

SYLLABUS
School of Music
University of Florida

Exploring Music Teaching and Learning

MUE 1090 (1)
Spring 2025
Fridays, Period 8
3:00 – 3:50 pm

Professors: Dr. Timothy Brophy
Dr. Barry Hartz
Dr. Megan M. Sheridan

COURSE DESCRIPTION

An introduction to and overview of music teaching as a profession. Designed for both students who have chosen to major in music education and those who are interested in learning more about a possible career as a music educator.

Prerequisite: Music major or permission of the instructors

REQUIRED TEXTS

Raiber, M. & Teachout, D. (2023). *The journey from music student to teacher: A professional approach* (2nd Ed). Routledge. ISBN: 9780367620462 [This text will also be used in MUE 2040. You MUST purchase the 2nd edition]

ADDITIONAL RESOURCES

1. A Canvas course site has been established for use in this class. To access it use a World Wide Web browser and open the following URL: <https://ufl.instructure.com/>
2. Selected readings and other resources may be placed on reserve in the Architecture and Fine Arts Library: <http://www.uflib.ufl.edu/music/>

COURSE GOALS

Through full participation in this course, the student will:

1. reflect on music teaching and learning
2. describe the music teaching profession
3. demonstrate fundamental musical skills for music teaching
4. discuss contemporary issues in music education

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 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.
- 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 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.ua.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.ua.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 is not considered a medical excuse note. See the SHCC's policy on excuse notes [here](#). Students with excused absences will be excused from the participation points for days missed.
- Students will be excused for two (2) absences per semester that are undocumented or occur for reasons other than those listed above ("personal absence"). Students using personal absences cannot earn participation points for the classes missed. 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 3% deduction from the final course grade in addition to forfeiture of participation points for classes missed.
- If a student is late to a class meeting without a documented and approved reason, they will be considered tardy and will forfeit one participation point for that class. Three tardies will result in a 3% deduction from the final course grade.

CLASS PARTICIPATION

The activities that will occur during class meetings are essential to meeting the course objectives. Your growth in the course will be directly affected by the quality, quantity, and appropriateness of your class contributions and participation. The dynamics of this course and its ultimate value to you necessitate that you come to each class prepared (having read assignments, when applicable), contribute questions and comments to stimulate discussions, and fully engage in the content and activities of each class meeting.

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.

ASSIGNMENTS

All assignments are due on the date specified. Grades on late assignments will be lowered by 10% for each day they are late. No credit will be given for assignments received later than two weeks following the due date. An exception to this policy is if the student is personally ill (doctor's excuse required) or has a death in his/her immediate family. The student should see the instructor immediately upon his/her return to make arrangements to complete missed assignments at the earliest possible date.

In addition to all assigned course readings, students will complete the following assignments and projects. *Additional information about them will be provided in class.*

PROFESSIONAL DEVELOPMENT GOALS

Complete the reading and use the prompts provided to identify two SMART goals that related to your own professional development.

READING REACTION REPORTS

For each assigned reading, provide a summary of the content of the article, then give a personal reaction to the article/chapter. Each summary/reaction should be approximately 1-2 typewritten (double-spaced) pages. Submit your reaction report to Canvas.

MUSICAL BIOGRAPHY

Your approach to teaching is strongly influenced by your beliefs. Your beliefs may be determined by your family background, education, and/or personal experiences. By reflecting on these factors, you can better understand why you believe what you do about music teaching and learning. Before writing this statement, take considerable time to reflect on your personal history and musical history. Please provide thoughtful answers to the areas outlined below and be as personal as you feel comfortable being. Please consider:

- Your personal background
- Significant personal and musical events in your life
- Reasons for wanting to be a teacher

- Preparing to teach: What do you need to learn about to prepare yourself to become a good teacher? In what UF classes do you think you will gain this knowledge? What types of experiences will you need to have at UF to become a good teacher?

MUSIC CLASS OBSERVATION

Students will complete a video observation of a music classroom in a public school, observing the music teaching/learning process according to criteria discussed in class. Reports of these observations will be submitted to Canvas.

LESSON PLAN AND TEACHING

Students will develop and teach a brief lesson to members of the class. This project will include the development of an abbreviated lesson plan, teaching the lesson (which may be musical or non-musical – e.g., how to make a paper airplane), and self-assessment of your teaching. Specific details about this project will be provided in class

MY PEDAGOGIC CREED

Write a pedagogic creed that relates what you believe about music education at this point. Specific details about this assignment will be shared in class and can be found on Canvas.

ASSESSMENT

ASSESSMENT TASK	WEIGHT
Full participation in the activities during each class meeting*	.40
Professional Development SMART Goals	.10
Reading reaction reports	.10
Musical biography	.10
Music class observation	.10
Lesson plan, teaching, and self-assessment	.10
My Pedagogic Creed	.10

Grading Scale	
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 & below	F

Information on current UF grading policies for assigning grade points can be found here:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

* See the rubric on the next page.

Participation Rubric

<i>Criteria</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Preparation	Unprepared for class with assignments and required class materials.	Partially prepared for class with assignments and required class materials.	Mostly prepared for class with assignments and required class materials.	Fully prepared for class with assignments and required class materials.
Listening Skills	Does not listen when others talk, in small groups and/or with the full class. Often interrupts when others speak.	Does not listen when others talk, both in small groups and/or with the full class.	Listens when others talk, in small groups and with the full class.	Listens when others talk, both in small groups and with the full class. Student incorporates or builds off of the ideas of others.
Verbal Contributions	Does not verbally contribute to the class or contributions are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., “I love it”, “I hate it”, “It’s bad” etc.	Verbal contributions are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Verbal contributions are mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Verbal contributions consistently insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.
Musical Engagement	Does not participate in musical activities (e.g., singing, listening, playing instruments) in small and large groups. Exhibits a lack of interest in the activities.	Limited participation in musical activities (e.g., singing, listening, playing instruments) in small and large groups.	Active participation in musical activities (e.g., singing, listening, playing instruments) in small and large groups, but may have occasional lapses in participation.	Active participation in musical activities (e.g., singing, listening, playing instruments) in small and large groups throughout the entire instructional episode.

COURSE CALENDAR

Key: R&T = Raiber, M. & Teachout, D. (2023). *The journey from music student to teacher: A professional approach* (2nd Ed). Routledge.

Date	Topic	Assignment	Notes
January 17	Welcome! Professional Development and the Wider Profession (K-W-L chart, Land & Rush <i>Habits of a Successful Music Ed Student</i>	DUE: Read Land & Rush, CH. 1. Use the document provided to develop two SMART goals related to your own professional development.	Lead: BH Attendance: TB
24	CNAfME – Classroom Management with Michelle Gibson and Ilani Santos	DUE: Professional Development SMART goals	Lead: BH Attendance: MMS
31	Teacher Characteristics and Professionalism Provide instructions for Musical Biography	READ: R&T Ch. 1 DUE: Reading Reaction Report on R&T Ch. 1	Lead: *TB Attendance: BH * I believe Tim taught this chapter last year.
February 7	Knowledge, Skills, and Dispositions of Music Teachers	READ: R&T Ch. 3 DUE: Reading Reaction Report on R&T Ch. 3	Lead: MMS Attendance: TB No BH (OMEA)
14	Observing Music Teaching	DUE: Musical Biography	Lead: BH Attendance: MMS
21	Beliefs about Learning and	READ: R&T Ch. 2 DUE: Reading Reaction	Lead: BH Attendance: TB

	Teaching + Pedagogic Creed Instructions	Report on R&T Ch. 2	
28	CNAfME Student Teacher Panel Discussion		Lead: BH Attendance: MMS
March 7	The Path to a Music Education Degree @ UF TB presents instructions for lesson plan & delivery (due APR 4)	DUE: My Pedagogic Creed	Lead: MMS Attendance: BH
14	No class – release to observe		
21	Spring Break		
28	CNAfME Professional Communications with Diana Rollo, Fine Arts Coordinator, Alachua Co. Schools	DUE: Observation Report	Lead: BH – Attendance: TB
April 4	Let’s Teach!	DUE: Lesson Plan and Teaching	Lead: Overall – TB, but everyone works with a small group Attendance: Complete attendance rubric for your group
11	Ukulele Jam	DUE: Reflection on teaching video	Lead: MMS Attendance: BH
18	CNAfME Conducting Workshop The Path to a		Lead: BH Attendance: MMS

	Music Education Degree @ UF		

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

Grading Responsibilities

Last Name	First Name	Group
Aranda	Thomas	1
Baker	Jacob	1
Basil	Jacob	1
Corbett	Nicole	1
Currier	Caleb	2
Cyrulinski	Julie	2
DiGiovanni	Gina	2
Farrar	Emily	2
Flores	Joey	3
Foster	Bradley	3
Hamel	Natalie	3
Jackson	Lauren	3
Jatich	Sean	4
Pappachen	Nathaniel	4
Price	Jacob	4
Turney-Rudisill	Katelynn	4

GRADING ASSIGNMENTS

Due Date	Assignment	Group to Grade			
		Bauer	Haning	Hartz	Sheridan
1/20	FMEA/TedTalks Reflections	1	2	3	4
1/27	Musical Biography	2	3	4	1
2/10	Reading Reaction Report on R&T Ch. 1	3	4	1	2
2/17	Reading Reaction Report on R&T Ch. 3	4	1	2	3
3/24	Observation Report	1	2	3	4
3/24	Reading Reaction Report on R&T Ch. 2	2	3	4	1
4/7	Lesson Plan and Teaching	3	4	1	2
4/14	Reflection on teaching video	4	1	2	3
4/21	My Pedagogic Creed	1	2	3	4