Dr. Dawn Harmon McCord
CourseDen email preferred
dmccord@westga.edu
Class: Fully Online
Office: Humanities 233
770-839-6266
CourseDen email preferred
dmccord@westga.edu
Office Hours:
M 5:00-5:30
T 8:00 AM-Noon
R 8:00 AM-11:00 AM
F 2:30PM-5:00PM
Appointments are available at other times

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

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

Important links and help with access and CourseDen tools:
- Online Student Guide http://uwgonline.westga.edu/online-student-guide.php
- UWG Online Helpdesk
  - https://www.westga.edu/its/student-services.php
  - 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
- Accessibility Services: https://www.westga.edu/student-services/counseling/accessibility-services.php
- UWG Online Technology Requirements: https://uwgonline.westga.edu/technology-requirements.php
- Online Counseling - https://www.westga.edu/student-services/counseling/online-counseling.php
- Ingram Library Services—http://www.westga.edu/library/

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
Current online sources and readings assigned throughout the course

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.

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.
[https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php](https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php)
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, presentations, and class participation. Grades are posted in *CourseDen*.

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>30</td>
</tr>
<tr>
<td>Synchronous Class Meetings</td>
<td>20</td>
</tr>
<tr>
<td>Assessment</td>
<td>25</td>
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<tr>
<td>Research Paper and Presentation</td>
<td>25</td>
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</tbody>
</table>
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>
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<tbody>
<tr>
<td>91-100</td>
<td>A</td>
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<tr>
<td>81-90</td>
<td>B</td>
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<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>
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</table>

Email and Office Hours

Email from accounts outside of CourseDen will be answered in CourseDen email so that all communication is located in one place. Questions that are relevant for all students will be provided through CourseDen mail and announcements. Conferences are the appropriate venue for the discussion of grades. Office Hours are possible through face-to-face meetings, phone, or Blackboard Ultra. 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/or Email.

Classes and the final meet August 14 - December 13, 2019

<table>
<thead>
<tr>
<th>Structure</th>
<th>Topics to be Covered</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>Orientation</td>
<td>8/21</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>9/3</td>
</tr>
<tr>
<td>Structure</td>
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<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, and philosophical. Students will read and discuss examples of philosophical research.</td>
<td>1, 2, 4</td>
<td>Identification of Trends and Curricula in Music Education</td>
<td>9/16</td>
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<tr>
<td>Unit 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 Philosophical Influences</td>
<td>10/14</td>
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<tr>
<td>Unit IV</td>
<td>Post Nineteenth Century Music Education History and Advocacy</td>
<td>1, 2, 3</td>
<td>Post Nineteenth Century Music Education History and Advocacy</td>
<td>11/04</td>
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<tr>
<td>Unit 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>11/21</td>
</tr>
<tr>
<td>Unit 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, student will present findings and applications in a synchronous class meeting. Students will participate in a</td>
<td>3, 4</td>
<td>Music Education History and Today’s Classroom</td>
<td>12/13</td>
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<tr>
<td>Structure</td>
<td>Topics to be Covered</td>
<td>Meets These Course-level Learning Outcomes</td>
<td>Module/Learning Unit Name</td>
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<td>peer review assessment using student-written monographs.</td>
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**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.