

SYLLABUS
School of Music
University of Florida

Instructional Design in Music Education

MUE 6931 (3 credits)

Spring 2020
Schedule TBD

Professor: Dr. Marshall Haning

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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.

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

Wiggins, G. & McTighe, J. (2005). *Understanding by Design (Expanded 2nd Ed.)*. Alexandria, VA: ASCD.

Other Resources

1. Online resources have been established for use in this course in Canvas. To access them use a World Wide Web browser and open the following URL: <https://lss.at.ufl.edu/>
2. Selected readings and other resources may be placed on reserve in the Music Library – <http://www.uflib.ufl.edu/music/>

Goals and Objectives

By the conclusion of this course, the graduate music education student 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.

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."

Online Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.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://gatorevals.aa.ufl.edu/>.

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. Haning before your absence, stating the reasons for your absence and agreeing upon a way to make up the work. Assignments are due on the indicated date, regardless of whether you are in attendance in class on that date. 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	Weight
POI	.20
Curriculum Map Draft	.05
Final Curriculum Map	.20
Unit Plan Drafts	.30
Final Unit Plan	.25

Grading Scale	
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 & below	F

TENTATIVE COURSE CALENDAR

Class Meeting	Topics/Assignments Due
Week 1	<i>Introduction to Instructional Design Philosophy and Curriculum</i>
Week 2	<i>Understanding by Design</i> Read: W & M Module A, B, and C; Conway Ch. 3;
Week 3	<i>Curriculum Mapping</i> Read: Conway Ch. 1, 2, and 4; UbD Ch. 12 and 13
Week 4	<i>Long Term Planning for Musical Skill Development</i> Read: Conway Ch. 6; UbD Ch. 3, 5, and 6
Week 5	Due: Curriculum Map Initial Submission <i>Score Analysis and Unit Mapping</i> Read: Byo Article; Standerfer & Hunter Article; W&M Module D, E, and F
Week 6	Due: Unit Plan Draft A <i>Moving from the Unit Plan to the Lesson Plan</i> Read: Conway Ch. 10; UbD Ch. 9 and 10
Week 7	<i>In-Class Assessment</i> Read: Conway Ch. 7 and 13; UbD Ch. 7 and 8
Week 8	Due: Unit Plan Draft B <i>Alternative Means of Assessment</i> Read: Conway Ch. 17 and 20
Week 9	<i>Music Learning Objectives and Plans</i> Read: W&M Module G and H; Conway Ch. 9, and 12; UbD Ch. 9 and 10
Week 10	Share Draft C with each other <i>The Teaching-Learning Process</i> Read: Conway Ch. 5 and 11; UbD Ch. 4
Week 11	No Class Return Draft C with detailed feedback
Week 12	Due: Unit Plan Draft C <i>Accommodations, Modifications, and Differentiation</i> Read: Conway Ch. 16; Darrow Article
Week 13	Due: Curriculum Map Final Submission <i>Music Learning Outside of the K-12 Setting</i> Read: Conway Ch. 14, 15, 21
Week 14	Unit Plan Final Submission AND revised Philosophy and Teaching Statements

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