

SYLLABUS  
School of Music  
University of Florida

*Exploring Music Teaching and Learning*

MUE 1090 (1)  
Spring Semester  
Fridays, Period 7

Professors: Dr. William I. Bauer  
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**COURSE DESCRIPTION**

An introduction to and overview of music teaching as a profession. Designed for both students who have chosen to major in music education and those who are interested in learning more about a possible career as a music educator.

Prerequisite: Music major or permission of the instructors

**REQUIRED TEXTS**

Raiber, M. & Teachout, D. (2014). *The journey from music student to teacher: A professional approach*. Routledge. ISBN: 9780415806855 [This text will also be used in MUE 2040]

**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/>

**COURSE GOALS**

Through full participation in this course, the student will:

1. reflect on music teaching and learning
2. describe the music teaching profession
3. demonstrate fundamental musical skills for music teaching
4. discuss contemporary issues in music education

## **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](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>, 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/>]. Summaries of course evaluation results are available to students at [h\[https://gatorevals.aa.ufl.edu/public-results/\]](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, your classmates, 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 ahead of time, please speak with your instructor prior to your absence, stating the reasons for your absence and agreeing upon a way to make up the work.

### **CLASS PARTICIPATION**

The activities that will occur during class meetings are essential to meeting the course objectives. Your growth in the course will be directly affected by the quality, quantity, and appropriateness of your class contributions and participation. 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 (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.

## *ASSESSMENT*

<b>ASSESSMENT TASK</b>	<u><b>Weight</b></u>
Full participation in the activities during each class meeting*	.40
FMEA (or TedTalks) Reflections	.10
Reading reaction reports	.10
Musical biography	.10
Music class observation	.10
Lesson plan, teaching, and self-assessment	.10
Concept map of what a music teacher should know and be able to do	.10

<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>.

\* See the rubric on the next page.

## Participation Rubric

<i>Criteria</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Preparation	Unprepared for class with assignments and required class materials.	Partially prepared for class with assignments and required class materials.	Mostly prepared for class with assignments and required class materials.	Fully prepared for class with assignments and required class materials.
Listening Skills	Does not listen when others talk, in small groups and/or with the full class. Often interrupts when others speak.	Does not listen when others talk, both in small groups and/or with the full class.	Listens when others talk, in small groups and with the full class.	Listens when others talk, both in small groups and with the full class. Student incorporates or builds off of the ideas of others.
Verbal Contributions	Does not verbally contribute to the class or contributions are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., “I love it”, “I hate it”, “It’s bad” etc.	Verbal contributions are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Verbal contributions are mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Verbal contributions consistently insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.
Musical Engagement	Does not participate in musical activities (e.g., singing, listening, playing instruments) in small and large groups. Exhibits a lack of interest in the activities.	Limited participation in musical activities (e.g., singing, listening, playing instruments) in small and large groups.	Active participation in musical activities (e.g., singing, listening, playing instruments) in small and large groups, but may have occasional lapses in participation.	Active participation in musical activities (e.g., singing, listening, playing instruments) in small and large groups throughout the entire instructional episode.

## ***COURSE CALENDAR***

<b>Date</b>	<b>Topic</b>
January 10	Attend the FMEA Conference. There will be no campus-based class meeting on this date.
17	Welcome! Professional Development and the Wider Profession
24	Success in a Music Teaching Career
31	Teacher Characteristics and Professionalism
February 7	Knowledge, Skills, and Dispositions of Music Teachers
14	Observing Music Teaching
21	Becoming a <i>Real</i> Musician
28	No Class Meeting: Release time for Observation
March 6	Spring Break!
13	You Matter – We Care
20	Beliefs about Learning and Teaching
27	Teaching
April 3	Teaching Students with Disabilities
10	The Path to a Music Education Degree @ UF
17	Ukulele Jam

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