

SYLLABUS
School of Music
University of Florida

Exploring Music Teaching and Learning

MUE 1090 (1)
Spring 2021
Fridays, Period 7

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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 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.ua.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.ua.ufl.edu/public-results/>].

COVID-19 POLICIES

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your chairs/desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.

If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#)

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.

ASSESSMENT

ASSESSMENT TASK	WEIGHT
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

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

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

Key: R&T = Raiber, M., & Teachout, D. (2014). *The journey from music student to teacher: A professional approach*. Routledge.

Date	Topic	Assignment
January 15	Attend the FMEA Virtual Conference. There will be no class meeting on this date.	Attend the conference. Write reflections on two sessions you attend. <i>Alternate assignment for anyone who is unable to attend FMEA:</i> Watch two TedTalks, selected from the list that can be found at [https://tinyurl.com/mue1090-ted] , and write a reflection on each of them.
22	Welcome! Professional Development and the Wider Profession	DUE: FMEA/TedTalks Reflections
29	CNAfME Meeting <i>Working with Special Needs Students</i> Guest: J. D. Cain, UF doctoral student	DUE: Musical Biography
February 5	Teacher Characteristics and Professionalism	READ: R&T Ch. 1 DUE: Reading Reaction Report on R&T Ch. 1
12	Knowledge, Skills, and Dispositions of Music Teachers	READ: R&T Ch. 3 DUE: Reading Reaction Report on R&T Ch. 3
19	CNAfME Meeting – Classroom Management	
26	Observing Music Teaching	
March 5	Introduction to Ukulele	DUE: Observation Report
12	Beliefs about Learning and Teaching	READ: R&T Ch. 2 DUE: Reading Reaction Report on R&T Ch. 2
19	CNAfME Meeting – <i>What to Expect When You’re Expecting to Student Teach Panel Discussion</i>	

	26	Let's Teach!	DUE: Lesson Plan and Teaching
April	2	The Path to a Music Education Degree @ UF	DUE: Reflection on teaching video
	9	Ukulele Jam	
	16	CNAfME – <i>What Challenges to be Ready for During Your First Year of Teaching</i>	DUE: Concept Map

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