

MUED-599 • Technology and the Collegiate Music Curriculum Course Syllabus

Class Date/Time: Monday/6:30-8:20 • Class Location: PIC 200 • Dr. Brian Shepard, Instructor

Office Location: ASI 102A • **Phone:** 213.821.4152 • **Email:** brian.shepard@usc.edu • **Hours:** by appointment

Prerequisites: MUED-452 Introduction to Technology in Music Education
MUED-515 Using Technology in the Classroom
Computer, Internet, and Basic Music Software* Literacy

*Please note that this is not a *Finale*, *ProTools*, or a *fill-in-the-blank-with-a-music-software* class. It is assumed that the student already has sufficient computer skills as well as facility with a music notation program, an audio recording and editing program, and a MIDI sequencing program to apply that knowledge toward creating and developing curricular materials.

Course Description: MUED-599 Technology and the Collegiate Music Curriculum is designed to help prepare the college-level music instructor for assuming a technological leadership role in his or her music department. The course will examine the many ways technology may be used—both traditionally and experimentally—to infuse content and augment the instruction of all areas of the typical music curriculum including: Music Theory and Composition, Music History, Music in General Studies, Applied Music, and Music Ensembles. Students will be encouraged to experiment with newer technologies and adapt older ones for musical purposes. In addition to musical materials, the course will include units on Web-based delivery and materials, distance learning, and administering and funding technology equipment, software, and facilities.

Goal: It is the goal of this course that each student—upon successful completion—not only gains a practical, working understanding of the many ways technology can augment the modern college-level music curriculum, but becomes an active investigator, exploring new technologies and seeking new ways to adapt existing technologies to musical use. To reach this goal, each student must successfully accomplish the objectives described below. Accomplishment will be measured by quizzes, evaluation of student assignments, and projects.

Objectives:

- Design and create musical notation examples for a variety of presentation formats
- Demonstrate ways to use MIDI and/or Audio software to develop listening, performance and ensemble skills
- Develop and design online learning modules for multiple aspects of the music curriculum
- Research new technologies that may be applicable to the teaching of music
- Examine methods for using technology to support all aspects of the college-level music curriculum

Required Text and Materials: There is no required text for this class, however, reading assignments will be made throughout the term from both print and electronic media. It is expected that each of the reading assignments will be completed before the class for which it is assigned. Periodic quizzes will be given over the reading materials to ensure compliance. It is expected that each student will have access to a computer with Internet access as well as some sort of notation, audio recording and editing, and MIDI sequencing software. Students will also need a 3-ring binder (1") for articles and handouts.

Online Access and Materials: In-class handouts, audio examples as well as other supplemental materials and readings may be accessed in Blackboard (<https://blackboard.usc.edu/>). I will only use your USC email to contact you and send any notifications, so please check that account regularly.

Grade Breakdown:	Reading Quizzes	20%
	Papers, Projects, and Presentations	75% (see course outline for details)
	Class Participation	5%

Due Dates: Assignments are due at the beginning of class on the date indicated in the course outline. Assignments turned in after that time will be considered late and will be penalized 10% for each additional day or portion of a day that they are late.

Academic Dishonesty will not be tolerated in any part of this course (assignments, quizzes, projects, etc.) If you are not sure what violates the University code, please read the pertinent sections of *SCampus* or see one of us. Ignorance of the rules will not be an excuse.

Disabilities Policy: Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP (213-740-0776) is located in STU 301 and is open 8:30 am-5:00 pm, Monday through Friday.

Course Outline Spring 2008

Date	Class Topic	Project Due
1/14	The Music Teacher and the Technologist – <i>When Worlds Collide</i>	
1/21	No Class – MLK Holiday	
1/28	Music Notation for Publications and Presentations	
2/4	Listening Skills and Musical Performance Analysis	Notation Project
2/11	No Class – Internet2 Workshop, but...	Music Technology Paper
2/18	No Class – President’s Day Holiday	
2/25	Theoretical and Compositional Analysis	
3/3	Historical and Cultural Analysis	Audio/MIDI Project
3/10	Online Teaching and Materials	
3/17	No Class – Spring Break	
3/24	Network/Internet-Based Teaching – Distance Learning, Internet2	WWW-Based Project
3/31	Music Technology Costs vs. Efficacy – <i>When Worlds Collide II</i>	Blackboard Project
4/7	Music Technology and Faculty Adoption – <i>When Worlds Collide III</i>	Presentation Summary
4/14	Student In-Class Presentations	
4/21	Student In-Class Presentations	
4/28	Student In-Class Presentations	
5/12	7:00PM: <u>No Final Exam</u> , but...	Final Project

Project Descriptions (specific details will be provided in class)

- **Notation Project:** create notational examples for presentations, handouts, publication and Internet delivery (5%)
- **Music Technology Paper:** a research paper (approximately 10 pages, single-sided, double-spaced) examining the current use of technology in the teaching of music with particular emphasis placed on each student’s specialty. (15%)
- **Audio/MIDI Project:** use audio and/or MIDI software to teach a performance practice (10%)
- **WWW-Based Project:** create a music theory module designed for online delivery (10%)
- **Blackboard Project:** specific assigned tasks using *Blackboard* Course Management software (5%)
- **Presentation Summary/In-Class Presentation:** in-class presentations by students on a specific technological application pertinent to the collegiate curriculum. The summary will be an outline of the student’s presentation with any references, URLs, handouts, etc. as appropriate. (15%)
- **Final Project:** an annotated proposal for infusing technology into a college-level music curriculum. (15%)