

SYLLABUS  
School of Music  
University of Florida

*Music Education in Secondary 7-12*

**MUE 3330 (3)**

Spring 2019

T-R 8:30-10:25 AM (Periods 2-3)

**Professor: Dr. Marshall Haning**

Office: 358 Music Building

Office Hours: As posted or by appointment

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Course Description

Fundamental principles and procedures of music education in the secondary school.

Prereq: MUE 2040 & MUE 3311

Required Texts

National Association for Music Education. (2001). *Spotlight on Assessment in Music Education*.  
Lanham, MD: Rowman & Littlefield.

Other Required Materials

- Video recording device - smartphones and tablets are acceptable.
- 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 provided in class.

- Current Alachua County Background Check and Fingerprinting verification, required to interact with children in schools. Please provide a copy to your professors.

Other Resources

Additional resources for this course may be placed on reserve in the music library and/or made available via the course Blackboard page.

## Goals and Objectives

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

1. express a personal philosophy and rationale for secondary music education;
2. write lesson and unit plans for secondary music instruction;
3. describe ways to implement the Next Generation Sunshine State Standards in secondary music education through the principles of comprehensive musicianship;
4. exhibit growth in teaching skills by completing field and in-class teaching experiences;
5. describe factors involved in creating a diverse music curriculum that facilitates the development of comprehensive musical understandings and provides a balance of musical experiences for all secondary level students;
6. identify appropriate concepts and skills, teaching strategies, and sequence of instruction for developing K-12 students' musical independence;
7. develop assessments appropriate for secondary music classes and ensembles; and
8. meet designated Florida Educator Accomplished Practices (FEAPs). More about the FEAPs that are a focus of this course can be found in the Canvas course site.

## **University of Florida Policies**

### *Students Requesting Accommodations due to Disabilities*

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

### *Academic Honor Policy*

It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

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 from the University."

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

### *Online Course Evaluations*

Students are expected to provide feedback on 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.

## Expectations

*Attendance and Participation:* Students are expected to attend and fully participate in every class meeting for this course. Sharing ideas, engaging in debate, and working together with other music educators are key components of collegial interaction and professional development. Accordingly, each student is required to make one verbal contribution to class discussions or activities at each course meeting. Students will be allowed up to three “nonparticipation days,” where they are either absent or do not make a verbal contribution to the class, without penalty. For each nonparticipation day above three, points will be deducted from the students’ participation grade.

*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.

## Grading

<b>Assignment</b>	<b>Weight</b>
Attendance and Participation	.15
Points of Interest	.10
Daily Assignments	.30
Fieldwork	.25
Final Project	.20

<b>Grading Scale</b>	
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 & below	E

## COURSE CALENDAR

<u>Date</u>	<u>Topic</u>
Jan 8	Course Intro / Philosophy
Jan 10	No Class - FMEA
Jan 15	Curriculum Planning – large standards and course goals
Jan 17	Standards and Alignment Writing Objectives
Jan 22	Planning Activities from Objectives
Jan 24	<b>No class - Observation</b>
<b>Jan 25</b>	<b>Observation at GHS – 12:30-2:30</b>
Jan 29	Lesson Planning
Jan 31	<b>No class - Observation</b>
Feb 5	Assessment Basics
Feb 7	<b>No class - Observation</b>
Feb 12	Assessment Tools
Feb 14	<b>No class - Observation</b>
<b>Feb 15</b>	<b>Observation at GHS – 12:30-2:30</b>
Feb 19	Deciding What to Assess
Feb 21	<b>No class - Observation</b>
Feb 26	Teaching Beyond Performance
Feb 28	<b>No class - Observation</b>
<b>Mar 5 &amp; 7</b>	<b>SPRING BREAK</b>
Mar 12	Classroom Management – Building Routines
Mar 14	<b>No class - Observation</b>
Mar 19	Classroom Management – Dealing with Challenges
Mar 21	<b>No class - Observation</b>
Mar 26	Using Technology in the Classroom
Mar 28	<b>No class - Observation</b>
Apr 2	Developing and Teaching Alternative Secondary Music Courses
Apr 4	<b>No class - Observation</b>
Apr 9	Teaching for Lifelong Musicianship
Apr 11	Curriculum Writing in Music
Apr 16	Project Presentations / Alternative Ensemble Approaches
Apr 18	Project Presentations / Students with Disabilities
<b>Apr 19</b>	<b>Observation at GHS – 12:30-2:30</b>
Apr 23	Wrap-Up

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