

SYLLABUS

School of Music | University of Florida

Music in Secondary Schools

MUE 3330 | Spring 2021 | T/R periods 2-3 | 3 credits

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Catalog Description

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

Prereq: MUE 2040 & MUE 3311

Required Texts

Parker, E. C. (2020). *Adolescents on music: Why music matters to young people in our lives*. Oxford University Press.

Other Required Materials

- Computer with a webcam and microphone
- 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.

Additional Resources

- Additional selected readings as indicated in the weekly schedule will be available for download from the Canvas course site.
- Students may utilize tutorials from LinkedIn Learning, accessed via e-Learning Support Services – see <https://training.it.ufl.edu/linkedin/>
- A USB MIDI Keyboard for use as an input device with music notation and DAW software is not required, but it is recommended. If you do not already own an appropriate MIDI keyboard, the [M-Audio Keystation Mini 32 MK3](#) is an inexpensive option that would be satisfactory. Note that this keyboard, available through various resellers, works fairly well as an input device, but does not have self-contained sounds and would probably not be the best choice as a performing instrument. If you'd like to invest in a MIDI keyboard that is more full-featured, please ask your instructors for suggestions.

COURSE GOALS

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

1. express a personal philosophy and rationale for secondary music education;
2. describe musical and social developmental characteristics of adolescent students;
3. describe approaches to creating diverse music curricula that facilitate the development of comprehensive musical skills and understandings for all secondary level students;
4. develop pedagogical content knowledge for teaching secondary music classes that involve four fundamental musical experiences (MEs): composition/arranging, improvisation, the performance of others' music, and music listening;
5. describe ways to implement the Next Generation Sunshine State Standards in secondary music education;
6. exhibit growth in teaching skills;
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 with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). 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.

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 someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

- *University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road,
- Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

COVID Related Practices

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. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- 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 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](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).

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. [Click here for guidance on how to give feedback in a professional and respectful manner](#). 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 ufl.bluera.com/ufl/.

EXPECTATIONS

Attendance

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 Dr. Bauer before your absence, stating the reasons for your absence and agreeing upon a way to make up the work. If you have an unplanned absence, contact Dr. Bauer as soon as possible to explain. Required assignments and exams must be made up as soon as possible after your return to class. In general, this will be no later than one week following your return. **For each unexcused absence, a student's course grade will be lowered by five percentage points. Students are expected to be prompt and ready to begin at the designated**

start time. Attendance will be taken at the beginning of class and those arriving after the start of class will be marked late. Three late arrivals will equal one unexcused absence.

Class Participation

Because active and articulate oral interchange increases verbal skills and promotes a stimulating classroom atmosphere, the instructor will evaluate the quality, quantity, and appropriateness of each student's oral contributions to the class. Although no attempt will be made to translate this evaluation into an objective number of points, the instructors will use their subjective judgment of this behavior in the determination of borderline final grades. The dynamics of this class, and its ultimate value to you, require you to come to class prepared (read assignments), bringing questions and comments to stimulate discussions.

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 us an email during the week (M-F) you can expect a reply within 24 hours. We will reply on weekends as we are able.

ASSESSMENT

Item	Weight
Perusall Readings	.15
Exams (Written and Practical)	.25
Peer Teaching	.15
Observations	.10
Projects	.30
Attendance at FMEA and each CNA/fME meeting	.05

Grading Scale		Letter to Numerical Grade Conversion	
		<i>Letter Grade</i>	<i>Numerical Equivalent</i>
100	A+		
93-99	A		
90-92	A-	A+	100
87-89	B+	A	95
83-86	B	A-	91
80-82	B-	B+	88
77-79	C+	B	85
73-76	C	B-	81
70-72	C-	C+	78
67-69	D+	C	75
63-66	D	C-	71
60-62	D-	D+	68
59 & below	F	D	65
		D-	61
		F	55

COURSE CALENDAR

WEEK/DATE	TOPIC
1 (1/12 & 1/14)	Introduction to the Class / FMEA Conference
2 (1/19 & 1/21)	FMEA Discussion; Adolescents and Music; Administrative Perspectives on Music in Secondary Schools
3 (1/26 & 1/28)	Development of Musical Identity; Musicking for Life; Guitar Guitar
4 (2/2 & 2/4)	Cognitive Development; Musicking for Life; Guitar
5 (2/9 & 2/11)	Musical Agency; Technological Approaches; Guitar
6 (2/16 & 2/18)	Finding Belonging Through Music; Technological Approaches; Guitar
7 (2/23 & 2/25)	Experiencing Community Through Music; Guitar; Recharge Day
8 (3/2 & 3/4)	Music and Social Identity; Administration of Secondary Music Programs; Guitar
9 (3/9 & 3/11)	Administrative Project Workgroups & Recharge Day
10 (3/16 & 3/18)	Emerging Leadership and the Future; Musical Performance
11 (3/23 & 3/25)	Listening & Advocating for Adolescent Musicking; Musical Performance
12 (3/30 & 4/1)	Why Music Matters to Adolescents; Musical Performance
13 (4/6 & 4/8)	Music Composition & Songwriting
14 (4/13 & 4/15)	Music Listening & Assessment
15 (4/20)	Project Presentations

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