

SYLLABUS  
School of Music  
University of Florida

*Current Trends in Music Education*

**MUE 6647 (3)**  
Spring 2017  
T (Periods 9-11)

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**Catalog Description**

This graduate level course will explore trends in structure of school music programs, curriculum, music repertoire, teaching methods, and teacher training from the beginnings of public school music in the US (Mid-1800's) through the present day.

**Required Texts**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. [ISBN: 978-1-433-80561-5]

Feiman-Nemser, S. (2012). *Teachers as learners*. Cambridge, MA: Harvard Education Press. [ISBN: 978-1-61250-113-0].

Williams, J. M., & Bizup, J. (2015). *Style: The basics of clarity and grace* (5<sup>th</sup> ed.). New York, NY: Pearson. [ISBN: ISBN13: 9780134109749]. Available through the usual booksellers and as a PDF from <http://tinyurl.com/style-basics> (likely the least expensive option).

**Additional Resources**

1. Online resources have been established for use in this course. To access them use a World Wide Web browser and open the following URL: <https://ufl.instructure.com/>
2. Selected readings and other resources may be placed on reserve in the Architecture and Fine Arts Library: <http://www.uflib.ufl.edu/music/>
3. A UF Libraries Music Education Resource Guide can be located here: <http://guides.uflib.ufl.edu/MusicEducation>
4. The Scholarly Resources in Music Education website can be located here: <http://wibauer.fatcow.com/scholarly/index.html>

## Course Goals

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

1. review and discuss the literature in music teacher education;
2. describe current challenges and trends in music teacher education;
3. lead and participate in discussions related to the course content;
4. demonstrate growth in scholarly writing and presentation skills; and
5. utilize proper APA style.

## UNIVERSITY OF FLORIDA POLICIES

### *Students Requesting Accommodations due to Disabilities*

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### *Academic Honor Policy*

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

### *Health and Wellness Resources*

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center  
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS)  
Student Health Care Center, 392-1161.
- University Police Department  
392-1111 (or 9-1-1 for emergencies) – <http://www.police.ufl.edu/>

### *Course Evaluation Process*

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## EXPECTATIONS

### *Workload*

This course requires considerable reading, along with discriminating reflection, writing, and discussion. Be prepared to devote the time necessary to be successful.

### *Attendance*

Prompt attendance is expected as a demonstration of professional commitment. The heart of education at the University of Florida is the teaching/learning interaction between you the student and your instructors. Because of this belief, class attendance is regarded as an essential part of the "contract" between you and the University. You are expected to attend all classes for which you are registered. If you know you must be absent from this class, you should speak with Dr. Bauer before your absence, stating the reasons for your absence and agreeing upon a way to make up the work. Absences for illness and other valid reasons will be excused when **advanced notice** is provided. If you have a valid reason for an absence on an examination day, and you let me know in advance, you will be permitted to make up the test at a mutually convenient time. Exams must be made up as soon as possible after your return to class, and no later than one week following your return.

### *Class Participation*

Because active and articulate oral interchange increases verbal skills and promotes a stimulating classroom atmosphere, the instructor will evaluate the quality, quantity, and appropriateness of each student's oral contributions to the class. Although no attempt will be made to translate this evaluation into an objective number of points, the instructor will use his subjective judgment of this behavior in the determination of borderline final grades. The dynamics of this class, and its ultimate value to you, require you to come to class prepared (read assignments), bringing questions and comments to stimulate discussions.

### *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 also take place via email, and your UFL email address is what will be used. All students need to regularly check their email, at least one time per day. Make checking it part of your daily routine. Likewise, unless there are extenuating circumstances, when you send me an email during the week (M-F) you can expect a reply within 24 hours. I will reply on weekends as I am able.

## ASSESSMENT

<u>Assessment Task</u>	<u>Weight</u>
Current Events in Music Teacher	.05
Discussion Leader: <i>Teachers as Learners</i>	.20
Review of the Music Teacher Education Literature	.20
Class Journal/Reflections	.15
Project	.30
SMTE Proposal	.10

<b>Grading Scale</b>		<b>Letter to Numerical Grade Conversion</b>	
		<i>Letter Grade</i>	<i>Numerical Equivalent</i>
100	A+		
93-99	A		
90-92	A-	A+	100
87-89	B+	A	95
83-86	B	A-	91
80-82	B-	B+	88
77-79	C+	B	85
73-76	C	B-	81
70-72	C-	C+	78
67-69	D+	C	75
63-66	D	C-	71
60-62	D-	D+	68
59 & below	F	D	65
		D-	61
		F	55

## COURSE CALENDAR

DATE		TOPIC
January	10	Course Introduction Beliefs about music education and music teacher education
	17	Music Teacher Education in Transition
	24	Learning to Teach
	31	Teacher Preparation
February	7	From Preparation to Practice
	14	New Teacher Induction
	21	Field Experience in Teacher Education
	28	First Year of Teacher Preparation
March	7	Spring Break!
	14	Student Teaching
	21	Mentoring
	28	Supporting Novice Teachers
April	4	Special Guest: Estelle Jorgensen
	11	Coda
	18	No class – ISAME6

**This syllabus is a guide. It may be varied as needed.**