

SYLLABUS
School of Music | University of Florida
Music in Secondary Schools
MUE 3330 | Spring 2024 | T/R periods 2-3 | 3 credits

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Graduate Assistants
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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

REQUIRED TEXTS

Woody, R. H. (2024). *Music learning and development*. Rowman & Littlefield.

OTHER REQUIRED MATERIALS

- Guitar: Borrowed from UF or your own
- Video recording device - smartphones and tablets are acceptable.
- LiveText – As a music education major, you 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.
- 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 readings and other resources will be available via the Canvas course site.

ABOUT YOUR GRADUATE ASSISTANTS

- **CHRIS FERREL** Chris Ferrell is a 1st-year student in the PhD in Music Education program. He holds a BME in Music Education from The Ohio State University, an MM in Music Education from the University of Cincinnati, College-Conservatory of Music, and an MEd in School Administration from Saint Joseph's College. He taught public school for a decade, primarily as a high school teacher of Choral Music, Theatre, and the Marching Arts, while also teaching classes in music theory and piano. His research interests include choral music repertoire selection; diversity, equity, inclusion and accessibility within music education; and music teacher education.
- **ERIC MURIANKI** is a 3rd-year student in the PhD in Music Education program. He holds a bachelor's and a master's degree in music education from Kenyatta University, Nairobi-Kenya. He is the current director of UF Pazen Sauti Africa Choir, the founder and director of Sounds of Sub-Sahara band, and a lead guitarist of the UF Afro Pop ensemble. His research interests include choral and popular music pedagogies and music teacher education.
- **EDWARD WHITE** is a 3rd-year student in the PhD in Music Education program. He received a BM in jazz studies from Florida State University and a MM in music education from UF. His research interests include improvisation pedagogy, creativity, and technology in music education. He has taught elementary general music, middle & high school guitar ensemble/modern band, and high school music theory.

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 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): 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 focused on during this course can be found in the Canvas course site.

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/>]. 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 GRADES AND GRADE POINTS POLICY

The university grades and grade points policy can be viewed here: [<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradingpoliciestext>].

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/>] 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 in distress [<https://umatter.ufl.edu>].
- 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.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need [<https://shcc.ufl.edu>].
- University Police Department
352-392-1111 (or 9-1-1 for emergencies) [<http://www.police.ufl.edu/>]
- 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 [<https://ufhealth.org/emergency-room-trauma-center>].
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website [<https://gatorwell.ufsa.ufl.edu>] or call 352-273-4450.

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.bluera.com/ufl/>]. Summaries of course evaluation results are available to students at [<https://gatorevals.aa.ufl.edu/public-results/>].

EXPECTATIONS

ATTENDANCE

Attendance at all course meetings is expected and required as a part of your enrollment in this class. Active participation in class activities is critical to the achievement of the learning objectives for this course, and many class activities cannot be effectively replicated for make-up work outside of class interactions. In addition, attendance at professional commitments (such as class meetings) is a critical dispositional skill for music teachers.

The University of Florida recognizes the following acceptable reasons for absence from class: illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). The University also recognizes the right of instructors to require documentation for absences other than religious holidays.

The music education faculty recognize that it is occasionally necessary for students to be absent from class for reasons other than those listed above. Personal commitments, self-care, and balancing workload are necessities for all people, including students and teachers. As developing teachers, however, it is important that students develop the ability to navigate these challenges while still fulfilling their professional obligations. Therefore, the faculty have adopted the following attendance policies:

- Absences for reasons recognized by the University of Florida (listed above) are always excused with proper documentation. Documentation must be provided to the instructor no later than two weeks after the student returns to class. This includes absences for illness. Note: A *Verification of Visit* form from the Student Health Care Center (SHCC) is not considered a medical excuse note. See the SHCC's policy on excuse notes [here](https://shcc.ufl.edu/forms-records/excuse-notes/) [https://shcc.ufl.edu/forms-records/excuse-notes/].
- Students will be excused for absences from two class periods (note that MUE 3330 meets for double class periods on Tuesdays and some Thursdays) per semester that are undocumented or occur for reasons other than those listed above ("personal absence"). Students are responsible for maintaining an awareness of how many times they have been absent and whether those absences have been excused or unexcused.
- Each undocumented or personal absence beyond the 2-absence limit will incur a 5% deduction from the final course grade.
- If a student is late to a class meeting without a documented and approved reason, they will be considered tardy. Three tardies will result in a 5% deduction from the final course grade.

CLASS PARTICIPATION

Because active and articulate oral interchange increases verbal skills and promotes a stimulating classroom atmosphere, the instructors 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
Reading Assignments (Perusall)	.15
Field Experience	.25
Guitar Skills	.10
Popular Music: Song Share	.05
Popular Music: Cover Song	.10
Popular Music: Timeline	.10
Popular Music: Songwriting	.10
School Safety and Crisis Management Microcourse (must be passed to pass MUE 3330)	.00
Unit Plan	.10
Attendance at FMEA (or alternative assignment) and each CNA/ME meeting	.05

Grading Scale		Letter to Numerical Grade Conversion		
100	A+		<i>Letter Grade</i>	<i>Numerical Equivalent</i>
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

Further details and specific assignments can be found in Canvas and will be discussed in class.

In general, campus-based classes meet on Tuesdays from 8:30-10:25 AM and on Thursdays from 8:30-9:20 AM. Exceptions to this will be provided. Field-based class meeting times will vary and be announced as soon as they are established.

DATE	TOPICS
1/9 & 1/11	<ul style="list-style-type: none"> • Introduction to the class • Attend the FMEA Conference (January 11-13)
1/16 & 1/18	<ul style="list-style-type: none"> • Professional development in music education • Introduction to Music Learning and Development • Song Share Project Guidelines • Guitar
1/23 & 1/25	<ul style="list-style-type: none"> • Motivation and Achievement • Song Share Presentations • Guitar
1/30 & 2/1	<ul style="list-style-type: none"> • Practice and Skill Acquisition • Popular Music Pedagogy • Cover Songs Project Guidelines • Guitar
2/6 & 2/8	<ul style="list-style-type: none"> • Behaviorism and Cognitivism • Cover Songs • Guitar • Field Experience 1
2/13 & 2/15	<ul style="list-style-type: none"> • Cover Song Performances • Guitar • Field Experience 2
2/20 & 2/22	<ul style="list-style-type: none"> • Constructivism and Social Learning Theory • Guitar • Field Experience 3
2/27 & 2/29	<ul style="list-style-type: none"> • Timeline Project • Individual Differences • Guitar • Field Experience 4
3/5 & 3/7	<ul style="list-style-type: none"> • Administrative Projects Group Workshop • Guitar • Field Experience 5
3/12 & 3/14	<ul style="list-style-type: none"> • SPRING BREAK
3/19 & 3/21	<ul style="list-style-type: none"> • Stages: Preteen Years • Timeline Project Presentations • Guitar • Field Experience 6

3/26 & 3/28	<ul style="list-style-type: none"> • Stages: Adolescence • Timeline Project Presentations • Guitar • Field Experience 7
4/2 & 4/4	<ul style="list-style-type: none"> • Music Creativity • Songwriting • Unit Plans • Guitar • Field Experience 8
4/9 & 4/11	<ul style="list-style-type: none"> • Music Literacy • Assessment / Unit Plans Workshop • Guitar • Field Experience 9
4/16 & 4/18	<ul style="list-style-type: none"> • Live Sound & Recording • Expressive Performance • Guitar • Field Experience 10
23	<ul style="list-style-type: none"> • Administration of Secondary Music Programs Presentations

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