

SYLLABUS
School of Music
University of Florida

Seminar in Music Teacher Education

MUE 7045 (3)
Spring 2021
M (Periods 9-11)

Professor: Dr. William I. Bauer
Office: 122 Music Building
Office Hours: As posted or by appointment
Telephone: (352) 273-3182
Email: wbauer@ufl.edu
WWW: <http://billbauer.net/>

COURSE DESCRIPTION

Examination of philosophical, historical, and contemporary practices in undergraduate and graduate music teacher education. Review of the research literature. Topics will include affordances and constraints of various curricular frameworks, fieldwork models, development of teacher identity, and meeting demands of policy stakeholders.

REQUIRED TEXTS

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. [ISBN: 978-1-4338-3216-1]

Berliner, D. C., & Glass, G. V. (2014). *50 myths and lies that threaten America's public schools: The real crisis in education*. Teachers College Press. [ISBN: 9780807755242].

OPTIONAL TEXT

Conway, C., Pellegrino, K., Stanley, A. M., & West, C. (2019). *The Oxford handbook of preservice music teacher education in the United States*. Oxford University Press. [ISBN: 9780190671402].

Note: We will be using the content from this book extensively and the table of contents will be posted in Canvas. However, it is also available in *Oxford Handbooks Online*, accessible to you through the [UF library](#).

- In the search box on the main page of the Smathers Library website, type *Oxford Handbooks Online*, select *A-Z database list* from the pulldown menu, and click the search button. If you use VPN, you can skip the library website and go directly to *Oxford Handbooks Online* by clicking the link below.
- Click the *Oxford Handbooks Online* link.
- In the search box on the [Oxford Handbooks Online](#) site, type in the author or title of the book chapter of interest.

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. A UF Libraries Music Education Resource Guide can be located here: <http://guides.uflib.ufl.edu/MusicEducation>

COURSE GOALS

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

1. review and discuss the research and practitioner literature in music teacher education;
2. examine historical and philosophical perspectives on music teacher education;
3. describe current challenges and trends in music teacher education;
4. discuss curricular frameworks for undergraduate and graduate music teacher education;
5. articulate the impact of state and federal policy on music teacher education;
6. lead and participate in discussions related to the course content; and
7. demonstrate growth in scholarly writing and presentation skills.

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/) 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 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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [\[https://ufl.bluera.com/ufl/\]](https://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [h\[ttps://gatorevals.aa.ufl.edu/public-results/\]](https://gatorevals.aa.ufl.edu/public-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>
Discussion Leader	.15
Review of the Music Teacher Education Literature	.15
Class Journal/Reflections	.15
Introduction to Music Education Textbook Review	.10
Handbook chapter summary and handout	.10
Project	.25
SMTE Proposal	.10

GRADING SCALE		LETTER TO NUMERICAL GRADE CONVERSION	
100	A+	<i>Letter Grade</i>	<i>Numerical Equivalent</i>
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	11	Course Introduction Beliefs: Music Education and Music Teacher Education
	18	No Class – Martin Luther King Day
	25	Music Teacher Education: Historical and Philosophical Perspectives
February	1	Accrediting Agencies; Best Schools
	8	Curricular Frameworks; Teachers and the Teaching Profession
	15	Certification Assessments; Improving Schools
	22	Alternative Pathways; School Funding
	25-27	SRME/SMTE Conference
March	1	Developing Music Teacher Identity; Preparing Students
	8	Project Work – No class meeting
	15	Musicianship for Teaching
	22	Dispositions for Teaching Music
	29	Field Experience
April	5	Student Teaching
	12	Setting an Agenda for Music Teacher Education Practice, Research, and Policy
	19	Project Presentations
	23	Project Paper Due (11:59 PM)