

**MUE 3311 Music in Elementary Schools
University of Florida
Course Syllabus Fall 2018**

Dr. Megan M. Sheridan
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Office: MUB 356
Office Hours: TW Pd. 4 10:40am-11:30am; other times available by appointment

Credits: 3
Class meeting time: TR Period 2-3
(8:30am-10:25am)

Graduate Teaching Assistants:

Ms. Jasmine Hines
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Ms. Melissa Lloyd
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Course Catalogue Listing

Fundamental principles and procedures of music education in elementary school.

Course Description

The purpose of this course is to prepare pre-service music teachers to teach elementary general music in the public schools. Students will gain experience with approaches to teaching music (Kodaly, Orff, Dalcroze, and Modern Band), observe and work with local music teachers in the schools, design and implement developmentally appropriate music instruction, and collect and analyze musical resources for the elementary music classroom. Students will also demonstrate functional skills on the recorder, ukulele, guitar, and classroom percussion instruments.

Course Goals and Objectives

Through full participation in this course, students will be able to:

- Explain the musical development of children and demonstrate appropriate teaching sequences for the elements of music.
- Teach music concepts through singing, playing, moving, listening, and creating.
- Design developmentally appropriate, sequential music curriculum and assessments based on the Florida music standards.
- Deliver instruction with a high level of musicianship, including accurate singing and rhythm.
- Analyze music materials for use in the elementary music classroom.
- Create curriculum that provides recognition or adaptations for a variety of student populations including physical, mental, or language disabilities as well as various cultural, learning style, or ability groupings.
- Demonstrate appropriate use of technology in the delivery of instruction.

Textbooks

Required:

- Burkoff, G. & Burkoff, S. (1994). *Playing the Soprano Recorder*. Arlington, TX: Sweet Pipes.
- Houlahan, M. & Tacka, P. (2015). *Kodály Today* (2nd ed.). New York, NY: Oxford University Press.
- Holy Names University Folk Song Collection (free website): <http://kodaly.hnu.edu>

Materials

Required:

- 1 ½ inch or larger binder with 6 binder dividers/tabs OR memory stick for Portfolio
- Video recording device (smartphones and iPads are acceptable)
- A 440 Tuning Fork (supplied)
- Peripole Soprano Recorder (supplied)

Required CNAfME Membership

All music education students must join the student chapter of the National Association for Music Education (NAfME). You must attend the monthly meetings. Attendance is taken at meetings. Information on how to join and the meeting schedule will be given during the first week of classes.

Required State Certification Test

In order to pass this class, you must have taken the Florida General Knowledge Test before the end of classes on **Dec. 4, 2018**. Submit a copy of your registration confirmation to Dr. Sheridan. To register, go to <http://www.fl.nesinc.com/testPage.asp?test=GK> There is a fee of \$130.

LiveText – Required

As a music education major, you are required to purchase a membership to LiveText. This is required for all teacher certification programs and serves as a way to track assessments related to all of your core coursework. You must purchase the membership to LiveText by **September 20, 2018**. Directions and additional information will be distributed in class.

**Required Background Check and Fingerprinting –
Must be completed IMMEDIATELY!**

As part of this course, and subsequent music education courses, you will be going out into the Alachua County Public Schools to observe teachers and interact with children. The State of Florida requires that you complete the background check and fingerprinting process prior to going into the schools. Your background check and fingerprinting will be valid in Alachua Country for five years (which will get you through your degree program). It is not valid in other counties.

To make an appointment:

1. Visit www.fieldprintflorida.com
2. Click the red "Schedule an Appointment" button on the right
3. Enter email address under "Newusers/Sign up" and click the sign up button. Follow instructions for creating a password and security questions and then click "sign up and continue."
4. Select "I know my Fieldprint Code" **DO NOT use the drop down box for a choice. The results will not come to ACPS and students will not be reimbursed for this error.**
5. Enter code FPAlachuaintern (no spaces)

At this point, you are ready to enter your demographic information and schedule an appointment at the location of your choosing.

Gainesville Area

UPS - Tower Square Shopping Center

5745 SW 75th Street

Gainesville, FL 32608

(Corner of Archer and Tower Rd.)

Hours are: M-F 10am-6pm, Sat. 10am-4pm

Cost is \$50.75, All major credit cards accepted, no cash or money orders

Mailboxes and More

9200 NW 39th Ave #130

Gainesville, FL 32606

6. At the end of the process, record your registration number and appointment date and time.

****Bring two forms of ID, at least one must be a valid, government issued photo ID.**

****If you do not show up for your appointment or cancel, you will be charged a rescheduling fee of \$12.**

****Results will be available with 2-4 business days after the appointment**

****This is good with our district for 5 years.**

You will then need to come to the Kirby-Smith Admin building (Human Resources - West Wing) to get a copy of your record (2-4 days after). You will need to make a copy of your results: 1. One for Dr. Sheridan, 2. One to travel with you to the school in the event you are asked for clearance.

Communications

Students are expected to check their UFL email account daily for course announcements. All communication is expected to be professional and courteous. When contacting a professor, TA, or classmate, begin your email with a greeting and sign your name at the conclusion of the message. If you send an email to Dr. Sheridan, Ms. Hines, or Ms. Lloyd during the week (M-F), you can expect a reply within 24 hours (barring any extenuating circumstances). We will reply on weekends as we are able.

Electronic Use Policy

Laptops and tablets may be used for taking notes during lectures and labs at the discretion of the professor and teaching assistants. Cell phones must be silenced and put away in a pocket or bag. Students found to be using electronics for purposes not related to the class (e.g. checking Instagram or texting) will no longer be permitted to use it during class time.

Attendance

Class attendance is expected and reflective of professional interest and commitment. **For each unexcused absence, a student's course grade will be lowered by five percentage points.** Absences may be excused when accompanied by a doctor's note, in the event of a documented emergency or death in the family, or for other events when arranged in advance with the professor. You must notify Dr. Sheridan of your absence prior to the start of class. *Extenuating circumstances will be considered on an individual basis.*

Students are expected to be prompt and ready to begin at the designated start time. Attendance will be taken at the beginning of class and those arriving after the start of class will be marked late. **Three late arrivals will equal one unexcused absence.**

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>

Fieldwork Attendance Policy

Fieldwork is an important component in the process of becoming a music educator. As part of this course, you will complete a set number of hours of fieldwork at a designated local elementary school. You will be expected to be present for all fieldwork days. If you miss a day, you will be required to make it up on your own time in coordination with your cooperating teacher. Absences will not be permitted.

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 that 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

Students are expected to do their own work, use their own words, and provide proper citations when using outside sources. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

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-honorcode/>) 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.

Additional Resources

If you are in need of help, contact the following:

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>

Phone: 392-1575

University Police Department: 392-1111 or 9-1-1 for emergencies.

Course Evaluation

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

Components & Assessments

<u>Component</u>	<u>Description</u>	<u>Weight</u>
Participation	Active participation in class; Code of ethics micro course; Recorder, ukulele, and guitar proficiencies	20%
Peer Teaching	Assigned teaching episodes done in class with lesson plans	20%
Fieldwork	Lesson plans, reflections, teaching videos	30%
Written Work	Unit plans, folk song analysis, gradebook, elementary music teaching resource portfolio	30%

You will also be assessed according to the Florida Educator Accomplished Practices (FEAPs) within LiveText. You will be rated on a scale of 1-4 on each of the FEAPs indicated on the handout distributed in class. These ratings do not affect your grade in the course, but they could be accessed by potential employers in the future.

Any grade discrepancy should be brought to the instructor’s attention immediately. Keep all original copies of assignments and grading documentation, hardcopy or electronic copies as distributed to students.

It is each student’s responsibility to submit assignments on time, check grades online, and monitor his/her course grade throughout the semester.

As music education majors, students will be video recorded on many occasions, most commonly when peer teaching. Video files are for used for classroom assessment, which qualifies as a public record according to Florida law.

Written assignments must be typed and use good writing style, correct grammar, spelling, and punctuation. Papers should use 1-inch margins, double spacing, and 12pt Times Roman font.

Assignments must be submitted online through Canvas unless otherwise instructed. Hand written assignments will not be accepted.

Information on current UF grading policies may be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

APA Format

For formal writing in your music education courses, use the *Publication Manual of the American Psychological Association, 6th edition*. Listed below are some basic items from the format. Please consult the text for full explanations on these and other topics. Additional information may be found at <https://owl.english.purdue.edu/owl/resource/560/01/>

Basic Items:

- One-inch margins
- Times Roman Font 12pt
- Double spaced *without* extra spacing between paragraphs
- Cover page (document title, your name, course title)
- In-text citations and a reference list, all formatted correctly

Make-Up Policy

Assignments missed due to personal illness or emergency may be made up with the professor's consent, but on the student's initiative.

Assignments not submitted on the due date will receive a zero.

Grade Distribution:

A+ = 100 – 98%	A = 97 – 93	A- = 92 – 90
B+ = 89 – 88	B = 87 – 83	B- = 82 – 80
C+ = 79 – 78	C = 77 – 73	C- = 72 – 70
D+ = 69 – 68	D = 67 – 63	D- = 62 – 60
E = 59 and Below		

MUE 3311 Music in Elementary Schools

Outline of Classes – You will be notified of any changes.

Date	Topics	Assignments Due by 8:30am
8/23	<ul style="list-style-type: none">• Introduction – Livetext and Fingerprinting• Music and Children• Backwards Design	
8/28	<ul style="list-style-type: none">• Music Curriculum Framework (KT Intro/Ch. 1)• Philosophy, Curriculum, Repertoire, and Teaching Strategies• Teaching a Song by Rote	Read: KT Ch. 3 (pp. 99-122)
8/30	<ul style="list-style-type: none">• Peer Teaching – Teach a Song by Rote• Repertoire and Analysis (Master copies)• Recorder	Due: Teach a Song (submit plan on Canvas) Read: KT Ch. 2 (pp. 53-74)
9/4	<ul style="list-style-type: none">• Creative Expression – Singing, Movement, and Playing Instruments• Pedagogical Approaches• Recorder	Read: KT Ch. 3 (pp. 123-146) and Ch. 4 (skim)
9/6	<ul style="list-style-type: none">• Creative Movement• Teaching a Concept from a Model• Recorder	Due: 3 Master Copies (Bring to class)
9/11	<ul style="list-style-type: none">• Peer Teaching – Movement Activity• Teaching a Concept from a Model• Recorder	Due: Teach a Simple Movement Activity (submit plan on Canvas)
9/13	<ul style="list-style-type: none">• Sound to Symbol• Kinesthetic, Aural, and Visual Preparation• Recorder• Ukulele	Due: Teach from Model (Submit video) Read: KT Ch. 5 and Ch. 6 (1 st and 2 nd Grade)
9/18	<ul style="list-style-type: none">• Presenting Names (syllables) and Notation• Recorder• Ukulele	Read: KT Ch. 6 (3 rd – 5 th grade) Due: Recorder Proficiency
9/20	<ul style="list-style-type: none">• Peer Teaching• Classroom Instruments• Recorder• Ukulele	Due: Concept – Preparation Deadline to purchase LiveText

9/25	<ul style="list-style-type: none"> • Peer Teaching • Practicing – Reading, Writing, and Improvisation • Ukulele 	Due: Concept – Presentation Read: KT Ch. 7 (pp. 337-372)
9/27	<ul style="list-style-type: none"> • Music in Special Education • Fieldwork Discussion 	Due: Code of Ethics Micro Course Due: Ukulele Proficiency Read: Music in Special Education
10/2	Fieldwork	Reflection due by 10/3 @11:59pm
10/4	<ul style="list-style-type: none"> • Evaluation and Assessment • Guitar 	Due: Concept – Practice Due: Lesson for Teaching #1 Read: KT Ch. 12
10/9	Fieldwork	Reflection due by 10/10 @11:59pm
10/11	<ul style="list-style-type: none"> • Peer Teaching - Practice • Guitar 	Due: 3 Master Copies Due: Lesson for Teaching #2
10/16	Fieldwork	Reflection due by 10/17 @11:59pm
10/18	<ul style="list-style-type: none"> • Peer Teaching - Practice • Technology • Guitar 	Due: Lesson for Teaching #3 Read: KT Ch. 8
10/23	Fieldwork	Reflection due by 10/24 @11:59pm
10/25	<ul style="list-style-type: none"> • Peer Teaching (as needed) • Curriculum Design • Integrated Lessons • Guitar 	Due: Lesson for Teaching #4 Read: KT Ch. 10 Read: Appendix 2 Children’s Literature (online reserve)
10/30	Fieldwork	Reflection due by 10/31 @11:59pm
11/1	<ul style="list-style-type: none"> • Peer Teaching (as needed) • Teaching Strategies • Integrated Lessons • Guitar 	Due: Lesson for Teaching #5 Due: CNAfME Reflection #1 Read: KT Ch. 6
11/6	Fieldwork	Reflection due by 11/7 @11:59pm
11/8	<ul style="list-style-type: none"> • Fieldwork Wrap-up • Guitar 	

11/13	<ul style="list-style-type: none"> • Curriculum Design • Teaching Portfolio • Guitar 	Read: KT Ch. 13
11/15	<ul style="list-style-type: none"> • Curriculum Design • Guitar 	Due: Guitar Proficiency
11/20	<ul style="list-style-type: none"> • Curriculum Design • Guitar 	Due: Unit Plan
11/22	No Class - Thanksgiving	
11/27	<ul style="list-style-type: none"> • Catch-up day 	Due: Gradebook (Spreadsheet) Due: 4 Master Copies
11/29	<ul style="list-style-type: none"> • Semester Wrap-up 	Due: Elementary Music Teaching Portfolio
12/4	<ul style="list-style-type: none"> • Folk Dancing 	Due: CNAfME Reflection #2

Reading Assignments: KT = Kodály Today

Additional readings will be posted on the Canvas site

Assignment	Description	FEAPs
Teach a song by rote	Teach a simple folksong by rote; Process and demonstration will be given in class	
Teach a movement activity	Teaching a movement activity; Process and demonstration will be given in class	
Teach from model	Demonstrate the following: <ul style="list-style-type: none"> • Kinesthetic • Aural • Visual • Your teaching must be an exact imitation of my demonstration 	
Teach a Concept – Preparation Phase	Demonstrate the following: <ul style="list-style-type: none"> • Kinesthetic • Aural • Visual Concepts will be assigned in class	3f
Teach a Concept – Presentation Phase	Demonstrate the following: <ul style="list-style-type: none"> • Label the Sound • Present the Notation Concepts will be assigned in class	2a, 3f
Teach a Concept – Practice	Demonstrate the steps in teaching a practice activity. You must include classroom instruments. Concepts will be assigned in class.	2a, 3g
Fieldwork Lesson Plans	Write a complete lesson plan (format will be distributed in class) for each of the three times you will teach in your fieldwork placement	1a, 1b, 1c, 2a, 2g, 3d
Fieldwork – Video 1	Video record yourself teaching, view the video, and reflect on your teaching.	
Fieldwork – Video 2	Video record yourself teaching, view the video, and reflect on your teaching.	
Fieldwork Reflections (6)	After each fieldwork day, reflect on the experience and your teaching. If you video recorded that day, watch the video before writing the reflection. At least two of your reflections will include the video.	2a
Unit Plan	Write a series of five lesson plans (prepare-present-practice) according to the structure presented in class. Include assessment and accommodations/modifications.	1a, 1b, 1c, 2h, 2i, 3b, 3e, 3d
Gradebook	Design a gradebook using excel. View the instructional video at Lynda.com - Google spreadsheet tutorials (Creating and Formatting Spreadsheets & Using Functions, Formulas, and Charts)	4f
Folk Song Master Copies	Analyze 10 folk songs and include them in your portfolio	
Elementary Music Teaching Portfolio	Submit an organized portfolio that meets all requirements as described in class	
Participation	Active participation in class; Recorder and Guitar Proficiencies	
CNAfME	Participation in CNAfME (attendance monitored by instructor) (5d). Reflection on two CNAfME events that includes application to present and/or future teaching and student learning (5e).	5d, 5e
Code of Ethics Micro Course	Complete micro course in LiveText	6