

**MUE 6931: Instructional Design in Music**  
**University of Florida School of Music**  
**Spring 2016 Syllabus**

**Course Number:** MUE 6931 **Credit Hours:** 3 **Meeting Day/Time:** Tuesday Periods 3-5

**Professor:**

Dr. Megan M. Sheridan

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Office Hours: TW12:50pm-1:40pm; other times available by appointment

**Course Description**

Explores the ways in which artistic forms of understanding and reflection can be useful in designing and evaluating education programs. This course builds understanding and skill in designing, developing, implementing and evaluating the processes of music learning and teaching. Topics will include conceptual frameworks, planning processes, learning theories, pedagogical approaches, teaching and learning tools and assessment principles applicable to music lessons, units and curricula.

**Course Objectives**

Students will...

1. Articulate what music curriculum is and how it relates to both theory and practice.
2. Identify the elements of Understanding by Design used in curriculum development.
3. Create a curriculum map for a past, current, or future teaching context that provides both scope and sequence of musical knowledge and skill development over a long-term period of time.
4. Create a unit plan for teaching and learning of a collection of music that is consistent with the curriculum map project and utilizing Understanding by Design concepts including enduring understandings and essential questions.
5. Create a repertoire- or concept-based music learning plan based on the unit plan project that demonstrates alignment among the curriculum map, musical elements in the music, objectives, standards, assessments, and teaching-learning processes.
6. Create accommodations or modifications in a music learning plan for one or more students with special needs.
7. Apply a universal design strategy in the learning plan teaching-learning process.
8. Describe connections between a personal philosophy of music education and the curriculum map, unit plan, and learning plan projects.

## Required Texts

Conway, C. Ed. (2015). *Musicianship-Focused Curriculum and Assessment*. GIA Publications.  
ISBN: 978-1622771370

Wiggins, G. & McTighe, J. (2011). *Understanding by Design Guide to Creating High-Quality Units*. Heinle ELT. ISBN: 978-1416611493

## Recommended for Instrumental Teachers

MENC. (1991). *Teaching Wind and Percussion Instruments: A Course of Study*.  
ISBN: 9781565450042

## Electronic Use Policy

For this course, you may find it helpful to have a laptop or tablet accessible so that you may take notes and make adjustments to drafts. Cell phones must be silenced and put away in a pocket or bag. Students found to be using electronics for purposes not related to the class (e.g. checking Instagram or texting) will no longer be permitted to use it during class time.

## Attendance

Class attendance is expected and reflective of professional interest and commitment. **For each unexcused absence, a student's course grade will be lowered by five percentage points.**

Absences may be excused when accompanied by a doctor's note, in the event of a documented emergency or death in the family, or for other events when arranged in advance with the instructor. **You must notify the instructor of your absence prior to the start of class.**

*Extenuating circumstances will be considered on an individual basis.*

Students are expected to be prompt and ready to begin at the designated start time. Attendance will be taken at the beginning of class and those arriving after the start of class will be marked late. **Three late arrivals will equal one unexcused absence.**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## 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 that 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**

Students are expected to do their own work, use their own words, and provide proper citations when using outside sources. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

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-honorcode/>) 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 professor or TA’s in this class.

## **Additional Resources**

If you are in need of help, contact the following:

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>  
Phone: 392-1575

University Police Department: 392-1111 or 9-1-1 for emergencies.

## **Course Evaluation**

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/>

Any grade discrepancy should be brought to the instructor’s attention immediately. Keep all original copies of assignments and grading documentation, hardcopy or electronic copies as distributed to students.

***It is each student’s responsibility to submit assignments on time, check grades online, and monitor his/her course grade throughout the semester.***

Written assignments must be typed and use good writing style, correct grammar, spelling, and punctuation. Papers should use 1-inch margins, double spacing, and 12pt Times Roman font.

Assignments must be submitted online through Canvas unless otherwise instructed. Hand written assignments will not be accepted.

Information on current UF grading policies may be found at  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Grading Scale:**

A = 100 – 93%		A- = 92 – 90
B+ = 89 – 88	B = 87 – 83	B- = 82 – 80
C+ = 79 – 78	C = 77 – 73	C- = 72 – 70
D+ = 69 – 68	D = 67 – 63	D- = 62 – 60
E = 59 and Below		

**Make-Up Policy**

Assignments missed due to personal illness or emergency may be made up with the professor's consent, but on the student's initiative.

**Assignments not submitted on the due date will receive a zero.**

**COURSE ASSESSMENTS**

- 30% Class discussions, participation, and preparation
- 10% Philosophy of Music Education
- 5% Curriculum Map Initial Submission
- 10% Curriculum Map Final Submission
- 20% Unit Plan Drafts A, B, and C
- 25% Unit Plan Final Submission

## MUE 6931 COURSE OUTLINE

Spring 2016

Class Meeting	Topics/Assignments Due
Jan. 5	<i>Introduction to Instructional Design</i>
Jan. 12	<i>Philosophy and Curriculum</i> Read: Conway Ch. 1, 2, and 4
Jan. 19	<b>Due: Philosophy of Music Education</b> <i>Curriculum Mapping</i>
Jan. 26	<i>Understanding by Design</i> Read: W & M Module A, B, and C; Conway Ch. 3
Feb. 2	<i>Score Analysis and Unit Mapping</i> Read W&M Module D, E, and F
Feb. 9	<b>Due: Curriculum Map Initial Submission</b> <i>Long Term Planning for Musical Skill Development</i> Read: Articles posted to Canvas; Conway Ch. 6
Feb. 16	<b>Due: Unit Plan Draft A</b> <i>Moving from the Unit Plan to the Lesson Plan</i> Read: Conway Ch. 10
Feb. 23	<i>Music Learning Objectives and Plans</i> Read: W&M Module G and H; Conway Ch. 9 and 12
Mar. 8	<i>Virtual Class</i> Share Draft B with each other and give detailed feedback Read: Articles posted to Canvas
Mar. 15	<b>Due: Unit Plan Draft B</b> <i>The Teaching-Learning Process</i> Read: Conway Ch. 5 and 11
Mar. 22	<i>In-Class Assessment</i> Read: Conway Ch. 7 and 13
Mar. 29	<b>Due: Unit Plan Draft C</b> <i>Accommodations, Modifications, and Differentiation</i> Read: Conway Ch. 16
Apr. 5	<i>Alternative Means of Assessment</i> Read: Conway Ch. 17 and 20
Apr. 12	<b>Due: Curriculum Map Final Submission</b> <i>Music Learning Outside of the K-12 Setting</i> Read: Conway Ch. 14 and 15
Apr. 19	<i>Philosophy Revisited</i> Read: Conway Ch. 21 <b>Due by April 26: Unit Plan Final Submission</b>

Submit all “Due” items through Canvas.

**This outline is guide and may be varied as needed.**