

SYLLABUS  
University of Florida | School of Music

***MUE 2040 Music Teaching as a Profession***

Fall 2021  
Monday, Wednesday, & Friday Period 3  
(9:35-10:25)

**Professor: Dr. Elizabeth Schultz**  
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**Office Hours:** M/W Period 4

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***Course Description***

This course continues the examination of music teaching as a profession and builds upon the themes explored in *Exploring Music Teaching and Learning*. This course is designed for students enrolled in the Bachelor of Music Education degree program.

Prerequisite: MUE 1090 Exploring Music Teaching and Learning.

***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 and/or found musical 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.
- Connect course content to experiences in a variety of fieldwork settings.
- Write professionally about topics in music education using APA style.

***Required Textbook***

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

### ***Required Membership and Participation***

All music education students must join the student chapter of the National Association for Music Education (NAfME). You must attend the monthly CNAfME meetings. Attendance is taken at meetings and you are expected to attend. 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 (GKT) before the last day of class. Submit a copy of your registration confirmation to Dr. Schultz **by December 8th**. 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!

### ***Required Computer Capabilities***

Throughout the semester we will use Canvas, Microsoft word, and Zoom as needed. To use these resources, you will need to have a computer. The Microsoft software is available for free for you to use as a UF student. It is expected that you have a working computer and that all assignments are typed and submitted as a Word Document unless otherwise noted.

### ***Additional Resources***

1. A Canvas course will be used almost exclusively in this class. To access it use a web browser of your choice and use 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, <https://disability.ufl.edu/>) 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>, (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***

Students in this class are participating in the course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s Canvas learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Thank you for serving as a partner in this important effort.

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/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 occur during class meetings as well as discussions and/or assignments are essential to meeting the course objectives. Your verbal skills, critical and creative thinking abilities, and overall understanding will be directly linked to 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. Additionally, occasionally messages and announcements will go out to you through Canvas. To ensure you do not miss any important information, please make checking both your email and Canvas messages a consistent part of your routine.

## ASSIGNMENTS

All assignments are due on the date specified in Canvas. 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 you are sick (doctor's excuse required), in quarantine and unable to complete work, or are dealing with a death in your immediate family. Please speak with Dr. Schultz to make arrangements to complete missed assignments as early as possible. ***All assignments are expected to be submitted as a typed Microsoft Word document unless otherwise noted.***

- **Reading Reflection:** For each assigned reading, you will submit to Canvas a citation using APA format, 1-2 main ideas, and 1 question to discuss in class.
- **Field Experience and Reflections:** Throughout this course, you will complete 10 virtual observations in a variety of elementary and secondary music classrooms. Due to COVID-19, each observation will be completed with Perusall. More information about where to complete observations, virtual observation opportunities, and how to schedule your observations will be discussed in class.
- **Lightning Talk:** You will give a 5-minute or less in class presentation on a found article from *Music Educators Journal*. Article selection procedures will be discussed in class. Be prepared to share your big take-away points from what you read and what the implications are for your future classroom.
- **In-Class Teaching Exercises:** On three occasions, you will teach a music lesson to the class. The first two will be 5-7 minutes and the final teaching episode will be about 10 minutes long. A lesson plan format will be provided and you are expected to record each of your teaching episodes. More information can be found in Canvas.
- **Philosophy of Music Education:** You will craft your philosophy of music education (2 page minimum) and include APA-formatted citations to support your ideas. Questions to consider while writing your philosophy includes:
  - 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?
- **Other Assignments:** Please see Canvas for more specific information about these assignments.
- **Midterm Exam:** Taken during week 8.
- **Final Exam:** Taken during our assigned final exam time (**December 16<sup>th</sup> from 3-5 pm**).

## ASSESSMENTS

<u>Assessment Task</u>	<u>Weight</u>
Reading Reflection	10%
Other Assignments	15%
Field Experience Reflections	15%
Lightning Talk	10%
In-Class Teaching Exercises	15%
Philosophy of Music Education	10%
Midterm Exam	10%
Final Exam	15%

### 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-
0-59	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>Topic</b>	<b>Due by 9:35 am (unless otherwise noted)</b>
8/23	Class Introductions Connecting to the Profession	
8/25	History of the Profession	<b><u>Assignment:</u></b> Influential Teacher Essay
8/27	Imagining Your Classroom	<b><u>Read:</u></b> Chapter 4
8/30	Presenting Instruction	<b><u>Read:</u></b> Chapter 5
9/1	Designing Instruction	<b><u>Read:</u></b> Chapter 6
9/3	Universal Design and Musical Instruction	<b><u>Read:</u></b> <i>Square Peg for a Square Hole</i> (Located in Canvas)
9/6	No Classes (Labor Day)	
9/8	Teaching Musical Competency	<b><u>Read:</u></b> Chapter 7
9/10	Friday Field Experience 1	<b><u>Assignment:</u></b> Field Experience Reflection 1 due BY Sunday 9/12 at 11:59 pm
9/13	Assessing Students	<b><u>Read:</u></b> <i>An Emerging Process of Assessment in Music Education</i> (Located in Canvas)
9/15	Assessing Musical Growth	<b><u>Read:</u></b> Chapter 11
9/17	Friday Field Experience 2	<b><u>Assignment:</u></b> Field Experience Reflection 2 due BY Sunday 9/12 at 11:59 pm
9/20	Assessing Creativity	<b><u>Read:</u></b> <i>Authentic Assessment in Music Composition</i> (Located in Canvas)
9/22	Who Are Your Students?	<b><u>Read:</u></b> Chapter 8

9/24	Friday Field Experience 3	<b><u>Assignment:</u></b> Field Experience Reflection 3 due BY Sunday 9/12 at 11:59 pm
9/27	In Class Teaching 1	<b><u>Assignment:</u></b> Teaching Assignment 1
9/29	In Class Teaching 1	
10/1	Friday Field Experience 4	<b><u>Assignment:</u></b> Field Experience Reflection 4 due BY Sunday 9/12 at 11:59 pm
10/4	Teaching to Your Student Interests	<b><u>Read:</u></b> <i>Building Inclusive, Effective Twenty-First-Century Music Programs</i> (Located in Canvas)
10/6	Creating and Teaching “Non-Traditional” Music Classes	
10/8	No Class (UF Homecoming)	
10/11	Teaching by Rote	<b><u>Read:</u></b> <i>Playing by Ear Foundation or Frill?</i> (Located in Canvas)
<b>10/13</b>	<b><i>MIDTERM (Completed in class)</i></b>	
10/15	Friday Field Experience 5	<b><u>Assignment:</u></b> Field Experience Reflection 5 due BY Sunday 9/12 at 11:59 pm
10/18	In Class Teaching 2	<b><u>Assignment:</u></b> Teaching Assignment 2
10/20	In Class Teaching 2	
10/22	Friday Field Experience 6	<b><u>Assignment:</u></b> Field Experience Reflection 6 due BY Sunday 9/12 at 11:59 pm
10/25	What Students Learn	<b><u>Read:</u></b> Chapter 9
10/27	How Students Learn	<b><u>Read:</u></b> Chapter 10



10/29	Friday Field Experience 7	<b><u>Assignment:</u></b> Field Experience Reflection 7 due BY Sunday 9/12 at 11:59 pm
11/1	Culturally Responsive Teaching	<b><u>Read:</u></b> <i>The Skin That We Sing</i> (Located in Canvas)
11/3	Equity, Equality, Diversity, and Inclusion	<b><u>Read:</u></b> <i>Equity in Music Education the Journey...</i> (Located in Canvas) <i>Equity in Music Education – Cultural Appropriation...</i> (Located in Canvas) *Both readings together 7 pages long*
11/5	Friday Field Experience 8	<b><u>Assignment:</u></b> Field Experience Reflection 8 due BY Sunday 9/12 at 11:59 pm
11/8	Special Education Policy in the Music Classroom	<b><u>Read:</u></b> <i>Legal Aspects of Teaching Music Students with Disabilities</i> (Located in Canvas)
11/10	Teaching Music to Students with Varying Abilities	<b><u>Read:</u></b> <i>Recent and Continuing Initiatives and practices in Special Education</i> (Located in Canvas) <b><u>Assignment:</u></b> Lightning Talk article submissions (to make sure there are no repeats!)
11/12	Friday Field Experience 9	<b><u>Assignment:</u></b> Field Experience Reflection 9 due BY Sunday 9/12 at 11:59 pm
11/15	Lightning Talks	<b><u>Assignment:</u></b> Lightning Talk
11/17	Building an Inclusive Classroom	

11/19	Friday Field Experience 10	<b><u>Assignment:</u></b> Field Experience Reflection 10 due BY Sunday 9/12 at 11:59 pm
11/22	Building a Philosophy	<b><u>Read:</u></b> <i>Philosophy + Advocacy = Success</i> (Located in Canvas)
11/24 & 11/26	No Class (Happy Thanksgiving!)	
11/29	Teacher Identity	<b><u>Read:</u></b> <i>Mapping Your Place</i> (Located in Canvas)
12/1	Educational Psychology	<b><u>Read:</u></b> <i>Their Own Best Teachers</i> (Located in Canvas)
12/3	In Class Teaching 3	<b><u>Assignment:</u></b> Teaching Assignment 3
12/6	In Class Teaching 3	<b><u>Assignment:</u></b> Philosophy of Music Education
12/8	Review	<b><u>Assignment:</u></b> Proof of GKT
<b><i>FINAL EXAM</i></b>	<b><i>THURSDAY 12/16 3 – 5 pm</i></b>	

***This syllabus is a guide and may be adjusted if needed during the semester.***