

TEACHING MUSIC HISTORY, Spring 2021
University of Florida
MUH 6935
Office hours: M, W 11:30-12:30 or by appointment

Dr. Jennifer Thomas
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COURSE OBJECTIVES

Students will be prepared to teach musicology-related courses at the college level. They will gain knowledge of or experience in:

- Learning theories
- Educational philosophy, especially for music
- Determining learning objectives and appropriate teaching techniques to achieve those objectives
- Syllabus preparation
- Preparing and carrying out teaching and learning activities
- Preparing course materials (Powerpoint, exams, assignments, grading rubrics, visual aids, enrichment, etc.)
- Crafting a teaching philosophy
- Understanding the art and craft of teaching

REQUIREMENTS FOR ENROLLMENT:

Students will have a comprehensive understanding of the material presented in a typical music history sequence or world music class. They must have passed all sections of the entrance exam or the make-up course.

REQUIRED READINGS: Books may be available at UF Bookstore as well as from Amazon and the publisher. You will need some them right away. You need not purchase them, but you will need access. Other readings to be added as needed.

Ambrose, Susan, et al. *How Learning Works: Seven Research-Based Principles of Smart Teaching*. San Francisco: Jossey-Bass, 2010.

Bain, Ken. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press, 2004.

Bowen, Jose. *Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning*. San Francisco: Jossey-Bass, 2012.

Davis, James, ed. *The Music History Classroom*. Burlington, VT: Ashgate, 2012.

Duckworth, Eleanor. *The Having of Wonderful Ideas and Other Essays on Teaching and Learning*, 3rd ed. New York: Teacher's College Press, 2006.

Elliot, David J., and Marissa Silverman. *Music Matters: A Philosophy of Music Education*, 2d. ed. New York: Oxford University Press, 2015.

Fink, L. Dee. *A Self-directed Guide to Designing Courses for Significant Learning*.
<http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf>

Jorgensen, Estelle R. *The Art of Teaching Music*. Bloomington, IN: Indiana University Press, 2008.

Koskoff, Ellen. "What Do We Want to Teach When we Teach Music? One Apology, Two Short Trips, Three Ethical Dilemmas, and Eighty-two Questions." In *Rethinking Music*, edited by Nicholas Cook and Mark Everist, 545-59.

Natvig, Mary, ed. *Teaching Music History*. Burlington, VT: Ashgate, 2002.

Journal of Music History Pedagogy. <http://www.ams-net.org/ojs/index.php/jmhp/>

Chronicle of Higher Education Access through UF electronic journals

ADDITIONAL MATERIALS will be placed on reserve in the Fine Arts Library or on Ares or available through UF's online journal access.

COURSE ACTIVITIES

Discussion

Teaching

Demonstration—application through student-designed learning activities for music history classes

Writing: Journal, portfolio, essays; annotated bibliography of course readings (can also include independent readings).

EXPECTATIONS

Each participant will fulfill each weekly assignment, come to class prepared for discussion and planned activities, prepare materials to present and share with the other participants. Work will be at a professional level.

OFFICE HOURS: As above or by appointment. Please see me after class, or contact me by email or telephone to schedule appointments outside regular office hours. I am interested in your success, and I enjoy getting to know you outside of class, so please stop by with questions, ideas, or just to get acquainted.

Academic Honesty: No academic dishonesty will be tolerated. Plagiarism is presenting the work of another as your own. Cheating on exams and using someone else's ideas in a written paper without providing proper recognition of the source (plagiarizing) are serious matters. 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 for the University.*" The instructor of this course fully endorses this statement and will not tolerate academic dishonesty. All violations of academic honesty will be referred to the Dean of Students Office for disciplinary action without exception. **Strictly enforced!**

<http://www.dso.ufl.edu/judicial/procedures/studenthonorcode.php>

Tips for Achieving Success:

- Attend every class with this question in mind: how can this information help me become a respected and effective professional?
- Complete every assignment completely and on time. Be prepared to discuss key concepts and engage creatively with the material—agree, disagree, modify, expand, apply, etc.
- Interact with your classmates; share ideas and questions with them both inside and outside of class. Become actively engaged in the process of becoming an effective teacher.

Professionalism: Class begins promptly; come every time on time, and stay the whole time. Be ready with necessary materials. Be respectful of your professor and classmates. Turn off cell phones. Please do not eat in class or engage in other distracting activities. Attendance is required and essential for your success in the class. After two absences, excused or unexcused, you will need my permission to continue in the class.

e-mail etiquette: Please make every effort to see me in person as listed above or to solve your problem using the information and resources at hand; look at the syllabus and assignment sheet first. Please do not email me for information that you can get from a classmate or figure out on your own, but feel free to email when you require my personal attention or need to make an appointment. Please use your ufl.edu account in all of your transactions for the class; please check your ufl.edu account at least once a day. I will often email you before or after class to follow up on something or to alert you to a change. I will attempt to answer your questions in a timely manner, but please do not expect an immediate reply. I may be occupied with other classes, away from my computer, or in need of time to find an answer to your question. I will make every attempt to answer your emails within 24 hours, M–F.

GRADE DISTRIBUTION: Assignments and worksheets will be averaged on a point basis.

Grading Scale: 94-100% = A; 91-93% = A- ; 87-90% = B+ ; 84-86% = B ; 81-83% = B- ; 77-80% = C+ ; 74-76% = C ; 71-73% = C- ; 67-70% = D+ ; 64-66% = D ; 61-63% = D- ; 60 and below = E.

ACADEMIC HONESTY: No academic dishonesty will be tolerated. Plagiarism is presenting the work of another as your own. Cheating on exams and assignments or using someone else's ideas in a written paper without providing proper recognition of the source (plagiarizing) are serious matters. 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 for the University."* The instructor of this course fully endorses this statement and will not tolerate academic dishonesty. All violations of academic honesty will be referred to the Dean of Students Office for disciplinary action without exception. Strictly enforced!

UF POLICIES AND INFORMATION:

Requirements for **class attendance** and make-up work in this course are consistent with university policies. Click here for UF [Attendance](#) policies. **Note:** "If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and they have not contacted the department to indicate their intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory. The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences."

Students with disabilities are strongly encouraged to use the resources offered by the University of Florida Dean of Students Office to assist anyone who qualifies. who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations

Information on **current UF grading policies** for assigning grade points: [link to the university grades and grading policies](#).

Online 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. Guide to [providing](#) constructive feedback is here. 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 ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

For in-class learners: In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether

you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.](#)

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies.](#)

Online learners: Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

STUDENTS WITH DISABILITIES are strongly encouraged to use the resources offered by the University of Florida Dean of Students Office to assist anyone who qualifies. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

CAMPUS RESOURCES

Resources are available on campus to make your life easier:

- [Counseling and Wellness Center](#) for personal and group counseling: (352) 392-1575
- [Mind and Body Center](#) for reducing stress and improving well-being
- [Field and Fork Pantry](#) for food insecurity
- [Writing Studio \(https://writing.ufl.edu/writing-studio/\)](https://writing.ufl.edu/writing-studio/) for help brainstorming, formatting, and writing papers
- [UF Police Department](#): 392-1111 or 9-1-1 for emergencies

CONTENT UNITS:

Preamble

Students will select unique areas of specialization within the course. Class activities by that student will develop materials in that period. Option: occasional swaps with others for broader exposure.

Class activities: mini-lessons (listening, analysis, discussion question, presentations, lecture, deconstructing a problem)

Problems and opportunities for each area of focus—relate to “How Learning Works”

Define what constitutes a problem and how problems can become opportunities

Pedagogy and social context – how does our world shape our students? How do we respond to the needs of our students?

Possible Units (subject to alteration as needed)

Prelude

Exploring the meaning, significance, and implications of teaching

What is pedagogy?

Priming the pump: Week 1 – read widely in

Journal of Music History Pedagogy. <http://www.ams-net.org/ojs/index.php/jmhp/>

and

Chronicle of Higher Education Access through UF electronic journals

I. Teaching and Learning

a. Readings:

- i. Ambrose, Susan, et al. *How Learning Works: Seven Research-Based Principles of Smart Teaching*. San Francisco: Jossey-Bass, 2010.
- ii. Learning taxonomies: Bloom and Fink
 1. Fink, L. Dee. *A Self-directed Guide to Designing Courses for Significant Learning*.
<http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf>
 2. Bloom
- iii. Excerpts: Davis, James, ed. *The Music History Classroom*. Burlington, VT: Ashgate, 2012; chapters 1-7
- iv. Natvig, Mary, ed. *Teaching Music History*. Burlington, VT: Ashgate, 2002; chapters 11-16; (?1-4?)
- v. Bowen, Jose. *Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning*. San Francisco: Jossey-Bass, 2012
- vi. Duckworth, Eleanor. *The Having of Wonderful Ideas and Other Essays on Teaching and Learning*, 3rd ed. New York: Teacher's College Press, 2006.

b. Class activities, presentations, and discussion

- i. Syllabus creation
 1. Goals
 2. Schedule of topics
 3. Assignments and exams
 4. Class activities
 5. Your personal syllabus for this class—what specific goals will you work on through the assignments and opportunities that this class offers you? Develop in consultation with the instructor.
- ii. Lesson plans—how to make and carry out
 1. Goals—what do you want to accomplish?
 2. Activities—what will the students do?
 3. Evaluation—how effective was your plan? How well did you execute it?
- iii. Mini-lessons
- iv. Assessment

1. Davis, chapter 7; Jorgensen, chapter 4
- c. Writing:
 - i. Who am I as a teacher? (week 1)
 - ii. What have I learned so far? (end of unit)

II. The Music History Sequence/World Music course

- a. Materials:
 - i. Survey the major textbooks in your discipline.
- b. Readings
 - i. Reviews of the textbooks
 - ii. *JMHP* textbook edition
 - iii. Koskoff, Ellen. "What Do We Want to Teach When we Teach Music? One Apology, Two Short Trips, Three Ethical Dilemmas, and Eighty-two Questions." In *Rethinking Music*, edited by Nicholas Cook and Mark Everist, 545-59.
 - iv. Excerpts—Natvig, chapters 1-4;
- c. Students teach classes in the music history sequence/world music survey
 - i. Topic; reading; preparation by students; materials
 - ii. Feedback based on criteria established in our class

III. Application: Becoming and Creating

- a. Ideas to explore:
 - i. Online components Modules Student-directed class activities Process
vs. content Quantity vs. quality Uniformity vs. choices
New literature on pedagogy Musicology and MH teaching Metacognition
- b. Readings:
 - i. Jorgensen, Estelle R. *The Art of Teaching Music*. Bloomington, IN: Indiana University Press, 2008.
 - ii. From Davis, chapter 10: "On being and becoming"
 - iii. Fink's Taxonomy
 - iv. Others, TBA
- c. Final projects – subject to change, discussion, and new ideas
 - i. Syllabus 1—
 1. Complete music history course/Ethnomusicology sequence
 2. Detailed development of one period/region/area of study
 - ii. Syllabus 2
 1. Music appreciation course/World music survey
 2. Upper level period survey (different period than in i/2)
 3. Other, in consultation with the professor
 - iii. Teaching philosophy—3 versions
 1. Long and detailed—For your personal development
 2. Brief and professional—for use in job applications and tenure packets
 3. Informal, to share with students