

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

MUSC 670

PRINCIPLES OF CURRICULA AND PEDAGOGY FOR MUSIC EDUCATION

COURSE DESCRIPTION

This course helps students engage matters of curricula development and pedagogy through evaluation and inquiry. Emphasis is given to curricula and pedagogical models that address practical issues for primary, secondary, and college classrooms. (Crosslisted with WMUS 670)

RATIONALE

Music education pedagogy and curriculum has been influenced through centuries in terms of philosophy, theory, and practice. According to constructs of Action Theory, and supported by the theoretical frameworks of Experiential Learning Theory and Cognitive Load Theory, the extension of music learning beyond the classroom should be best accomplished through a series of methods, curriculum planning, and teaching strategies that provide a hands-on approach for the learner. This course equips the music educator to create and implement curriculum and pedagogical concepts through a praxial approach.

I. PREREQUISITES

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASES

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

Disclaimer: The above resources provide information consistent with the latest research regarding the subject area. Liberty University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Discuss the main curricular and pedagogical trends in music education.

- B. Evaluate contrasting curricular emphases in music education.
- C. Analyze key pedagogical models employed in music education.
- D. Compare music education curricula that address practical issues for primary, secondary, and college classrooms.
- E. Synthesize pedagogical models that inform personal application in the music classroom.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations

- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (5)

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be 350–400 words, demonstrate course-related knowledge, and reference 1 source. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be 200–250 words. (Outcomes A, B, C, D).

- D. Regelski Summary

After reading Regelski chapters 1, 3, and Appendix A, the student will write a paper in current Turabian format, summarizing the concepts in the material. The summary must contain 5–7 pages of content, a title and bibliography page, and at least 4 references to scholarly sources, in addition to the Bible. Course textbooks may be used as sources for this assignment. (Outcomes, A, B, C, D, E).

- E. Curriculum Project

The student will select 1 course included in the Worship Pedagogy and Curriculum Report and develop a 12-week Curriculum Project comprised of 5 charts. The Curriculum Project will assist the student in producing effective teaching and training strategies to facilitate college teaching and learning. The student will submit the assignment in 6 pieces:

1. Analysis Chart

The student will assume the position of curriculum designer for any single selected course covered in the Worship Pedagogy and Curriculum Report. The student will provide an analysis of the course in order to produce an overall 12-week plan using curriculum planning and the Analysis Chart, and create an original syllabus following the syllabus for this course. (Outcomes C, D, E)

2. Design Chart

After evaluating and reflecting on his/her Analysis Chart, the student will apply instructional, visual, and technical strategies to produce a prototype of

the learning outcomes, assessments, and exercises for the 12-week plan using the Design Chart. (Outcomes B, C, D, E)

3. Development Chart

After evaluation and reflection upon the previously submitted Design Chart, the student will create an advanced organizer for 1 lesson using 3 methods of delivery laid out in the Development Chart. The student must also provide at least 1 reference from the course textbooks in current Turabian format. (Outcomes B, C, D, E)

4. Implementation Chart

After evaluation and reflection upon the previously submitted Development Chart, the student will revisit the content and revise areas as necessary such as tasks and items to be used in lesson plans and a description of a formative assessment using the Implementation Chart. The student must also provide at least 1 reference from the course textbooks in current Turabian format. (Outcomes B, C, D, E)

5. Evaluation and Syllabus Chart

After evaluation and reflection upon all previously submitted charts, the student will select formative and summative assessments and will revisit the course content to consider point allotment. The student will use this information to create a course syllabus. The student must also provide at least 1 reference from the course textbooks in current Turabian format to support his/her choice for each assessment. (Outcomes B, C, D, E)

6. Final Submission

As the final submission, the student will submit a finalized syllabus along with all 5 revised charts. The final submission must also include a reference page containing a minimum of 3 references used throughout the creation of the Curriculum Project. Acceptable sources include the course textbook, scholarly sources, the Bible, and peer-reviewed scholarly articles (published within the last 10 years). All references must be cited in current Turabian format. (Outcomes A, B, C, D, E)

F. Quizzes (3)

Each quiz will cover the Reading & Study material for the assigned modules/weeks. Each quiz will be open-book/open-notes, contain 25 multiple-choice and true/false questions, and have a 1-hour and 30-minute time limit. (Outcomes C, D, E)

G. Exams (2)

Each exam will be cumulative and cover the Reading & Study material for the previous modules/weeks. Each exam will be open-book/open-notes, contain 25 multiple-choice and true/false questions, and have a 1-hour and 30-minute time limit. (Outcomes C, D, E)

VI. COURSE GRADING AND POLICIES**A. Points**

Course Requirements Checklist		10
Discussion Board Forums (5 at 40 pts ea)		200
Regelski Summary		110
Curriculum Project		
Analysis Chart		50
Design Chart		50
Development Chart		50
Implementation Chart		50
Evaluation Chart		50
Final Submission		120
Quiz 1	(Module 1)	40
Quiz 2	(Module 2)	40
Quiz 3	(Module 5)	40
Exam 1	(Modules 1–4)	100
Exam 2	(Modules 5–7)	100
	Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

B. Style Guidelines

All assignments for this course are to be formatted in accordance with the [LBTS Writing Guide](#) and the latest edition of the Turabian style manual (*A Manual for Writers of Research Papers, Theses, and Dissertations*). Discussion assignments and essay examinations may use the parenthetical citation style. All other written assignments should use the footnote citation style. Supplemental writing aids are available via the [Online Writing Center](#).

C. Course Changes

Course requirements are subject to change by the administration of the University at any time with appropriate notice.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

MUSC 670

Textbooks: Nilson, *Teaching at Its Best* (2010).
 Regelski, *Teaching General Music in Grades 4-8: A Musicianship Approach* (2004).
 Van Brummelen, *Steppingstones to Curriculum* (2002).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Nilson: chs. 1–4, 7 Regelski: chs. 1, 3, Appendix A Van Brummelen: chs. 1–2 2 presentations	Course Requirements Checklist Class Introductions DB Forum 1 Regelski Summary Quiz 1	10 0 40 110 40
2	Nilson: chs. 11–14 Regelski: chs. 5–6, Appendix B Van Brummelen: chs. 3–5 2 presentations	DB Forum 2 Curriculum Project – Analysis Chart Quiz 2	40 50 40
3	Nilson: chs. 11–14 Regelski: chs. 7–8 Van Brummelen: chs. 6–7 1 presentation	DB Forum 3 Curriculum Project – Design Chart	40 50
4	Nilson: chs. 24–27 Regelski: ch. 9 Van Brummelen: ch. 9, Appendices 1–3 1 presentation	Curriculum Project – Development Chart Exam 1	50 100
5	Nilson: chs. 28–29 Van Brummelen: ch. 3 1 presentation	DB Forum 4 Curriculum Project – Implementation Chart Quiz 3	40 50 40
6	1 presentation	Curriculum Project – Evaluation Chart	50
7	Nilson: chs. 30–32 1 presentation	DB Forum 5 Exam 2	40 100
8	1 presentation	Curriculum Project – Final Submission	120
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.