

## **MVP 4640 - Percussion Pedagogy, Fall 2023**

School of Music, University of Florida

*Syllabus subject to change at instructor's discretion*

Instructor: Dr. Danielle Moreau  
Contact: [dmoreau@ufl.edu](mailto:dmoreau@ufl.edu) | MUB 341  
Office Hours: by appointment only  
Class meeting: to be arranged  
Required textbook: *Simple Steps to Successful Beginning Percussion*, Kennan Wylie

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### **Course Overview and Purpose**

Percussion Pedagogy is designed to help future specialized educators develop the highest level of musicianship, artistry, and teaching proficiency within an instrumental curriculum. It is required for Percussion Performance and Percussion Education majors. At the end of this course, students will understand teaching methodologies and applications of relevant resources to aid their transition to music educators. Students will learn to communicate these objectives clearly and effectively and to think critically about how they deliver this content. While projects will focus on applied teaching, group instruction will be required.

### **Course Expectations**

Students are responsible for satisfying all academic objectives as defined by the instructor and within this syllabus. Students may only participate in classes if they are registered officially or approved to audit with evidence of having paid audit fees.

### **Overview of Course Schedule**

Week 1: Course Introductions and Basic Terminology  
Week 2-4: Snare Drum Unit and Teaching Demonstration #1  
Week 5-7: Keyboard Unit and Teaching Demonstration #2  
Week 8-10: Timpani Unit and Teaching Demonstration #3  
Week 11-13: Drumset Unit and Teaching Demonstration #4  
Week 14: Miscellany Unit – Marching, World, and More  
Week 15: Clinic Presentations and Final Thoughts

### **Attendance**

Absences count from the first-class meeting. Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirement; military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities; and court-imposed legal obligations. Other reasons may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon

as conditions permit. Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above. The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

**Grade Determinate**

Teaching demonstrations – 60% total (four lessons at 15% each)

Demonstrations are 15-minute pre-recorded lessons based on assigned material and watched by the entire class. Feedback will be provided followed by in-class coaching to illuminate areas of improvement. The delivery of content and application of concepts will be assessed.

Participation – 15%

Weekly the class members will present teaching elements to one another to practice methodologies before applying these to recorded teaching projects. The rubric for participation is as follows:

	15 – High Quality	10 – Average	0 – Needs Improvement
Informed	Shows evidence of having done the assigned work. Contributions are grounded in assigned readings.	Shows some evidence of having done the assigned work. Contributions are not consistently grounded in assigned readings.	No evidence of having done the assigned work. Contributions are not grounded in the assigned readings.
Thoughtful	Shows evidence of having understood and considered issues raised. Contributions synthesize connections and formulate critical questions.	Shows some evidence of having understood and considered the issues raised. Connections may not be synthesized, or questions might not be raised.	Little to no evidence of having understood and considered issues raised. Synthesis and questioning are significantly absent.
Considerate	Takes the perspective of others into account. Contributions situate the participant’s perspective in relation to others and demonstrate the ability to consider multiple points of view simultaneously.	Takes some perspectives of others into account. Contributions occur but are not consistent in perspective, positioning, or the ability to consider multiple points of view.	Does not consider the perspective of others.

FMEA-style clinic – 10%

Students will present an educational clinic designed for non-percussion band directors to the class. The clinic will include a brief handout summarizing critical concepts and takeaways. Topics will be provided by the instructor.

“Earn a Job” project – 5%

Students will submit a digital teaching portfolio for review by the instructor. Components may include a resume, interview prep guide, cover letter, teaching philosophy, and sample curriculum.

Readings/Reflection posts – 5%

Students will be assigned readings for each unit. Reflections will be posted via VoiceThread.

Attendance – 5%

For every unexcused absence, 1% will be deducted from the final grade average for the course. Please visit <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> for more information concerning the University of Florida policies on absences.

**Grading Scale**

A 93-100

A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	59 and below

Information on the conversion of grades to the University of Florida's grade point averages can be found at <http://www.isis.ufl.edu/minusgrades.html>.

### **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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Conduct Code. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **Students Requesting Accommodations due to Disabilities**

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 Evaluations**

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/>.

### **Campus Resources: Health and Wellness**

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*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; [Visit the UF Health Emergency Room and Trauma Center website](#).

*GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

### **Academic Resources**

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process](#).