

MUE 2040 *Introduction to Music Education*

**University of Florida
School of Music**

Fall 2022

M W F Period 3 (9:35-10:25am)
Music Building, 145

Instructors:

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Office Hours: M/W 10:30- 11:30 or by appointment

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. The course will include some basic guitar skills instruction. Some components of the course will be taught and demonstrated through a guitar classroom model.

Prerequisite: MUE 1090 Exploring Music Teaching and Learning.

Course Goals & Objectives

Through full participation in this course, students will:

- Describe the role of public school music teachers and evolving practices 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, Music Learning Theory, Informal Learning, Social Emotional Learning.
- Connect course content to experiences in a variety of fieldwork settings.
- Demonstrate beginning guitar skills and apply basic teaching concepts to a guitar classroom environment.

Required Textbook

Raiber, M. & Teachout, D. (2022). *The Journey from Music Student to Teacher: A Professional Approach* (2nd ed.). New York: Routledge. ISBN 9780367620462

Additional Required readings will be provided. Access to the University of Florida VPN will be necessary if off campus.

NAfME membership requirement:

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 receive a grade for this class, you must register for the Florida General Knowledge Test (GKT) **before the last day of class. If you do not register in time, you will receive a grade of 'Incomplete' for the course until you register.** Submit a copy of your registration confirmation in Canvas by November 30th. 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!

Late Work

Late work will generally not be accepted. Accommodations, modifications, and extensions may be provided on a case-by-case basis upon communication and approval of the instructors.

Attendance

Attendance is mandatory for the class and is expected and reflective of professional interest and commitment. Students will be allowed **TWO absences**, then for each absence after two, the student's course grade will be lowered by 5 percentage points per absence. Extenuating circumstances will be considered on an individual basis. Students will be responsible for the work and materials missed.

Students are expected to be prompt and ready to begin at the designated start time. This includes having materials out and ready for class. 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 absence.

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>

Grading Scale

A Mastery-based grading approach will be utilized in this course. Grades on individual assignments will be reported on a scale from 0-4. See the chart below for specific details.

Be sure to note that canvas percentages are not standard! We will review this in-depth in class.

UF Reporting	Mastery- Based Grading on Individual Assignments	Canvas Percentages
A	4	100-92
A-		<92-84
B+		<84-77
B	3	<77-70
B-		<70-63
C+		<63-56
C	2	<56-49
C-		<49-42
D+		<42-35
D	1	<35-28
D-		<28-21
F		<21-0

Additional information on grades and grading policies is available here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

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.

- 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/>
- Selected readings and other resources may be placed on reserve in the Architecture and Fine Arts Library: <http://www.uflib.ufl.edu/music/>

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 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/>

Communications

Students are expected to check their UF email account daily for course announcements. All communication is expected to be professional and courteous. When contacting a professor, TA, or classmate, please begin your email with a greeting and sign your name at the conclusion of the message. If you send an email to the professor(s) during the week (M-F), you can expect a reply within 24 hours (barring any extenuating circumstances).

<u>Assessments</u>	<u>Points</u>
Reading & CNAFME Reflections	20%
Observation Forms (6)	15%
In-Class Teaching Exercises (3)	20%
Essays of Music Education (2)	15%
External Teaching Experiences (4)	15%
Guitar (4)	15%

Reading Reflections: For each assigned reading, you will summarize main ideas, and create at least 1 question for class discussion. Sources must be cited in APA 7 form for full credit and be approximately 1-2 paragraphs in length. For help with APA 7 visit: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Field Observation Forms: Throughout this course, you will complete 6 observations in a variety of elementary and secondary music classrooms. *To count as an observation, you may not teach for any part of the lesson.* Following each observation, you will submit an observation guide with the included reflection prompts. Once you have completed your observation guide, you will upload it to Canvas. More information about where to complete observations, virtual observation opportunities, and how to schedule your observations will be discussed in class. Three observations will be scheduled by the professors to get you started, then you will schedule an additional three on your own.

In-Class Teaching experiences: On 3 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 template 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 Essay: 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 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?

External Teaching Experiences: Throughout the semester you will complete 4 brief teaching experiences total outside of the class. Each experience will include a lesson plan, 20-30 min. video recording uploaded on Canvas/Youtube, and a brief one page reflection. Students will find a student (roommate, sibling, Mom, friend, private lesson student, anyone!) to teach any instrument. This might include teaching your primary instrument to someone. This assignment will be discussed thoroughly in class.

Guitar: You will complete four guitar assignments throughout the semester. Two assignments will be recorded and submitted in Canvas, two will be performed live in class. More information can be found in Canvas and will be provided in class.

COURSE CALENDAR

		Topic	Assignment
1	8/24	Class Introduction Building Relationships Connecting to the Profession	
	8/26	History of the Profession	Assignment: Influential Teacher Essay DUE- Friday (11:59pm)
2	8/29	Imagining Your Classroom	Read & Reflect: Chapter 4 DUE- Morning before class (8am)
	8/31	Presenting Instruction	Read & Reflect: Chapter 5 DUE- Morning before class (8am)
	9/2	Guitar Introduction (1)	
3	9/5 No Class Meeting	NO CLASS- LABOR DAY	
	9/7	Designing Instruction/ Writing Lesson Plans	Read & Reflect: Chapter 6 DUE- Morning before class (8am)
	9/9 No Class Meeting	NO CLASS- Observation #1	Assignment: Observation #1 DUE- Friday (11:59pm) Assignment: External Teaching Experience 1- Lesson Plan DUE- Friday (11:59pm)
4	9/12	Universal Design and Musical Instruction	Read & Reflect: <i>Square Peg for a Square Hole</i> (in Canvas) DUE- Morning before class (8am)
	9/14	Teaching Musical Competency	Read & Reflect: Chapter 7 DUE- Morning before class (8am)
	9/16	Guitar Instruction (2)	Assignment: External Teaching Experience 1- Video & Reflection

			DUE- Friday (11:59pm)
5	9/19	Assessing Students	<u>Read & Reflect:</u> <i>An Emerging Process of Assessment in Music Education</i> (in Canvas) DUE- Morning before class (8am)
	9/21	Assessing Musical Growth	<u>Read & Reflect:</u> Chapter 11 DUE- Morning before class (8am)
	9/23 No Class Meeting	NO CLASS- Observation #2	<u>Assignment:</u> Observation #2 DUE- Friday (11:59pm)
6	9/25	Assessing Creativity	<u>Read & Reflect:</u> <i>Authentic Assessment in Music Composition</i> (in Canvas) DUE- Morning before class (8am)
	9/28	Guitar (3) Review writing lesson plans	<u>Assignment:</u> Guitar Test 1- Recorded Song DUE- Friday (11:59pm)
	9/30 No Class Meeting	NO CLASS- Observation #3	<u>Assignment:</u> Observation #3 DUE- Friday (11:59pm) <u>Assignment:</u> External Teaching Experience 2- Lesson Plan DUE- Friday (11:59pm)
7	10/3	In Class Teaching 1	<u>Assignment:</u> In-class Teaching Exercise 1
	10/5	In Class Teaching 1	<u>Assignment:</u> External Teaching Experience 2- Video & Reflection DUE- Friday (11:59pm)
	10/7 No Class Meeting	NO CLASS- UF HOMECOMING	
8	10/10	Who are Your Students?	<u>Read & Reflect:</u> Chapter 8 DUE- Morning before class (8am)
	10/12	Teaching to Your Student Interests	<u>Read & Reflect:</u>

			<i>Factors that Affect Participation in Secondary School Music: Reducing Barriers and Increasing Access</i> (in Canvas) DUE- Morning before class (8am)
	10/14 No Class Meeting	NO CLASS- Observation #4	Assignment: Observation #4 (Scheduled on your own) DUE- Friday (11:59pm) Assignment: External Teaching Experience 3- Lesson Plan DUE- Friday (11:59pm)
9	10/17	Teaching by Rote	Read & Reflect: <i>Playing by Ear Foundation or Frill?</i> (in Canvas) DUE- Morning before class (8am)
	10/19	Guitar Skills – Live Test	Assignment: Guitar Test 2- In Class
	10/21	GUEST- Dr. Azzara	Assignment: External Teaching Experience 3- Video & Reflection DUE- Friday (11:59pm)
10	10/23	In Class Teaching 2	Assignment: In-class Teaching Exercise 2
	10/26	In Class Teaching 2	
	10/28 No Class Meeting	NO CLASS- Observation #5	Assignment: Observation #5 (Scheduled on your own) DUE- Friday (11:59pm)
11	10/31	What Students Learn	Read & Reflect: Chapter 9 DUE- Morning before class (8am)
	11/2	How Students Learn	Read & Reflect: Chapter 10 DUE- Morning before class (8am)
	11/4	Informal Learning Guitar (4)	Assignment: Guitar Test 3- Recorded Song DUE- Friday (11:59pm)
12	11/7	Culturally Responsive Teaching	Read & Reflect: <i>The Skin That We Sing</i> (in Canvas) DUE- Morning before class (8am)

	11/9	Equity, Equality, Diversity, and Inclusion	<p><u>Read & Reflect:</u> <i>Equity in Music Education the Journey...</i> (in Canvas) <i>Equity in Music Education – Cultural Appropriation...</i> (in Canvas) *Both readings together 7 pages long* DUE- Morning before class (8am)</p>
	11/11 No Class Meeting	NO CLASS- Observation #6	<p><u>Assignment:</u> Observation #6 (Scheduled on your own) DUE- Friday (11:59pm)</p> <p><u>Assignment:</u> External Teaching Experience 4- Lesson Plan DUE- Friday (11:59pm)</p>
13	11/14	Special Education Policy in the Music Classroom	<p><u>Read & Reflect:</u> <i>Legal Aspects of Teaching Music Students with Disabilities</i> (in Canvas) DUE- Morning before class (8am)</p>
	11/16	Teaching Music to Students with Varying Abilities	<p><u>Read & Reflect:</u> <i>Recent and Continuing Initiatives and practices in Special Education</i> (in Canvas) DUE- Morning before class (8am)</p>
	11/18	GUEST- Dr. Abril	<p><u>Assignment:</u> External Teaching Experience 4- Video & Reflection DUE- Friday (11:59pm)</p>
14	11/21	Building a Philosophy <ul style="list-style-type: none"> remind GKT registration 	<p><u>Read & Reflect:</u> <i>Philosophy + Advocacy = Success</i> (in Canvas) DUE- Morning before class (8am)</p> <p><u>Assignment:</u> Philosophy of Music Education Essay DUE- Friday (11:59pm)</p>
	11/23 & 25 No Class Meeting	No Class (Happy Thanksgiving!)	
15	11/28	Teacher Identity	<p><u>Read & Reflect:</u> <i>Mapping Your Place</i> (in Canvas) DUE- Morning before class (8am)</p>

	11/30	Building Relationships with Students and Classroom Management	<p><u>Read & Reflect:</u> <i>Improving Music Teaching through Interpersonal Relationships</i> (in Canvas) DUE- Morning before class (8am)</p> <p><u>Assignment:</u> Proof of General Knowledge Test</p>
	12/2	Guitar Test-In Class	<p><u>Assignment:</u> Guitar Test 4- Live DUE- Friday (11:59pm)</p>
16	12/5	In Class Teaching 3	<p><u>Assignment:</u> In-class Teaching Exercise 3 DUE- Friday (11:59pm)</p>
	12/7	In Class Teaching 3	
	12/15	FINAL EXAM (7:30AM - 9:30AM)	TBA

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