

SYLLABUS

# *Creative Thinking in Music*

School of Music | University of Florida  
MUE 6399 | Fall 2023 | 3 credits  
August 21 (Mon)—October 11 (Wed)

Section	PROFESSOR	EMAIL
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## **COURSE DESCRIPTION**

This course is an introduction to the study of musical creativity through an examination of the literature in and outside of music, with an emphasis on the process itself and its role in music teaching and learning. The class, situated within the disciplines of music education, music cognition, and cognitive science, will explore how the mind works with musical material to produce creative results. Students will be involved in many hands-on activities to explore the creative process and derive applications to K-12 music education and beyond.

## **OFFICE HOURS**

There are no specific office hours for this course as the instructor may be contacted at any time through the course website or via email. Emails will be responded to within 24 hours during the week and 48 hours on the weekend. If a phone or video chat consultation is desired, those may be arranged directly with the instructor.

## **REQUIRED TEXT**

Sawyer, K. (2012). *Explaining creativity* (2nd ed). Oxford University Press. ISBN-13: 9780199737574

## **ADDITIONAL RESOURCES**

- Students should use Microsoft Word for text-based assignments in this course. A free copy of Office 365 can be downloaded at <https://it.ufl.edu/services/gatorcloud-microsoft-officeonline>.
- Students are also provided with a Google G Suite account <https://cloud.it.ufl.edu/collaboration-tools/g-suite/>. This might be useful in this course, especially for using Google Drive to store video and audio files you create during the class.
- Additional readings and resources may be accessed through the Canvas e-learning system: <http://ufl.instructure.com>

## **COURSE GOALS/LEARNING OUTCOMES**

Through full participation in this course, the graduate music education student will:

- review the general history of the concept of “creativity” from antiquity to contemporary approaches
- understand how music teaching and learning pedagogies relate to general theories of creativity, including the four c’s (trajectory), five a’s (dynamic system), four p’s (how creativity is studied) and how these relate to notions of divergent/convergent thinking, the notion of “flow,” zone of proximal development, and the systems approach (person, field, domain) that explain how creative work is recognized/endured
- define creative thinking in music and discuss the place in society, education, and individual achievement for creative work.
- examine the (a) traditional, individualist approach to the study of this topic, including attention to personal attributes and patterns of process, and (b) social context approaches that favor a more collaborative view.
- review the music literature from the perspective of the four fundamental creative musical experiences (MEs)<sup>1</sup>: composition/arranging, improvisation, the creative performance of other’s music, and creative music listening.
- design and enact a personal creative musicianship development plan.
- develop a unit plan for a specific music class, ensemble, or other setting that engages students in creative musicking.
- acquire knowledge, attitudes, skills, and overall dispositions that identify one as a creative music teacher, one that expects his or her students to think creatively in music.
- understand best practices for assessing creative thinking in music

**Note: Specific Learning Objections are contained within each module.**

## ***COURSE POLICIES***

### **WORKLOAD AND ASSIGNMENTS**

This graduate course requires considerable reading, along with discriminating reflection, writing, and discussion. Be prepared to devote the time necessary to be successful. The compressed format of this online course will require 15-18 hours of work per week to meet course expectations. *Late work will not be accepted unless prior arrangements have been with your instructor.*

### **EMAIL**

Your UFL email account is the official email address used by the University, where official correspondence is sent. Important communication regarding this course may take place using your UF email address and/or the Canvas messaging system. All students need to regularly check both at least once per day. Make checking them part of your daily routine. Likewise, unless there are extenuating circumstances, when you send your instructor an email or Canvas

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<sup>1</sup> Though out the course materials, we refer to “(MEs)” – short for musical experiences.

message during the week (M-F) you can expect a reply within 24 hours. Instructors will reply on weekends as they are able.

### **COURSE TECHNOLOGY**

Students taking this course must have access to the following equipment and software:

- A recent computer running a current version of the operating system (no later than two years old). Computer should have sufficient RAM (8GB or more) and a large hard drive (128GB or larger).
- 1366 x 768 or higher resolution monitor
- Speakers and headphones/earbuds
- Webcam (can be integrated with your computer or laptop)
- High speed Internet connection

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### ***ASSIGNMENTS***

Please see the course site in Canvas for complete details of each week's activities and the assignment due dates. All assignments are due on the date specified. Grades on late assignments will be lowered by 10% for each day they are late. No credit will be given for assignments received later than two weeks following the due date. An exception to this policy is if the student is personally ill (doctor's excuse required) or has a death in his/her immediate family. The student should contact the instructor immediately upon his/her return to make arrangements to complete missed assignments at the earliest possible date.

## ASSESSMENT

ITEM	Where	PERCENTAGE OF FINAL GRADE
<p style="text-align: center;">Special Module 1 Activities</p> <ul style="list-style-type: none"> <li>• Watch the welcome video in the <i>Start Here</i> section of the Canvas course site.</li> <li>• Schedule and complete a video chat with your instructor</li> <li>• Introduce yourself via a Discussion Board</li> </ul>	Module 1	1
<p style="text-align: center;">Reading Accountability</p> <ul style="list-style-type: none"> <li>• Quizzes – primarily on readings from Sawyer</li> <li>• Discussion Boards – a collaborative reading process and assessment</li> <li>• Article reflection on weekly article chosen by the student</li> </ul>	Modules 1-8	Quizzes 10 Discussion Boards 6  Reflections 12
<ul style="list-style-type: none"> <li>• (Reflections on Guest Speakers)</li> </ul>	Modules 4-7	11
<p>You and MEs</p> <ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Composition</li> <li>• Others Music</li> <li>• Listening</li> </ul>	Modules 4-7	30
Creative Musicianship Development Project	Modules 2, 3-8	18
Creative Music in Action Curriculum Project	Modules 3, 8	12

<b>Grading Scale</b>	
100-93	A
93-90	A-
90-87	B+
87-83	B
83-80	B-
80-77	C+
77-73	C
73-70	C-
70-67	D+
67-63	D
63-60	D-
60 & below	F