

MUE 3210: *Music for the Elementary Child*
University of Florida
Course Syllabus Summer 2020

Supervising Professor:

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Course Catalogue Listing

Helps meet state certification requirements for elementary classroom teachers. Function of elementary school music in aiding the developmental growth of children. Prerequisite: *HUM 2511 strongly recommended.*

Course Description

The purpose of this course is to help pre-service elementary classroom teachers acquire and strengthen foundational music skills and gain an understanding of how to structure basic music instruction in the elementary classroom. Additionally, students will discover how to integrate musical concepts into all areas of the general elementary curriculum. Students are expected to participate fully in classroom and independent experiences to improve musical and pedagogical skills.

Course Objectives

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

- demonstrate basic musicianship skills on the ukulele;
- select pedagogically appropriate vocal repertoire for elementary-aged students;
- create cross-curricular lesson plans that integrate music and music skills at a developmentally appropriate level for the identified elementary grade;
- design curriculum based on the Florida standards for music, language arts, science, math, and social studies;
- teach integrated music content through singing, playing instruments, listening, creating, and/or moving

Required Materials

- Soprano Ukulele (a concert-size ukulele is also acceptable)

- *Recommended ukulele brands to purchase include Kala, Hricane, and Mahalo*
- Ukulele clip-on tuner

Other Resources

1. Supplemental online resources have been made available for students in this course. Online course readings may be accessed using a World Wide Web browser and opening 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: <https://cms.uflib.ufl.edu/afa/>

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/) 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. ^[1]_[SEP]

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 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>

Dates and times for synchronous class meetings are listed below:

- Monday, 5/11/2020 – 9:30 a.m. – 10:45 a.m.
- Monday, 5/18/2020 – 9:30 a.m. – 10:45 a.m.
- Tuesday, 5/26/2020 – 9:30 a.m. – 10:45 a.m.
- Monday, 6/1/2020 – 9:30 a.m. – 10:45 a.m.
- Monday, 6/8/2020 – 9:30 a.m. – 10:45 a.m.
- Thursday, 6/11/2020 – 9:30 a.m. – 10:45 a.m.
- Monday, 6/15/2020 – 9:30 a.m. – 10:45 a.m.

Prompt attendance to each synchronous class meeting is expected as a demonstration of professional commitment. **Three late arrivals will equal one unexcused absence.** 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 **timely notice** is provided. **For each unexcused absence, a student's course grade will be lowered by five percentage points.**

Class Participation

The activities that will occur during class meetings and asynchronously throughout the week 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 AND ASSESSMENTS

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 contact 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. ***Initial video discussion posts must be made by Thursday of each week at 11:59 p.m. All remaining assignments for the week, including a minimum of two video discussion replies, will be due on Sunday at 11:59 p.m. unless otherwise specified.*** Additional information about the assignments will be provided in class and on Canvas. All written assignments will be submitted through Canvas.

Assignment	Description	Weight
Music Inventory	Complete a music inventory outlining your past musical experiences and goals for the course	.025
Instructor Meeting via Zoom	Meet with your course instructor via Zoom to discuss your past musical experiences and goals for the course	.025
Reflective Reading Response x 6	A written demonstration of the student's thoughtful reflection on the assigned course readings	.05
Video Discussion Post x 6	A video discussion documenting the student's thoughtful reflection on the assigned topic for the week	.05

Song Selections for the Elementary Child	A selection of pedagogically appropriate songs for elementary-aged students	.10
78Ukulele Proficiency x 2	A video submission to demonstrate the student's proficiency level on the ukulele	.15
Classroom Playlist	A selection of songs for a targeted grade level(s) to use for listening in the classroom	.10
Annotated Bibliography	A collection of musical resources to support learning cross-curricular learning for a selected elementary grade level	.10
Cross-Curricular Lesson Plan	A lesson plan incorporating a musical skill or concept with an additional content area (i.e. math, language arts, science, or social studies)	.15
Composition Project	A musical song for transitions and/or a class meeting, created using an online web platform	.10
Cross-Curricular Lesson Plan Presentation	Presentation of the student's cross-curricular lesson plan	.15

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.

Written assignments must be typed in an academically appropriate writing style, with correct grammar, spelling, and punctuation. Formatting for papers should include 1-inch margins, double spacing, and 12pt Times New Roman font.

Assignments must be submitted online through Canvas unless otherwise instructed. Handwritten 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>

Additional Information for Reflective Reading Responses

Reflective reading responses are a way to assess each student's understanding of the course content by making meaningful connections to the assigned readings each week. Students will be provided with writing prompts to help facilitate this process. All reflective reading responses must demonstrate the student's thoughtful reflection on the assigned readings by showing evidence of *at least two different* "highly connected" ways of knowing. *All written responses must reference the assigned course readings for the week* (option number 1), along with one additional highly connected way of knowing of the student's choosing. Highly connected ways of knowing are listed below:

Highly Connected Ways of Knowing

1. ...include references to the assigned readings and/or resources drawn from this course in your response.
2. ...include references to literature, resources, or issues drawn from outside of this course in your response.
3. ...include your own personal experiences in your response.
4. ...include insight into how you might utilize this information to inform your future teaching practice.

Written responses will be evaluated based on the student's ability to show evidence of at least two different highly connected ways of knowing (one being reference to the weekly course readings). Additionally, students are expected to submit written work of high quality that is free of spelling and grammatical errors. Points will be deducted for spelling and grammatical errors.

Additional Information for Video Discussion Posts

Video discussion posts are a way for students to engage in thoughtful conversations with one another, while also making meaningful connections to the course content. Students will be provided with a weekly discussion prompt to facilitate this process. Initial video discussion posts will be submitted each Thursday by 11:59 p.m. The initial video post should not exceed two minutes in length. Students are expected to engage in a meaningful discussion with their classmates by responding via video to at least two classmate posts by Sunday at 11:59 p.m. Video replies should also not exceed two minutes in length. Video discussion posts will be evaluated based on the student's ability to respond to the discussion prompt within the given time parameters using effective verbal communication skills.

Grading Scale	
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

**MUE 3210 Music for the Elementary Child
Spring 2020**

Outline of Classes – You will be notified of any changes

Module	Dates	Topics Covered	Readings	Assignments
1	5/11/20 – 5/17/20	Why music? Music and the Brain Teachers as Facilitators of Music and the Arts Arts Integration Musical Growth of Children Ukulele Introduction	Abril – “I Have a Voice” Cole – “Brain-Based -Research Music Advocacy”	Music Inventory (complete prior to your instructor meeting) Instructor Meeting via Zoom Reflective Reading Response 1 Video Discussion 1 – Post 1 initial response by Thursday, 5/14/20 at 11:59 p.m.; respond to at least 2 peers by Sunday, 5/17/20 at 11:59 p.m.
2	5/18/20 – 5/24/20	Singing Voices of Children	Campbell et al. (2017) – Chapter 4 – “Their Singing Voices” (pp. 56-72)	Reflective Reading Response 2

		<p>Song Selections for Elementary-Aged Children</p> <p>Music, History, and Culture</p> <p>Culturally Responsive Teaching</p> <p>Ukulele Practice</p>	<p>Abril – “Toward a More Culturally Responsive General Music Classroom”</p>	<p>Video Discussion 2 – Post 1 initial response by Thursday, 5/21/20 at 11:59 p.m.; respond to at least 2 peers by Sunday, 5/24/20 at 11:59 p.m.</p> <p>Song Selections for the Elementary Child</p>
3	<p>5/25/20 – 5/31/20 <i>*Memorial Day is on Monday of this week – our synchronous class meeting will be on Tuesday, 5/26/20*</i></p>	<p>Selecting Appropriate Listening Materials for the Classroom</p> <p>Creating a Classroom Playlist</p> <p>Music and Language Arts</p> <p>Enhancing Children’s Literature with Music</p> <p>Discuss Annotated Bibliography</p> <p>Ukulele Practice</p>	<p>Cardany – “Favorite Children’s Books for Vocal Exploration and Pitch-Matching Activities”</p> <p>Vasil – “Hip-Hop and Haring: Pop Culture and Interdisciplinary Learning for the General Music Classroom”</p>	<p>Reflective Reading Response 3</p> <p>Video Discussion 3 – Post 1 initial response by Thursday, 5/28/20 at 11:59 p.m.; respond to at least 2 peers by Sunday, 5/31/20 at 11:59 p.m.</p> <p>Ukulele Proficiency 1</p> <p>Classroom Playlist</p>
4	<p>6/1/20 – 6/7/20</p>	<p>STEAM</p> <p>Music and Students with Exceptionalities</p>	<p>Darrow & Adamek – “Recent and Continuing Initiatives and</p>	<p>Reflective Reading Response 4</p>

		<p>Creating a Cross-Curricular Lesson Plan</p> <p>Ukulele Practice</p>	<p>Practices in Special Education”</p> <p>Nixon-May – “Full STEAM Ahead With a Space-Age Sound Artist”</p>	<p>Video Discussion 4 – Post 1 initial response by Thursday, 6/4/20 at 11:59 p.m.; respond to at least 2 peers by Sunday, 6/7/20 at 11:59 p.m.</p> <p>Annotated Bibliography</p>
5	<p>6/8/20 – 6/14/20</p> <p>*As a reminder, we will have 2 synchronous class meetings this week.</p>	<p>Musical Ways to Start and End the Day</p> <p>Musical Creativity in the Classroom</p> <p>In-Class Composition Project</p> <p>Discuss Cross-Curricular Lesson Plan Presentation</p>	<p>Coss – “Creative Thinking in Music: Student-Centered Strategies for Implementing Exploration Into the Music Classroom”</p> <p>Bolden – “Body Parts, the Water Cycle, Plants, and Dolphins: Adventures in Primary-Grade Whole-Class Composing”</p>	<p>Reflective Reading Response 5</p> <p>Video Discussion 5 – Post 1 initial response by Thursday, 6/11/20 at 11:59 p.m.; respond to at least 2 peers by Sunday, 6/14/20 at 11:59 p.m.</p> <p>Cross-Curricular Lesson Plan</p> <p>Composition Project using Hookpad (completed synchronously in class)</p>

6	6/15/20 – 6/19/20	<p>Music and Community-Building in the Classroom</p> <p>Drum circles and games</p> <p>Ways to Acquire Musical Materials for the Classroom</p>	<p>Laird – “Empathy in the Classroom: Can Music Bring Us More in Tune with One Another?”</p> <p>Royston – “Improving Music Teaching Through Interpersonal Relationships”</p>	<p>Reflective Reading Response 6 – due on Friday, 6/19/2020 at 11:59 p.m.</p> <p>Video Discussion 6 – Post 1 initial response by Thursday, 6/18/20 at 11:59 p.m.; no replies this week</p> <p>Cross-Curricular Lesson Plan Presentation – submit your presentation on Thursday, 6/18/20 at 11:59 p.m.; provide feedback to at least 2 peers by Friday, 6/19/20 at 11:59 p.m.</p> <p>Ukulele Proficiency 2 due on Thursday, 6/18/20 at 11:59 p.m.</p>
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