

SYLLABUS
School of Music
University of Florida

Music in Higher Education

MUE 6385 (3)
Spring 2021
W (Periods 9-11)

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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., DePietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: 7 research-based principles for smart teaching*. Jossey-Bass.

Conway, C. M. (2020). *Teaching music in higher education (2nd edition)*. Oxford University Press.

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

OTHER 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. Selected readings and other resources may be placed on reserve in the Architecture and Fine Arts Library: <http://cms.uflib.ufl.edu/afa/>

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 OF FLORIDA POLICIES

UNIVERSITY POLICY ON ACCESSIBILITY

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC) 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.

UNIVERSITY 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 [<https://sccr.dso.ufl.edu/process/student-conduct-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>, 352-392-1575;
and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS)
Student Health Care Center, 352-392-1161
- University Police Department
352-392-1111 (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 [\[https://gatorevals.aa.ufl.edu/public-results/\]](https://gatorevals.aa.ufl.edu/public-results/).

PRIVACY AND ZOOM

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.

EXPECTATIONS

WORKLOAD

This graduate-level 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. Sheridan before your absence, stating the reasons for your absence and agreeing upon a way to make up the work.

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.

ASSIGNMENTS

All assignments are due on the date specified. Grades on late assignments will be lowered by 10% for each day they are late. No credit will be given for assignments received later than two weeks following the due date. An exception to this policy is if the student is personally ill (doctor's excuse required) or has a death in his/her immediate family. The student should see the instructor immediately upon his/her return to make arrangements to complete missed assignments at the earliest possible date.

In addition to all assigned course readings, students will complete the following assignments and projects. Additional information about them will be provided in class.

CURRENT EVENTS IN HIGHER EDUCATION

Subscribe to the following free resources, which can help to keep you informed of current issues in higher education:

- *Academe Today*: A daily report of headlines from the Chronicle of Higher Education. There are also other e-newsletters that can be accessed from here to which you may have interest.
<http://chronicle.com/section/Newsletters/85>
- *Inside Higher Education's Daily News Update*: Inside Higher Education is a website devoted to current news and issues in higher education. Additional subscriptions are also available here.
<http://www.insidehighered.com/newsletter/signup>
- *Faculty Focus Newsletter*: A free e-newsletter that publishes articles on effective teaching strategies for the college classroom — both face-to-face and online.
<http://www.facultyfocus.com>
- *Tomorrow's Professor*: This e-newsletter discusses issues related to teaching, learning, research, and academic careers in higher education.
<https://mailman.stanford.edu/mailman/listinfo/tomorrows-professor>

Each week, one student will be assigned to lead a brief discussion about an issue in higher education that was published in one of these resources in the past two weeks.

DISCUSSION LEADER: TEACHING AND LEARNING

Facilitating classroom discussions is a form of teaching that is both an art and science. Utilizing “best practices” associated with this learning approach, you will serve as the facilitator for a discussion of a chapter from the book *How Learning Works: 7 Research-based Principles for Smart Teaching* or one of the following readings on assessment: *Assessing Student Learning in Progress*, *Constructing Summative Assessments*, and *Designing Scoring Rubrics for Your Classroom*. Each discussion should be planned to take approximately 30 minutes and engage the members of the seminar in discussion of the important topics from the chapter. **Discussion facilitators should utilize approaches and/or techniques that are described in the readings in this course.** While the specific focus of each week’s discussion will vary, a general premise that should be considered is how the chapter content might apply to teaching music in higher education.

CLASS REFLECTIONS

Summarize and reflect on the content (readings, etc.) and activities (including guest speakers) from the course. **After** each week’s class, synthesize what you’ve learned and experienced, reflecting on how it may apply to your future role in higher education. Provide specific citations to readings when applicable. Reflections for the previous week should be submitted to Dr. Bauer in Canvas as an MS Word document and are due prior to the next week’s class (e.g., reflections for class 1 are due prior to the beginning of class 2). Use a separate document for each reflection.

COVER LETTER AND CV

Develop your curriculum vitae and write a cover letter that could be used to apply for a currently open position in an area of interest. Utilize the best practices described in the readings and discussed in class.

PROFESSIONAL WEBSITE

A professional website can be extremely valuable to 21st century academics. Not only is it an excellent tool to employ during your job search, it also can be a platform to publicize and disseminate your professional accomplishments throughout your career.

INTERVIEW PREPARATION PROJECT

Prepare for an interview for a specific position by thoroughly investigating the university, music department, faculty, and program.

TEACHING DEMONSTRATION

As part of most interviews, you will be asked to teach a sample lesson for an undergraduate and/or graduate class in your area of specialization. For this assignment you will prepare and present a brief teaching demonstration utilizing the best practices described in the readings and discussed in class.

SYLLABUS

You will engage in planning for a collegiate music class that you anticipate teaching in the future. The result of this plan will be a syllabus that utilizes the best practices described in the readings and discussed in class.

ASSESSMENT

Assessment of student learning is a crucial role for all collegiate faculty. Through this project you will develop a cognitive and/or skill-based assessment instrument that could be utilized in the course for which you develop a syllabus.

ASSESSMENT

ASSIGNMENT	DESCRIPTION	WEIGHT
Assessment Instrument	Develop an assessment instrument you might use in a class you anticipate teaching.	.10
Cover Letter & CV	Create a cover letter and CV	.10
Current Events in Higher Education	Lead brief discussions about contemporary issues in higher education	.05
Discussion Facilitator	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’re 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>	<i>Numerical Equivalent</i>
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 13	Course introduction and overview; Getting connected to the academy; Institutional types and administrative structures of colleges, universities, and music schools
20	Preparing application materials; Creating a professional website
27	Applying for positions, search committees, and interviews (teaching demonstrations)
February 3	Job offers, negotiations, & getting started in your first position
10	Designing music courses
17	Assessment in higher education
24	Understanding learners
March 3	Developing a syllabus
10	Instructional strategies
17	Technology in higher education
24	Recharge Day - no synchronous class
31	Learning from student feedback
April 7	Navigating a career
14	Teaching Presentations
21	Lifelong professional growth; NASM <i>Virtual Class Meeting</i> – see specific details, linked from the Syllabus page in Canvas

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