University of West Georgia  
MUSC 6110: History and Philosophy of Music Education  
Syllabus

Dr. Dawn Harmon McCord  
CourseDen email preferred  
dmccord@westga.edu  

Spring 2016  
678-839-6266

Class Access
This class is a fully online course with synchronous classes scheduled based on student survey. The class may be accessed at [https://westga2.view.usg.edu](https://westga2.view.usg.edu) using UWG ID and password.

Once in the course, look for the module labeled “Start Here.”

Help with access and CourseDen tools:
- Online Student Help [http://uwgonline.westga.edu/students.php](http://uwgonline.westga.edu/students.php)
- UWG Online Helpdesk
  - email: online@westga.edu
  - Call 678-839-6248 or 1855-933-UWGO (8946)
  - 24-Hour Help: 1-855-772-0423 or search [http://D2Lhelp.view.usg.edu](http://D2Lhelp.view.usg.edu)

Course Description
Philosophical and historical foundations of music education with concentration on trends, influences, developments, personalities, and materials in school music teaching in the United States.

Course Objectives/Learning Outcomes
The student will:
1. Identify historical and pivotal events in music education.
2. Explore philosophical schools of thought in music education.
3. Generate a plan for music advocacy.
4. Investigate current music education trends and research designs.

General Unit Objectives and Course Activities
Students will:
1. Read and critique topics associated with music education history and philosophy
2. Critique topics associated with music education history and philosophy by writing and presenting assigned topics
3. Successfully complete quizzes on music education history and philosophy
4. Participate in assigned class discussions
5. Attend synchronous classes
Required Materials and Style Manual

Technology Requirements
Online students must have required access to technology in order to be successful in course activities. These requirements are listed in the course “Start Here” module.

Bibliography of Sources
[The following sources are not required but rather provide valuable texts that inform the learning outcomes for this course.]

**UWG Common Language Syllabi Information**

It is important that you review and understand the statements that are common to all courses at UWG. These items address the Americans with Disabilities Act, UWG Email Policy, Credit Hour Policy, and the University of West Georgia Honor Code and Academic Honesty statements.

These statements may be viewed at:

[http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

Software may be used in this course to check for plagiarism and students found to have not adhered to the Honor Code will have the violation reported as prescribed and receive a failing grade on the assignment or course.

**Evaluation**

Students are graded on the quality of work done on summary-critique assignments, examinations, research project(s), and on their ability to articulate understandings orally and in writing. The instructor will evaluate the quality of work done on course assignments, papers, and presentations and class participation. Many assignments use CourseDen rubrics. Grades are posted in CourseDen.

**Late Policy:** Work must be completed when due to receive credit. When circumstances warrant late submission, points will be deducted from the points earned.

Grades will be assigned as based on the following points earned:

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-100</td>
<td>A</td>
</tr>
<tr>
<td>81-90</td>
<td>B</td>
</tr>
<tr>
<td>71-80</td>
<td>C</td>
</tr>
<tr>
<td>61-70</td>
<td>D</td>
</tr>
<tr>
<td>60 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

**Email and Office Hours**

Email from accounts outside of CourseDen will be answered in CourseDen email. It will be more expeditious to use CourseDen email. Conferences are the appropriate venue for the discussion of grades. Office Hours are possible through face-to-face or Blackboard Collaborate. Request appointment through CourseDen email.
**Calendar**

Specific assignment deadlines are posted in an overview posted in modules. *CourseDen* Calendar Tool and Checklist are also used for reinforcement of deadlines. Changes to the schedule are posted in the *CourseDen* News and Email.

Spring 2016: January 11-April 29

<table>
<thead>
<tr>
<th>Structure</th>
<th>Number</th>
<th>Topic To Be Covered During This Period</th>
<th>Meets These Course-level Learning Outcomes</th>
<th>Module/Learning Unit Name</th>
<th>Ending Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module O</td>
<td>MUSC 6110 overview, use of D2L tools and introductions to peers</td>
<td></td>
<td>Orientation</td>
<td>1/18</td>
<td></td>
</tr>
<tr>
<td>Unit I</td>
<td>Introduction of general concepts in education history. Music events in times prior to Western History through those events occurring in North America will be presented and discussed. Students will also select a philosophy system to explore. The first required reading will be due in this Unit.</td>
<td>1, 2, 4</td>
<td>Education History and Early Historical Influences on Music Education</td>
<td>2/1</td>
<td></td>
</tr>
<tr>
<td>Unit II</td>
<td>Explore early American Education with a focus on Pestalozzi and beginning of music in American schools. Students will also examine the types of research used in music education including historical, action, descriptive,</td>
<td>1, 2, 4</td>
<td>Identification of Trends and Curricula in Music Education</td>
<td>2/15</td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td>Number</td>
<td>Topic To Be Covered During This Period</td>
<td>Meets These Course-level Learning Outcomes</td>
<td>Module/Learning Unit Name</td>
<td>Ending Date</td>
</tr>
<tr>
<td>-----------</td>
<td>--------</td>
<td>---------------------------------------</td>
<td>-------------------------------------------</td>
<td>--------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and philosophical. Students will read and discuss examples of philosophical research.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>III</td>
<td>Explore mid-nineteenth century American Education with a focus on curriculum development and the emergence of influential professional organizations. Students will explore current philosophical research through readings, discussion, and assessment.</td>
<td>1, 2</td>
<td>Mid-Nineteenth Century Music Education History and Advocacy</td>
<td>2/29</td>
</tr>
<tr>
<td>Unit</td>
<td>IV</td>
<td>Post Nineteenth Century Music Education History and Advocacy</td>
<td></td>
<td>Post Nineteenth Century Music Education History and Advocacy</td>
<td>3/21</td>
</tr>
<tr>
<td>Unit</td>
<td>V</td>
<td>Assignment of Research Reviews; Research Reports on assigned research reports</td>
<td>4</td>
<td>Music Education History Review and Research in Philosophy and Music Education</td>
<td>4/11</td>
</tr>
<tr>
<td>Unit</td>
<td>VI</td>
<td>The goal of this learning module is to synthesize history events, current trends, and philosophies in music education and report on how this information influences teaching and learning. Using research completed in Unit V,</td>
<td>3, 4</td>
<td>Music Education History and Today’s Classroom</td>
<td>4/29</td>
</tr>
</tbody>
</table>
### MUSC 6110: History and Philosophy of Music Education

<table>
<thead>
<tr>
<th>Structure</th>
<th>Number</th>
<th>Topic To Be Covered During This Period</th>
<th>Meets These Course-level Learning Outcomes</th>
<th>Module/Learning Unit Name</th>
<th>Ending Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>student will present findings and applications in a synchronous class meeting. Students will participate in a peer review assessment using student-written monographs.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Disclaimer**
Instruction contained in this syllabus was, to the knowledge of the instructor, considered correct and complete when distributed for use; however, this syllabus should not be considered a contract between University of West Georgia and the student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation.