

SYLLABUS  
School of Music  
University of Florida

***MUE 2040 Introduction to Music Education***

**Fall 2019 Semester**  
**Mondays, Wednesdays pd. 3**

**Professor: Dr. Megan M. Sheridan**  
**Office: MUB 356**  
**Email: [msheridan@arts.ufl.edu](mailto:msheridan@arts.ufl.edu)**  
**Phone: 352-273-3192**  
**Office Hours: T&W pd. 4**

**Graduate Teaching Assistants:**

**Ms. Julie Song-Ross**  
**[msongross@ufl.edu](mailto:msongross@ufl.edu)**

**Mr. David Tyson**  
**[davidtyson@ufl.edu](mailto:davidtyson@ufl.edu)**

**Course Description**

An overview of philosophical, historical, psychological, and sociological perspectives on music education in schools. Contemporary topics and trends relating to diversity, including special needs students and culturally responsive pedagogy, will be discussed. The Florida Educator Accomplished Practices (FEAPs) will be introduced.

**Course Goals and Objectives**

Through full participation in this course, students will:

- Describe the role of public school music teachers and the status of public school music education.
- Articulate how students learn and describe major learning theories.
- Describe factors contributing to student diversity and inequalities in education associated with ability, gender, language, race, and social class, identify the elements of inclusive classrooms, and increase awareness of cultural identity.
- Demonstrate growth as a pre-service music educator through in class teaching experiences and discussions.
- Demonstrate musical skills through singing and playing classroom instruments.
- Identify and describe music teaching methods in terms of historical and current applications in music classrooms, including Kodály, Orff-Schulwerk, Dalcroze, and Modern Band.
- Write professionally about topics in music education using APA style.

**Textbooks**

*Required:*

Raiber, M. & Teachout, D. (2014). *The journey from music student to teacher: A professional approach*. New York, NY: Routledge. ISBN: 9780415806855

*Recommended:*

American Psychological Association. (2010). *Publication Manual*, 6<sup>th</sup> ed. APA. ISBN: 9781433805615

## Required Membership and Participation

All music education students must join the student chapter of the National Association for Music Education (NAfME). You are expected to 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 take the Florida General Knowledge Test **before the last day of class – December 4, 2019**. 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. Schedule your test as soon as possible.

## Additional Resources

1. A Canvas course site has been established for use in this class. To access it 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://www.uflib.ufl.edu/music/>

## UNIVERSITY OF FLORIDA POLICIES

### *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/](http://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.

### *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 (<http://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 of this class.

### *Health and Wellness Resources*

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto: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>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS)  
Student Health Care Center, 392-1161.
- University Police Department  
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/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## EXPECTATIONS

### *Attendance*

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>

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 your instructor before your absence, stating the reasons for your absence and agreeing upon a way to make up the work. Absences for illness and other valid reasons will be excused when **advanced notice** is provided.

### *Class Participation*

The activities that will occur during class meetings are essential to meeting the course objectives. Your verbal skills, critical and creative thinking abilities, and overall understanding will be directly affected by the quality, quantity, and appropriateness of your contributions to the class. The dynamics of this course and its ultimate value to you necessitate that you to come to each class prepared (having read assignments, when applicable), contribute questions and comments to stimulate discussions, and fully engage in the content and activities of each class meeting.

### *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.

## 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, has a death in his/her immediate family, or other such emergency. 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. All written assignments will be submitted through Canvas.

- Participation: You are expected to complete all assigned readings, fully participate in all class activities and discussions, complete the syllabus assignment, attend CNAfME meetings, and complete field observations. Bring your textbook to every class. Your active participation will be tracked.
- Most Influential Teacher Essay: Two (2) page essay on your most influential teacher; see pg. 15 of your textbook.
- Observation Reflections: Complete four (4) observations in K-12 classrooms. One (1) of these observations must take place at the Southeast Boys and Girls Club. Sign-ups for the Boys and Girls Club will occur in class. Submit a one-page, double-spaced reflection after each observation.
- Lightning Talk: You will give a 5 minute in class presentation on a topic related to music education. Topics will be assigned in class.
- In-Class Teaching Exercises: On three occasions, you will teach a brief music lesson to the class. Prior to teaching, you will submit a lesson plan. You will video record your in-class teaching and submit a reflection about the teaching experience. A lesson plan format will be distributed in class.
- Philosophy of Music Education: You will craft your philosophy of music education. The paper should be at least 2 pages in length, be in basic APA format, and cite at least three difference sources. Questions to consider while writing your philosophy include:
  - Who should provide music instruction?
  - Who should receive music instruction?
  - What is the role of music in society?
  - What is the role of music in the schools?
  - What is the role of the music teacher?
  - What should the content be?
  - When should music instruction begin?
  - When should music instruction occur?
  - Where should music education occur?
  - How should music be taught?
  - Why should music be in the schools?
- Midterm Exam: Will be given during week 9.
- Final Exam: Will be given during the assigned final exam time.

## ASSESSMENTS

<u>Assessment Task</u>	<u>Weight</u>
Participation	20%
Observation Reflections	10%
Most Influential Teacher Essay	5%
Lightening Talk	10%
In-Class Teaching Exercises	20%
Philosophy of Music Education	10%
Midterm Exam	10%
Final Exam	15%

<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	F

Information on current UF grading policies for assigning grade points can be found here:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

## COURSE CALENDAR

<b>Date</b>	<b>Topic</b>	<b>Assignments Due by 9:35am</b>
8/21	Your Role as a Music Teacher	
8/26	Teacher Characteristics & Professionalism Sign-up for Boys and Girls Club	Read: Ch. 1 <b>Due: Influential Teacher Essay</b> <b>Due: Syllabus Assignment</b>
8/28	Beliefs About Learning & Teaching Video #1 – Elementary Music Discuss In-Class Teaching 1	Read: Ch. 2 Watch: Fourth Grade General Music Knudson and complete observation sheet
9/2	<b>No class – Labor Day</b>	
9/4	What Do You Need to Know and Do as a Music Teacher? Objectives Video #2 – Middle School	Read: Ch. 3 Watch: 7 <sup>th</sup> Grade Beginning Woodwinds Ortega and complete observation sheet
9/9	In-Class Teaching 1	<b>Due: Teaching Assignment 1</b>
9/11	In-Class Teaching 1	
9/16	In-Class Teaching 1 (if needed) Your Classroom History of the Profession	Read: Ch. 4
9/18	Presenting Instruction Discuss In-Class Teaching 2	Read: Ch. 5
9/23	Presenting Instruction, cont. Video #3 – High School	Read: Online Watch: High School Choir Gonzales and complete observation sheet
9/25	In-Class Teaching 2	<b>Due: Teaching Assignment 2</b>
9/30	In-Class Teaching 2	
10/2	In-Class Teaching 2 (if needed) Designing Instruction	Read: Ch. 6
10/7	Catch-up Class	Topic Assignments for Lightening Talks
10/9	Review for Midterm	Study
10/14	<b>MIDTERM EXAM</b>	Study
10/16	Teaching for Musical Competence	Read: Ch. 7 and Woody (Online)
10/21	Who Are Your Students? Student Characteristics Culturally Responsive Teaching	Read: Ch. 8 Read: Shaw (The Skin that we Sing)
10/23	What Do Students Learn?	Read: Ch. 9
10/28	How Do Students Learn? Philosophy of Music Education	Read: Ch. 10 and online
10/30	Lightening Talks	<b>Due: Lightening Talk</b>
11/4	Lightening Talks	
11/6	Lightening Talks	
11/11	<b>No Class – Veteran's Day</b>	

11/13	Guest speakers: Drs. Ann Marie Stanley and Dan Isbell	Read: TBD
11/18	Guest speaker: Dr. Timothy Brophy Assessment	Read: Ch. 11 <b>Due: Observation Reflections (2)</b>
11/20	In-Class Teaching 3	<b>Due: Teaching Assignment 3</b>
11/25	In-Class Teaching 3	<b>Due: Philosophy of Music Education</b>
11/27	<b>No Class – Thanksgiving Break</b>	
12/2	In-Class Teaching 3	
12/4	Review	Study <b>Due: Proof of GKT</b> <b>Due: Observation Reflections (2)</b>
12/9	<b>FINAL EXAM 3:00pm-5:00pm</b>	

**Due** = submit through Canvas

Chapter Assignments (ex. Ch. 4): Raiber & Teachout text

Additional reading assignments will be posted on Canvas.

This calendar is an outline of topics to be covered. You will be notified of any changes.