MUS 780:U820T  Foundational Concepts in Music Education

Spring 2018 3 Sem. hr. credit
Instructor: Dave Sanderson Phone: 677-5270 (Office)
Office: Room 128 CFA (USD) Email: David.N.Sanderson@usd.edu

Required Text:

Supplemental Texts:

Course Goals: MUS 780 is a graduate level course designed to introduce the student to the historical, philosophical, and social-psychological foundations and research perspectives that guide music teaching and learning in schools today. Specifically, the student will:
- Develop an understanding of the historical developments in music education and their effect of contemporary philosophies and practice;
- Become aware of recent philosophical viewpoints as well as the need for a philosophy of music education;
- Develop an understanding of best research, scholarship, and reporting practices;
- Become a critical and discriminating reader of research, scholarship, and opinion in the field of music education.
- Develop an awareness of the relationships among philosophical, psychological, and sociological scholarship and their place in historical contexts;
- Consider current issues and trends in music education and understand their development from a historical perspective;
- Develop the ability to research and synthesize a large body of information and express concluding ideas in a coherent, logical manner.

IDEA Goals: The following IDEA goals apply to this graduate course:
- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing Skill in expressing oneself orally or in writing

Instructor statement:
The best way to contact me is via my email address listed above. If you have a question, concern, or comment on the course please email and I will respond within 24 hours. For information about the university's technical, academic, and student support services, as well as how to take
advantages of these services, please refer to the Online Student Handbook (http://www.usd.edu/~/media/files/usd-online/online-orientation-guide.ashx). This document also contains information pertaining to minimum technology requirements, registration information, as well as other university services and policies. Further assistance is available at the IT Student Help Desk: http://www.usd.edu/technology

**Course Assessments:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Module Discussions (15 @ 10 pts. per)</td>
<td>150</td>
</tr>
<tr>
<td>Article Critiques (50 pts. per critique; 50 pts. per peer eval)</td>
<td>100</td>
</tr>
<tr>
<td>Historical</td>
<td>100</td>
</tr>
<tr>
<td>Philosophical</td>
<td>100</td>
</tr>
<tr>
<td>Psychological</td>
<td>100</td>
</tr>
<tr>
<td>Sociological</td>
<td>100</td>
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<tr>
<td>*Student Choice</td>
<td>100</td>
</tr>
<tr>
<td>*Student Choice</td>
<td>100</td>
</tr>
<tr>
<td>Current Trends Annotated Bibliography</td>
<td>50</td>
</tr>
<tr>
<td>Current Trends Paper</td>
<td>200</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
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**Assignment 1 – Module Questions:**

Each weekly Module contains readings and questions for your reflection. The questions will be posted in the “Discussion” section of the course. Please respond to each question in the Module. Your responses do not need to be lengthy – one or two paragraphs are sufficient – content is more important than length. Then, once you have completed your response, please respond to at least two of your classmates’ posts. The purpose here is to engage in a dialogue on the week’s topic. Of course, you may respond to more than two other posts if you wish. (150 points)

Weekly discussion points will be awarded based on the following rubric:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Post a response to instructor’s question by Friday @ 11:59 PM CT</td>
<td>2 Points</td>
</tr>
<tr>
<td>Initial post is substantive</td>
<td>3 Points</td>
</tr>
<tr>
<td>Respond to 2 peer posts by Sunday at 11:59 p.m.</td>
<td>2 Points</td>
</tr>
<tr>
<td>Responses to peer posts are substantive</td>
<td>3 Points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10 Points</strong></td>
</tr>
</tbody>
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**Grading Scale:**

- 495 - 550 A (90 – 100%)
- 440 – 494.99 B (80 – 89.99%)
- 385 – 439.99 C (70 – 79.99%)
- 330 – 384.9 D (60 – 69.99%)

**NOTE 1:** All written work must be type-written and double-spaced. Assignments must be submitted on time to receive full credit. Feedback from the instructor and grades will be returned within one week after the conclusion of each discussion topic, project, and synthesis paper.
NOTE 2: For larger assignments, there will be a deadline to submit a rough draft. This is to help spread the workload of the class and provide an opportunity for feedback. For a rough draft I only expect to see evidence that you’ve put some thought into the assignment. While I appreciate Completeness/Spelling/Grammar/Citations/Logical Flow/Etc., for any draft assigned a rough outline can suffice. Failure to submit a draft will result in a 5% reduction in the final grade of the assignment.

University Policies

Academic Integrity

The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf. No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:
1. Given a zero for that assignment.
2. Allowed to rewrite and resubmit the assignment for credit.
3. Assigned a reduced grade for the course.
4. Dropped from the course.
5. Failed in the course.

Freedom in Learning

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Disability Accommodation

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.
Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center (605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

**Diversity and Inclusive Excellence**
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.