
SYLLABUS

School of Music
University of Florida

Music in Higher Education

MUE 6385 (3)
Spring 2016
M (Periods 10-E1)

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Catalog Description

Various aspects and programs of music in higher education for persons who intend to teach in or administer departments of music.

Required Texts

Ambrose, S. A., Bridges, M. W., De Pietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: 7 research-based principles for smart teaching*. San Francisco, CA: Jossey-Bass.

Conway, C. M. & Hodgman, T. M. (2009). *Teaching music in higher education*. New York: Oxford University Press.

Hamann, D. L. (2013). *On staff: A practical guide to starting your career in a university music department*. New York: Oxford University Press.

Other Resources

1. Selected readings and other resources may be placed on reserve in the Music Library—
<http://www.uflib.ufl.edu/music/>
2. You will need to use Google Docs in this class. If you do not already have one, go to <http://drive.google.com> and sign up for a free account (if you have a Gmail address, you do have a Google Docs account).

Goals and Objectives

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

1. describe institutional types and administrative structures of colleges and universities;
2. describe types of music schools and their roles in institutions of higher education;
3. discuss the life cycle of a collegiate music career – acquiring a position, beginning a position, pre-tenure years, senior faculty years, retirement;
4. reflect on current issues in higher education;
5. develop application materials (cover letter and vita) for a position in higher education;
6. create a professional website;
7. present a teaching demonstration;
8. discuss effective approaches to teaching music classes in colleges and universities;
9. construct a syllabus for a collegiate music course;
10. develop an assessment instrument for a collegiate music course.

University Required Statements:

Students Requesting Accommodations due to Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Academic Honor Policy

It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

As a result of completing the registration form at the University of Florida, every student has signed the following statement:

"I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Expectations

Workload: This graduate 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

Assignment	Description	Weight
Assessment Instrument	Develop an assessment instrument you might use in a class you anticipate teaching.	.10
Cover Letter & Vitae	Create a cover letter and vita	.10
Current Events in Higher Education	Lead brief discussions about contemporary issues in higher education	.05
Discussion Leader: Teaching and Learning	Facilitates a discussion about assigned book chapter utilizing “best practices” associated with this learning approach	.10
Interview Preparation Project	Investigate a specific university, its music program, and the specific area in which you are interested	.10
Professional Website	Develop a professional web site	.10
Syllabus	Create a syllabus for a class you anticipate teaching in the future	.15

Teaching Demonstration	Develop and teach a lesson for an undergraduate or graduate class in your area of specialization	.15
Weekly Reflections	Reflect on each week's readings and class discussions and activities	.15

Grading Scale		Letter to Numerical Grade Conversion	
		<i>Letter Grade</i>	Numerical Equivalent
99-100	A+		
93-98	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	11
	Course introduction and overview;
	Getting connected to the academy;
	Developing a professional website;
	Institutional types and administrative structures of colleges, universities, and music schools;
	Introduction to the job search in higher education.
	<i>Guest: Professor Scott Wilson</i>
	19
	Martin Luther King Day — No class
	25
	Preparing application materials; peer review of cover letter and vita
February	1
	Applying for positions, search committees, and interviews (teaching demonstrations)
	8
	Job offers, negotiations, & getting started in your first position
	<i>Guest: Dr. Russell Robinson</i>
	15
	Designing music courses
	<i>Guest: TBA</i>
	22
	Assessment in Higher Education
	<i>Guest: Dr. Timothy Brophy</i>
	29
	Spring Break No Class
March	7
	Understanding Learners
	<i>Guest: Dr. Jen Day Shaw</i>
	14
	Developing a syllabus
	<i>Guest: Dr. Jennifer Thomas</i>
	21
	Instructional Strategies

	28	Technology in Higher Education
		<i>Guest: Dr. William Bauer</i>
April	4	Learning from student feedback
		<i>Guest: TBA</i>
	11	Navigating a career
	18	Lifelong Professional Growth
		<i>Guest: TBA</i>
	26	Final Exam (12:30-2:30)
		<i>We will meet only if needed.</i>

This syllabus is a guide. It may vary as needed.