

SYLLABUS  
School of Music  
University of Florida  
***Teaching Choral Music***

**MUE 4421 (3)**

Fall 2025

M Period 7

W Period 7-8

**Professor: Dr. Jason Longtin**

Office: 356 Music Building

Office Hour: W 4:00-5:00pm

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### **Course Description**

Develop techniques and skills necessary to build and sustain. successful and comprehensive choral program in a secondary school setting. Students will synthesize and apply previous knowledge and skills related to vocal physiology and pedagogy, lessons and curriculum planning, sight-singing and musicianship, and other topics. Field experience in schools.

### **Learning Outcomes**

1. Articulate and explain best practices for operational oversight of a secondary choral program, including but not limited to recruitment, curriculum and assessment design, repertoire selection, rehearsal techniques, classroom management, and financial planning.
2. Create high-quality instructional and administrative materials, including but not limited to concert programs, operational handbooks, curriculum documents, and assessment tools.
3. Demonstrate the application of their knowledge in classroom settings, including achieving a rating of “Accomplished” on all Florida Educator Accomplished Practices.

### **Required Text**

Phillips, K. H. (2015). *Directing the choral music program* (2<sup>nd</sup> ed.). New York, NY: Oxford University Press.

*Additional readings will be provided via Canvas or Course Reserves.*

## Attendance

Class attendance is expected and reflective of professional interest and commitment. **Any unexcused absence will result in a 5% penalty applied to the final course grade.** Absences may be excused when accompanied by a doctor's note, in the event of a documented emergency or death in the family, or for other events when arranged in advance with the instructor. **You must notify the instructor of your absence prior to the start of class.** *Extenuating circumstances will be considered on an individual basis.*

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.**

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/UGRD/academic-regulations/attendance-policies/>

## Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center.](#) 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.

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

## Digital Device Policy

You are highly encouraged to bring your laptop or tablet to every class. Cell phones must be silenced and put away in a pocket or bag. Students found to be using electronics for purposes not related to the class (e.g. checking Instagram or texting) will no longer be permitted to use it during class time.

## Class Demeanor

This class involves continuous active participation. Please stay actively engaged in listening and responding to others during class discussions and refrain from checking your phone or participating in activities unrelated to our class. As professionals, we will be open to and respectful of diverse opinions expressed by students and instructors.

## **University Honesty Policy**

Students are expected to do their own work, use their own words, and provide proper citations when using outside sources. Use of AI is not permitted unless discussed with the professor ahead of time. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

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](#) 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 professor of this class.

## **Additional Resources**

If you are in need of help, contact the following:

Counseling and Wellness Center: <http://www.counseling.ufl.edu>

Phone: 392-1575

University Police Department: 392-1111 or 9-1-1 for emergencies.

[Information about university-wide policies can be found here.](#)

## **Class Participation**

Because active and articulate oral interchange increases verbal skills and promotes a stimulating classroom atmosphere, the instructor 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 instructor will use his 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, 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 me an email during the week (M-F) you can expect a reply within 24 hours. I will reply on weekends as I am able.

## Florida Teacher Certification Exams

As a part of your progress through the music education program, you are expected to pass the tests required for teacher certification in the state of Florida. In order to receive a grade for this course, you must present proof that you have registered for a testing session for the FTCE Subject Area (Music) examination or have previously passed the exam. Students who do not present proof of registration or completion will receive a grade of Incomplete until this requirement is completed. The Subject Area exam must be passed prior to the beginning of your student teaching semester, or you will not be permitted to student teach.

## Grading

Assignments must be submitted by the Due Date. No late work will be accepted.

### Assignment Type Weights:

Assignments—60%

Observation Reflections/Micro-Teaching Assignments—30%

Final Project—10%

Warm-up Sequence – S/U

### Grading Scale

A...93-100

B+...88-89

C+...78-79

D+...68-69

E...59 and below

B...83-87

C...73-77

D...63-67

A-...90-92

B-...80-82

C-...70-72

D-...60-62

The formula for assigning grade points at the University of Florida can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

## **Tentative Course Topic Calendar**

*(Subject to change)*

<b>WEEK</b>	<b>TOPIC</b>
1	8/25: Introduction 8/27: Objective Writing
2	9/1: Labor Day – NO CLASS 9/3: Conducting
3	9/8: Warmups 9/10: Assessment
4	9/15: Microteach 1 - Lead Warmup 9/17: Lesson Planning
5	9/22: Microteach 2 - Unison music 9/24: Repertoire Selection
*6	9/29: Release Time 10/1: Rehearsal Structure
7	10/6: Error Detection 10/8: Concert Programming
8	10/13: Curriculum Planning 10/15: Music Literacy
*9	10/20: Release Time 10/22: Establishing Routines
10	10/27: Microteach 3 - Sightreading 10/29: Adolescent Voices - Guest
11	11/3: “From the Trenches” - Guest 11/5: Program Administration
12	11/10: Recruiting & Auditions 11/12: Microteach 4-Full Rehearsal
13	11/17: Classroom Management 11/19: Building a Program
14	Thanksgiving Break
*15	12/1: Release Time 12/3: Landing the Job

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

