

SYLLABUS

School of Music | University of Florida

Music in Secondary Schools

MUE 3330 | Spring 2023 | T/R periods 2-3 | 3 credits

Dr. William I. Bauer

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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. (2019). *Becoming a real musician: Inspiration and guidance for teachers and parents of musical kids*. 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

- **JAMIE BURG** is a 3rd year student in the PhD in Music Education program. She has 18 years of teaching experience, which includes serving as head director for a competitive marching band, conducting middle and high school symphonic bands, directing orchestra, and briefly teaching choral and general music courses. Jamie enjoys coaching popular music courses, and much of her research is grounded in popular music pedagogy and teacher mentoring.
- **KYLE KINSEY** is a 3rd year student in the PhD in Music Education program. Before attending UF he taught elementary general music for three years, and middle school chorus and guitar for one year. Kyle especially enjoys making music with others in informal settings.
- **EDWARD WHITE** is a 2nd year student in the PhD in Music Education program. He received a BM in jazz studies at 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 a focus of 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 [\[https://disability.ufl.edu/students/get-started/\]](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: [\[https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradingpoliciestext\]](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 [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](#). 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. Bauer 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. Bauer as soon as possible to explain. 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

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 <ul style="list-style-type: none"> • Perusall Assignments (.15) • Mini-Reflections (.10) 	.25
Field Experience	.20
Guitar Skills	.10
Popular Music: Cover Song	.10
Popular Music Podcast	.10
Composing Music in a DAW	.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 CNAfME 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

DATE	TOPIC
January 10	<ul style="list-style-type: none"> • Introduction to the class • Guitar distribution
12	<ul style="list-style-type: none"> • No Class Meeting – Attend the FMEA Conference (January 13-16)!
17	<ul style="list-style-type: none"> • FMEA discussion • Realness in music • Guitar
19	<ul style="list-style-type: none"> • Secondary school music programs
24	<ul style="list-style-type: none"> • The nature of music in secondary schools • Musicking for life • Guitar
26	<ul style="list-style-type: none"> • Characteristics of Adolescent students
31	<ul style="list-style-type: none"> • Facilitating Creativity • Popular (Vernacular) Music in Music Education • Project: Cover Songs
February 2	<ul style="list-style-type: none"> • Popular Music Education
7	<ul style="list-style-type: none"> • Cover Songs • Guitar
9	<ul style="list-style-type: none"> • Field Experience 1
14	<ul style="list-style-type: none"> • Cover Song Performances • Improvisation • Podcasting • Guitar
16	<ul style="list-style-type: none"> • Field Experience 2
21	<ul style="list-style-type: none"> • Motivation • Guitar
23	<ul style="list-style-type: none"> • Field Experience 3
28	<ul style="list-style-type: none"> • Expressivity in Music • Music Composition in a DAW • Guitar
March 2	<ul style="list-style-type: none"> • Field Experience 4
7	<ul style="list-style-type: none"> • Administrative Projects Group Work • Guitar
9	<ul style="list-style-type: none"> • Field Experience 5
14-16	<ul style="list-style-type: none"> • SPRING BREAK
	<ul style="list-style-type: none"> • Sound systems • Guitar
23	<ul style="list-style-type: none"> • Field Experience 6
28	<ul style="list-style-type: none"> • Field Experience 7
30	<ul style="list-style-type: none"> • Musics of the World.
April 4	<ul style="list-style-type: none"> • Unit Plans • Guitar
6	<ul style="list-style-type: none"> • Field Experience 8

11	• Music Composition
13	• Field Experience 9
18	• Music Listening
20	• Assessment
25	• Administration of Secondary Music Programs

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