

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**

Readings will be distributed via Course Reserves.

**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 [\[https://disability.ufl.edu/students/get-started/\]](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 [\[https://sccr.dso.ufl.edu/process/student-conduct-code/\]](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) [\[http://www.police.ufl.edu/\]](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 [\[https://ufl.bluer.com/ufl/\]](https://ufl.bluer.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.

In addition to all assigned course readings, students will complete the following assignments and projects. *Additional information about them will be provided in class.*

### **FMEA REFLECTIONS**

If you will be attending the FMEA Conference: Write a 1-2 page (word-processed, double-spaced) reflection on two sessions you attend during the conference. Describe (summarize) the session, discuss what you learned, and reflect on how you might apply the information now or in

the future as a musician and teacher. Submit these reflections to the Canvas course site before Friday, January 22nd at 1:55 PM. Be prepared to discuss them during class on that day.

If you are unable to attend the FMEA Conference: Watch two TedTalks videos, selected from the list that can be found at [<https://tinyurl.com/mue1090-ted>], and then write a 1-2 page (word-processed, double-spaced) reflection on them. Describe (summarize) the “talk,” discuss what you learned, and reflect on how you might apply the information now or in the future as a musician and teacher. Submit these reflections to the Canvas course site before Friday, January 22nd at 1:55 PM. Be prepared to discuss them during class on that day.

### **READING REACTION REPORTS**

For each assigned reading, provide a summary of the content of the article, then give a personal reaction to the article/chapter. Each summary/reaction should be approximately 1-2 typewritten (double-spaced) pages. Submit your reaction report to Canvas.

### **MUSICAL BIOGRAPHY**

Your approach to teaching is strongly influenced by your beliefs. Your beliefs may be determined by your family background, education, and/or personal experiences. By reflecting on these factors, you can better understand why you believe what you do about music teaching and learning. Before writing this statement, take considerable time to reflect on your personal history and musical history. Please provide thoughtful answers to the areas outlined below and be as personal as you feel comfortable being. Please consider:

- Your personal background
- Significant personal and musical events in your life
- Reasons for wanting to be a teacher
- Preparing to teach: What do you need to learn about to prepare yourself to become a good teacher? In what UF classes do you think you will gain this knowledge? What types of experiences will you need to have at UF to become a good teacher?

### **MUSIC CLASS OBSERVATION**

Students will complete a video observation of a music classroom in a public school, observing the music teaching/learning process according to criteria discussed in class. Reports of these observations will be submitted to Canvas.

### **LESSON PLAN AND TEACHING**

Students will develop and teach a brief lesson to members of the class. This project will include the development of an abbreviated lesson plan, teaching the lesson (which may be musical or non-musical – e.g., how to make a paper airplane), and self-assessment of your teaching. Specific details about this project will be provided in class

### **PEDAGOGIC CREED**

Write a pedagogic creed that relates what you believe about music education at this point. Specific details about this assignment will be shared in class and can be found on Canvas.

## ***ASSESSMENT***

<b>ASSESSMENT TASK</b>	<b>WEIGHT</b>
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
My Pedagogic Creed	.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>	<b>Assignment</b>
January 7	Welcome! Professional Development and the Wider Profession	
14	FMEA Conference	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 <a href="https://tinyurl.com/mue1090-ted">[https://tinyurl.com/mue1090-ted]</a> , and write a reflection on each of them.
21	Teacher Characteristics and Professionalism	READ: Available through Course Reserves <b>DUE:</b> Reading Reaction Report #1  <b>DUE:</b> FMEA/TedTalks Reflections
28	CNAfME Meeting	<b>DUE:</b> Musical Biography
February 4	Knowledge, Skills, and Dispositions of Music Teachers	READ: Available through Course Reserves <b>DUE:</b> Reading Reaction Report #2
11	Observing Music Teaching	
18	CNAfME Meeting	
25	Introduction to Ukulele	<b>DUE:</b> Observation Report
March 4	Beliefs about Learning and	READ: Available through Course Reserves <b>DUE:</b> Reading Reaction Report #3

	Teaching – Marshall presents instructions for lesson plan & delivery	
18	CNAfME Meeting	
25	Let's Teach!	<b>DUE:</b> Lesson Plan and Teaching
April 1	The Path to a Music Education Degree @ UF	<b>DUE:</b> Reflection on teaching video
8	CNAfME meeting	
15	Ukulele Jam	<b>DUE:</b> Pedagogic Creed

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