

SYLLABUS

University of Florida | School of Music

MUE 6931: Instructional Design in Music Education

3 Credit Hours

Class Meeting Times: Wednesdays 4:05-7:05 pm

Location: MUB 145

Fall 2021

Instructor

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Office hours by appointment

Course Description

This course engages students in examining the nature of teaching and learning from a constructivist perspective and designing learning experiences at the program, course, unit, and lesson levels. Emphasis throughout the course is placed on designing instruction around the goals of deep understanding of fundamental concepts and mastery of core skills, assessing student progress throughout the learning process, and differentiating levels of challenge and support to address students' diverse interests, abilities, and cultures.

Course Goals

Through full participation in the course, students 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.

Required Textbooks

Adamek, M. S., & Darrow, A. (2010). *Music in special education (2nd ed.)*. American Music Therapy Association.

Brooks, G. B., & Brooks, M. G. (2001). *In search of understanding: The case for constructivist classrooms*. Merrill/ASCD.

Duke, R. A. (2020). *Intelligent music teaching: Essays on the core principles of effective instruction*. Learning and Behavior Resources.

Hammel, A. M., Hickox, R. Y., & Hourigan, R. M. (Eds.). (2016). *Winding it back: Teaching to individual differences in music classroom & ensemble settings*. Oxford.

Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal Design for Learning: Theory and practice*. CAST.

Skowron, J. (2006). *Powerful lesson planning: Every teacher's guide to effective instruction (2nd ed.)*. Corwin Press.

Walters, D. (2010). *A concise guide to assessing skill and knowledge with music achievement as a model*. GIA.

Wiggins, J. (2015). *Teaching for music understanding (3rd ed.)*. Oxford.

Wiggins, G., & McTighe, J. (2005). *Understanding by design (2nd ed.)*. Merrill/ASCD.

Supplemental Resources

Most readings for this course will be available digitally and posted in Canvas.

Class Attendance

Prompt and consistent attendance is a fundamental aspect of professionalism and essential to the success of both students and teachers. University policies regarding excused absences in cases of illness, serious family emergency, military obligation, severe weather, religious obligation, official University activities, and court-imposed obligations will be followed in this course. Anticipated absences must be documented and approved by the instructor in advance. Students are responsible for contacting Dr. Hartz prior to the start of class in the event of an unanticipated emergency. **Any unexcused absence will result in a 5% penalty applied to the final course grade.** In accordance with University policy, students will be afforded a reasonable amount of time to make up work missed due to an excused absence. It is each student's responsibility to make arrangements to complete missed work.

Musicians understand that arriving prior to the beginning of a rehearsal is essential to being prepared to begin on time. Class will begin every day promptly at 7:25 am. Being on time will be defined as being in place with instrument and music ready at 7:25. This will require arriving prior to the start of class. ***Three late arrivals will result in the same final grade penalty as an unexcused absence (5% penalty applied to the final course grade).***

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Assignment Completion and Submission

Completing work thoroughly and on time is another fundamental aspect of professionalism essential to success as a student or teacher. Assignments are due on the announced due date. Late work will not be accepted without the prior approval of the instructor. Please make arrangements with Dr. Hartz if you experience extenuating circumstances that you feel necessitate any modification to an assignment or due date. Due dates published in this syllabus are subject to change based on the progress of the class.

Communication

Students are expected to check their UF email account daily for course announcements. All communication is expected to be professional and courteous. When contacting a professor, begin your email with a greeting and sign your name at the conclusion of the message. If you send an email to an instructor during the week (M-F), you can expect a reply within 24 hours (barring extenuating circumstances). I will reply on weekends as I am able.

Students Requiring Accommodations

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.

Additional Support

Contact information for the 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.

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/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Class Demeanor

This class involves continuous active participation. Please stay actively engaged in listening and responding to others during class discussions and refrain from checking your phone or participating in activities unrelated to our class. As professionals, we will be open to and respectful of diverse opinions expressed by students and instructors.

Digital Device Policy

Laptops and tablets may be used for taking notes during lectures at the discretion of the professor. Cell phones must be silenced and put away in a pocket or bag during class. Students using digital devices for purposes unrelated to the class will lose the opportunity to use devices during class.

University 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://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 or TA in this class.

Course Assessments

Weekly Reading Reflections	25%
Weekly Class Preparation and Participation	25%
Program Curriculum Map	4%
Course Map	5%
Unit Design – Stage 1	4%
Unit Design – Stage 2	4%
Performance Assessment	2%
Knowledge Assessment	2%

Unit Design – Stage 3	4%
Basic Lesson Plans	5%
Enhanced Lesson Plans	5%
Video Lecture	2%
Culturally Responsive Lesson Plan	2%
Complete Portfolio	9%
Unit Plan Presentation	2%

Grading Scale

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	E

Additional information on grades and grading policies is available here:
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course Calendar

	In Class	Reading	Assignments
prior to first class		<p>Duke, CH 1 (14 pp/precision)</p> <p>Wiggins, CH 1 (12 pp) (embodied, constructive process)</p> <p>Brooks & Brooks, CH 1 (12 pp/honoring learning process)</p>	<p>* Come ready to describe aspects of effective teaching.</p> <p>* Come with 3-4 Big Ideas/Fundamental Principles related to effective teaching.</p> <p>Here are some examples:</p> <p>Big Idea related to effective teaching: Effective teachers are able to accommodate learners with diverse backgrounds.</p>
<p>WEEK 1 aug 25</p> <p>What Great Teachers Do and Understand</p> <p>The Nature of Teaching and Learning</p>	<p>Describe learning process as envisioned by Duke (CH 1), Wiggins (CH 1), and Brooks & Brooks (CH 1)</p> <p>What is good teaching? – Build mind map</p> <p>Standards for Music Teachers – knowledge, skills, dispositions</p>	<p>NBPTS Music Standards</p> <p>Metzler et al (2017). The Aspirational Curriculum Map</p> <p>Wiggins, CH 2 (14 pp/social process)</p>	<p>Prepare Program Curriculum Map Sketch w/Program Goals and Courses within Music Ed.</p> <p>Submit Week 1 reading reflection.</p>
<p>WEEK 2 sep 1</p> <p>Preparing</p>	<p>Discuss NBPTS Standards</p> <p>Watch Getting the Most Video (Course</p>	<p>W&M – CH. 3 (Goal Clarity) & 5 (Essential Questions)</p>	<p>Submit finalized Program Curriculum Map</p>

Effective Teachers	Mapping Camp Resources Page) Construct class program curriculum map Develop Course Goals & SLOs for Instructional Design Course	I-Tech – Writing Good Learning Objectives	Submit Week 2 reading reflection.
WEEK 3 sep 8 Thinking Big Big Ideas, Essential Questions & Enduring Understandings	Big Ideas, Essential Questions, Enduring Understandings Course Goals & SLOs Construct In-Class Course Goals & SLOs for Instructional Design Class	W&M CH 2 (21 pp/ understanding) & CH 4 (23 pp/6 facets)	Submit Draft Course Goals & Student Learning Objectives for Course Map Submit Week 3 reading reflection.
WEEK 4 sep 15 Course Mapping: Content Modules & Assessments	Class Discussion on Understanding Course Map – Build Content Modules & Assessments in Class	W&M, CH 1 (22 pp/backward design) Duke, CH 6 (20 pp/transfer)	Submit Revised Course Goals and Student Learning Objectives (SLOs) for Course Map Submit Draft Course Modules & Assessments for Course Map Submit Week 4 reading reflection.
WEEK 5 sep 22 Unit Design: Stage 1 Desired Results	Class Discussion: UbD and Transfer Unit Design – Stage 1	Wiggins, CH 3 (14 pp /embodied process) Brooks & Brooks, CH 4, 5, 6, 7, or 8	Unit Design Stage 1 Draft Submit Week 5 reading reflection.

<p>WEEK 6 sep 29</p> <p>Evidence-Based Teaching</p> <p>Constructivism in the Classroom</p>	<p>Class Discussion: Wiggins CH 3</p> <p>Student Presentations on Brooks & Brooks (CH. 4, 5, 6, 7 & 8)</p>	<p>Wiggins, CH 4 (16 pp/social process)</p> <p>Tokuhamma-Espinosa, CH 8 (23 pp/guidelines)</p>	<p>Unit Design Stage 1 Revision</p> <p>Submit Week 6 reading reflection.</p>
<p>WEEK 7 oct 6</p> <p>Mind, Brain, & Education Science in the Classroom</p>	<p>Discussion of Wiggins CH 4 and Tokuhamma-Espinosa (2011) CH. 8</p> <p>Evidence of Learning</p>	<p>Walters, CH 1 (19 pp / Foundation of Assessment)</p> <p>Wiggins, CH 5 (18 pp/problem solving)</p>	<p>Unit Design Stage 2 Draft</p> <p>Submit Week 7 reading reflection.</p>
<p>WEEK 8 oct 13</p> <p>Assessing Musical Skill and Knowledge</p> <p>Fundamental Principles of Assessment</p>	<p>Discuss Wiggins, CH 5</p> <p>Fundamentals of Assessment Lecture</p>	<p>Walters CH 4 & 5 (51 pp/performance testing)</p>	<p>Submit Week 8 reading reflection.</p>
<p>WEEK 9 oct 20</p> <p>Assessing Musical Performance</p>	<p>Build Performance Assessment</p>	<p>W&M CH 7 (26 pp/thinking like assessor)</p> <p>Walters, CH 6 70 pp/knowledge testing)</p>	<p>Performance Assessment</p> <p>Submit Week 9 reading reflection.</p>

<p>WEEK 10 oct 27</p> <p>Honoring the Variability of Learners Universal Design for Learning</p>	<p>UDL Lecture</p> <p>W&M CH 7 Discussion</p> <p>Building a Knowledge Assessment</p>	<p>MR&G, CH 3 (34 pp/variability of learners)</p> <p>HH&H, CH 1 (16 pp/winding it back framework)</p>	<p>Knowledge Assessment</p> <p>Submit Week 10 reading reflection.</p>
<p>WEEK 11 nov 3</p> <p>Supporting Individual Differences</p>	<p>Building Lesson Plans</p>	<p>MR&G, CH 4 (26 pp/UDL)</p> <p>HH&H, CH 3-10 (approx. 30-40 pp)</p>	<p>Unit Design Stage 3 Draft w/Assessment tools</p> <p>Submit Week 11 reading reflection.</p>
<p>WEEK 12 nov 10</p> <p>Calibrating Challenge and Support</p>	<p>Student presentations on HH&H, CH 3-10</p>	<p>A&D, CH 3 (12 pp/inclusion principles & practices),</p> <p>CH 4 (26 pp/teaching strategies)</p> <p>CH 5 (18 pp/management techniques)</p>	<p>3 Basic Lesson Plans</p> <p>Submit Week 12 reading reflection.</p>
<p>WEEK 13 nov 17</p> <p>Designing for Differentiation</p>	<p>Enhancing Lesson Plans with UDL and Differentiation</p>	<p>W&M, CH 9 (36 pp/planning for learning) & CH 10 (27 pp/teaching for understanding)</p>	<p>Lesson Plans + UDL and Accommodations</p> <p>Submit Week 13 reading reflection.</p>
<p>nov 24 (no class)</p>		<p>L&McK, CH 4 (20 pp/teaching & learning) & CH 5 (18 pp/classroom applications)</p>	<p>Video Lecture</p> <p>Submit Week 14 reading reflection.</p>

<p>WEEK 14 dec 1</p> <p>Culturally Responsive Pedagogy</p>	<p>Culturally Responsive Pedagogy & English Speakers of Another Language</p>		<p>Culturally Responsive Lesson Plan</p>
<p>WEEK 15 dec 8</p> <p>Instructional Design Showcase</p>	<p>Unit Presentations</p>		<p>Complete Curriculum Map, Course Map, Unit Design, Lesson Plans, Materials & Assessments</p>