course credits transferred from another institution may not be used to satisfy this requirement. Courses retaken will not count against the nine-hour limit beyond the student’s Plan of Study in obtaining the minimum CGGPA.

**Incomplete Grades**

* A grade of “incomplete” must be removed within the following six months or it will be recorded permanently as an F and the course will have to be repeated. This applies regardless of the student’s enrollment status. A student not enrolled during the following six months is not exempt from this rule. No student may graduate until “incomplete” and “no record” grades are removed, and the removal must be completed at least three weeks before the date of graduation, regardless of whether or not the course is included on the plan of study worksheet.

## JUSTIFiCATION 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 and expectations, assignments, etc., to best fit the learning needs of the students.

## DISCUSSION POST GENERAL RUBRIC

**(See Canvas - there may be slight differences in descriptions)**

| **Criterion** | **Levels** | | |
| --- | --- | --- | --- |
| Followed Instructions  10 Points | 10 Points  Followed Instructions Completely. | 0 Points  Did Not Follow Instructions Completely. |  |
| Post Content  Content from Post 40 Points | 40 Points  Content clearly provides the information requested in the prompt. | 20 Points  Content is not thorough, or only about half of the content is there. | 0 Points  Not Submitted |
| Questions and Comments  Your Comments and Questions  20 Points | 20 Points  You posted thoughtful comments and questions on colleagues' posts. | 10 Points  You posted comments and questions on colleagues' posts, but comments and questions lack some thought and/or clarity. | 0 Points  Did not reply to colleagues' questions and/or comments. |
| Reply Content  Reply Content  30 Points | 30 Points  Replies to colleagues' questions and/or comments are thorough and thoughtful. | 15 Points  Replies to colleagues' questions and/or comments is adequate, though lacks some thought and/or clarity. | 0 Points  Did not reply to colleagues' questions and/or comments. |

## CHAPTER PRESENTATION RUBRIC

**(See Canvas - there may be slight differences in descriptions)**

| **Criterion** | **Levels** | | | | |
| --- | --- | --- | --- | --- | --- |
| Followed Instructions  10 Points | 10 Points  Followed Instructions Completely. | | 0 Points  Did Not Follow Instructions Completely. | | |
| Presentation  30 Points | 30 Points  Video/In-class presentation is within the min-max time listed on canvas, thoroughly covers important chapter content, and provides your colleagues with enough detail to study to answer your quiz questions. | 23 Points  Video/In-class presentation is within the min-max time listed on canvas, mostly covers important chapter content, and provides your colleagues with adequate detail to study to answer your quiz questions. Your colleagues might need to do additional research and work to study for the quiz. | 15 Points  Video/In-class presentation is not within the min-max time listed on canvas (too short or too long), and/or only covers some of the important chapter content, and/or only provides your colleagues with some details to study to answer your quiz questions. Your colleagues will need to do their own research and work to study for the quiz. | 8 Points  Video/In-class presentation is not within the min-max time listed on canvas (too short or too long), and/or only covers cursory chapter content, and/or only provides your colleagues with surface level details to study to answer your quiz questions. Your colleagues will need to do significant additional research and work to study for the quiz. | 0 Points  You did not present or provide a video. |
| Presentation Materials/ Study Guide  30 Points | 30 Points  The handout/study guide matches your video/in-class presentation, the chapter content and/or chosen research articles, and provides your colleagues with enough detail to study to answer your quiz questions and they most likely will not need to do additional research and work to answer quiz questions. | 23 Points  For the most the handout/ study guide matches the content you provided in your video/in-class presentation, in the chapters and/or selected research articles, and provides adequate detail to help your colleagues study to answer your quiz questions. Your colleagues might need to do additional research and work to study for the quiz. | 15 – Points  About half of the handout/study guide matches the content you provided in your video/in-class presentation, in the chapters and/or selected research articles, and provides only some detail to help your colleagues study to answer your quiz questions. Your colleagues will need to do their own research and work to study for the quiz. | 8 Points  About half of the handout/study guide only matches the content you provided in your video/in-class presentation, in the chapters, and/or selected research articles, and provides only surface level detail to help your colleagues study to answer your quiz questions. Your colleagues will need to do significant additional research and work to study for the quiz. | 0 Points  Not Submitted or materials do not connect to chapter(s)/ presentation/ research, and/or do not help with colleagues’ study in any way. |
| Quiz Questions  10 Points | 10 Points  Includes required number of questions in the correct formats indicated in the assignment. | | 0 Points  Includes less than the required number of questions, and/or did not provide correct or adequate answers to your questions, and/or you did not include the questions in the requested formats. | | |
| Quiz Question Content  20 Points | 20 Points  Quiz questions thoroughly cover the important content from chapter(s)/research/video, and ask about level content throughout. | 15 Points  Quiz questions adequately cover the important content from chapter(s)/research/video, and mostly ask about deeper level content throughout. | 10 Points  Quiz questions only cover some of the important content from chapter(s)/ research/video, and/or do not completely delve into deeper level content, and/or only cover one of the chapters. | 5 Points  Quiz questions only ask about surface level content from chapter(s)/research/video, and/or do not cover content in both chapters and/or video, and/or only includes surface level content from one chapter. | 0 Points  Quiz questions are not submitted OR your questions do not match the content for your video and chapter(s)/research/video, and/or the content answers to your questions are not provided/ accurate, and/or do not as a whole only ask for surface level content recall. |