

SYLLABUS
University of Florida | School of Music

Music in Secondary Schools
MUE 3330 (3 credit hours)

Spring 2022
T/R Periods 2 – 3
(8:30-10:25)

Professor: Dr. Elizabeth Schultz
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appointment

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Course Description

Fundamental principles and procedures of music education in the secondary school. This class will address general principles of music teaching and learning for all types of secondary level school music classes. A particular focus will be on engaging students who are not part of traditional performance ensembles through curricula and pedagogies that will empower them to be able to meaningfully engage in musical experiences throughout their lives.

Prerequisites: MUE 2040 & MUE 3311

Course Goals and Objectives

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 characteristics important to the development of adolescent students;
3. discuss 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): composing/arranging, improvising, 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 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.

Required Textbook

N/A

Recommended Materials: Guitar (borrowed or individually owned). If you would like suggestions for purchasing one, let Dr. Schultz or any GA know)

Other Required Materials

- 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.
- In addition to a NAfME membership, students are required to purchase a membership to LiveText. This is required for all teacher certification programs and serves as a way to track assessments related to all of your core coursework. You should already have a LiveText account from MUE 3311.
- Video recording device (smartphones and tablets are fine).
- Computer with Microsoft Word (this is free for you to download as a student).

School Safety and Crisis Management Microcourse

This minicourse, a requirement of the College of Education, will be made available to you in Canvas. ***You must pass this microcourse to pass MUE 3330.*** It is extremely important you take your time, read carefully, and do your best work when completing the course.

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 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 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.bluer.com/ufl/.

EXPECTATIONS

Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with [university policies](#). 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 peers, 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. Schultz 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. Schultz as soon as possible. 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

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.***

Students will complete the following assignments and projects. Additional information will be provided in class and made available on Canvas.

- **FMEA Conference Reflection:** There are 2 options for this assignment:
 - *If you attend the FMEA Conference:* Attend two sessions and write a reflection for each session. The two reflections should be combined into a single document, double-spaced, and 1-2 pages in length. 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 by the due date/time listed on the syllabus.
 - *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 word-processed, double-spaced reflection on them. The two reflections should be combined into a single document, with each reflection 1-2 pages in length. 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 by the due date/time listed on the syllabus. Be prepared to discuss them during class on that day.
- **Perusall Assignments:** Each assignment will be due by 11:59 PM on the Sunday after they are assigned. Perusall is an online platform for you to read and collaboratively annotate and discuss with your peers. Effective annotations deeply engage points in the readings, stimulate discussion, offer informative questions or comments, and help others by addressing their questions or confusions. See this [scoring example document](#) for an evaluation of sample comments for substantive contribution.
 - You can start a new annotation thread in a Perusall reading assignment by highlighting text, then asking a question or posting a comment. You can also add a reply to an existing thread. I've found Perusall to be pretty self-explanatory but [more information](#) on how to use it is available on the Perusall website.
- **CNAfME Meetings:** There will be four CNAfME meetings on Fridays from 1:55-2:45 pm. Dates can be found in Canvas. After each meeting, write a 1-2 paragraph reflection (double spaced) exploring your main take aways, applications for your future classroom, or ideas that stood out to you. The reflection will be due by 8:30 am on the Tuesday class meeting following the CNAfME meeting.
- **Field Experience:** You will be assigned a placement with a local secondary music teacher and complete a number of observations and teaching assignments in that setting. It is

your responsibility to make their assigned teacher aware of the requirements for this assignment, and to schedule and complete the required components. Additional information about the fieldwork component of the course will be provided during the first few class meetings. During the weeks you participate in field work experiences, there will be no class meetings on Thursdays (February, March, and early April)

- Unit Plan: You will write a unit plan that consists of three lesson plans that will be (a) applicable to secondary music education, (b) organized around a unifying concept and/or skill, and (c) engage students in one or more of the fundamental musical experiences: composition/arranging, improvisation, the performance of others' music, and/or music listening. A successful unit plan will allow students to engage in activities or experiences that enrich their musical learning and demonstrate an understanding of student prior knowledge essential for success in the lesson, state standards, student learning outcomes, procedures, and strategies for assessment. Further details will be provided in class.
- Philosophy and Rationale for Secondary Music Education: This assignment will be a philosophy and rationale that is specific to teaching music in secondary schools. Additional details will be made available in Canvas.
- Other Assignments: There will be several assignments in this area you will be expected to complete both as in-class and out of class assignments. See Canvas for additional details and information about these assignments.
- Florida Educational Accomplished Practices (FEAPs): As a part of this class you will be assessed on several of the Florida Educational Accomplished Practices (FEAPs). These assessments will be embedded in our class activities. Demonstrating competency in the FEAPs both before and during student teaching is a state of Florida requirement for teacher certification. More information about this will be available in Canvas.
- Microcourse: Complete the School Safety and Crisis Management Microcourse. More information will be provided in class.

ASSESSMENTS

<u>Assessment Task</u>	<u>Weight</u>
Perusall Assignments	15%
Other Assignments	30%
Field Experience	15%
Unit Plan	15%
Philosophy & Rationale	15%
Microcourse	0%
FEAPs	0%
FMEA Reflection	5%
CNAfME Attendance	5%

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

		Topic
January	6	Class Introduction
	11	Musician & Teacher Identity Development
	13	No Class – FMEA (January 13-16)
	18	FMEA & Professional Development
	20	<ul style="list-style-type: none"> • Teaching Middle Schoolers • Guitar
	25	<ul style="list-style-type: none"> • Teaching High Schoolers • Guitar
	27	<ul style="list-style-type: none"> • Developing Student Musicianship Long-Term • Guitar
	28	CNAfME Meeting (1:55-2:45 in MUB 120)
February	1	<ul style="list-style-type: none"> • Effective Teaching • Guitar
	3	No Class – Field Experience Day
	8	<ul style="list-style-type: none"> • Musical Agency • Guitar
	10	No Class – Field Experience Day
	15	<ul style="list-style-type: none"> • Teaching Creativity • Guitar
	17	No Class – Field Experience Day
	18	CNAfME Meeting (1:55-2:45 in MUB 120)
	22	Teaching with Technology
	24	No Class – Field Experience Day
March	1	Songwriting

	3	No Class – Field Experience Day
	8 - 10	No Class – Spring Break
	15	Teaching Creativity
	17	No Class – Field Experience Day
	18	CNAfME Meeting (1:55-2:45 in MUB 120)
	22	<ul style="list-style-type: none"> • Philosophy Development Throughout a career • Playing by Ear
	24	No Class – Field Experience Day
	29	<ul style="list-style-type: none"> • Modern Band and other “Nontraditional” music electives
	31	No Class – Field Experience Day
April	5	Assessment
	7	No Class – Field Experience Day
	8	CNAfME Meeting (1:55-2:45 in MUB 120)
	12	<ul style="list-style-type: none"> • Developing a Curriculum • The Many ‘Hats’ of a Secondary Teacher
	14	<ul style="list-style-type: none"> • Administration Workgroups • Growing Your Program
	19	Unit Plan Presentations
	21 - 22	Reading Days (No classes)

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