**AUBURN UNIVERSITY COLLEGE OF EDUCATION COURSE SYLLABUS**

**Course Number:** CTMU 7970

**Course Title:** Diverse Perspectives in Music Education

**Credit Hours:** 3 semester hours

**Prerequisites:** Admission to Graduate School

**Co-requisites**: None

**Instructor:** Dr. Nancy H. Barry – barrynh@auburn.edu

# COURSE DESCRIPTION

Research shows that music experiences offer myriad benefits for ALL students. However, research also reveals an “equity gap” in terms of availability and appropriateness of school music activities for diverse student populations. School music settings such as large performing ensembles present unique challenges for serving all students. This graduate course explores practical applications of research and best practice for teaching diverse student populations in music education settings. Specifically this course addresses: (1) Diversity and Social Justice in Music Education; (2) Multicultural Music Education; and (3) Accommodating Special Learners in the Music Classroom.

# JUSTIFICATION FOR GRADUATE CREDIT

*Diverse Perspectives in Music Education: Accommodating Special Needs and Multicultural Learners* leads professional music educators in exploring music curriculum and teaching with an emphasis uponaccommodating diverse student populations. Through reading and critical review of course materials, and applied research projects, students will explore research-based best practice on ways to adapt music curriculum and teaching to achieve equity and social justice for all students.

# REQUIRED RESOURCES

* **Selected Journal Articles and other resources –** Required readings will be available via web links and/or articles posted in our course Canvas Files.

# COURSE OBJECTIVES

1. Demonstrate an understanding of social justice in music education, including the roles of diversity, enculturation and socialization, and school enculturation.
2. Define diversity in music education, and the purpose of music education for our society and for the individual student.
3. Define social justice issues from a music education perspective (via course discussions and review of related literature).
4. Define multicultural issues in music education (via course discussions and review of related literature).
5. Define best practice for accommodating special learners in music education (via course discussions and review of related literature).
6. Develop and present a critical review of related literature addressing diversity and social justice relating to the student’s particular area of Music Education (e.g., band, chorus, general music, orchestra).
7. Demonstrate practical understanding and applications of key concepts in diversity and social justice in the music classroom through:
	* class discussions,
	* written tests and quizzes over required readings,
	* review of related literature, and
	* formal music curriculum/program revision plan.

# COURSE ASSIGNMENTS AND EVALUATION

Grading System

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = Below 60

**Assignments**

The final grade will be based upon student performance on the following assignment categories:

50% Tests and Quizzes

* Based upon all assigned readings and activities, including modules, class discussions, and class presentations

20% Review of Related Literature

* Share an Overview of your Literature Review in an oral Class Presentation*: Lightning Round* (5-minute) Class Presentation of most important “take-aways” = 5%
* Typed (APA) Lit Review = 15%
* Prepare a typed literature review (minimum of 12 sources) addressing diversity and social justice relating to your particular area of Music Education (e.g., band, chorus, general music, orchestra).
* OK to use our text and articles from our course Readings as part of your 12 sources as appropriate to your specific research interest. May include scholarly books, peer-reviewed journal articles, and peer-reviewed scholarly websites. Informal websites such as Wikipedia are not acceptable for this assignment.
* APA style
* **Contents:**
	+ State purpose (specific topic) of your literature review (WHAT were you interested in learning?)
	+ Explain WHY this topic is important to your area of music education.
	+ Compare and contrast different research findings (include appropriate in-text citations throughout)
* Recommendations
	+ Implications for Music Education - Must emphasize practical music teaching applications of the research
	+ Recommendations for future research. What are the most urgent research questions related to supporting diversity in your area of music education? Are there any gaps in the literature?
* Include **References** (APA)

20% Music Program Modification Plan

* *Lightning Round* (5-minute) Oral Class Presentation of most important ideas for music ed program reform = 5%,
* Typed paper (APA) = 15%
* Develop a detailed implementation plan for modifying your current (or most recent) music education program to be more inviting and accommodating for diverse learners. Students who have not yet taught in a full-time position may base this assignment upon recent music teaching experiences such as their clinical residency (student teaching).
* Include reference citations throughout your document supporting research-based best practice in music education
* APA-style list of References

10% Participation

* Contribute actively to class activities, discussions, and presentations.

**ACCOMMODATION POLICY:**

It is the policy of Auburn University and of this instructor to accommodate special needs. Students who need 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. Click this link for more information: [Accommodation Policy for Students with Disabilities < Auburn University](https://bulletin.auburn.edu/Policies/Academic/accommodationpolicyforstudentswithdisabilities/)

**ACADEMIC HONESTY:**

* Students are expected to engage in honest and ethical behavior in all aspects of their coursework and association with Auburn University. See [**Academic Dishonesty Student | Office of the Provost**](https://www.auburn.edu/academic/provost/academic-honesty/)
* **AVOID PLAGIARISM!**
* Extensive quoting of material in your writing 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 papers for your university courses must be your original work.
* **ALL** quoted material (even very short phrases or keywords) MUST be identified within quotation marks and cited.
* Provide citations for all sources even if not quoted directly (author, date). Include page number(s) for any direct quotations (author, date, p. #).
* **Definitions of *Plagiarism***
* 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 (such as using footnotes or in-text citations).
* 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.