

SYLLABUS

School of Music | University of Florida

Music in Secondary Schools

MUE 3330 | Spring 2026 | T/R periods 2-3 | 3 credits

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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

Burton, S. L. (Ed.). (2021). *Engaging musical practices: A sourcebook for middle school general music (2nd Ed.)*. 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 are encouraged to join the UF chapter of the National Association for Music Education (NAfME). During this class, you must attend the monthly meetings. Attendance is taken at meetings.

ADDITIONAL RESOURCES

- Additional readings and other resources will be available via the Canvas course site.

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 a broad range of 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. discuss and apply psychological principles applicable to learning to create, perform, and respond to music;
7. exhibit growth in teaching skills;
8. develop assessments appropriate for secondary music classes and ensembles; and
9. 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.

LATE WORK

All assignments are due on the date specified. Late work will not be accepted. Accommodations, modifications, and extensions may be provided on a case-by-case basis upon communication with and approval of the instructor.

ASSESSMENT

Item	Weight
Field Experience	.20
Course Design and Presentation	.20
Reading Assignments and Points for Discussion	.15
Popular Music: Cover Song	.15
Group Chapter Presentation & Teaching Episode	.15
Group Composition	.15
School Safety and Crisis Management Microcourse (must be passed to pass MUE 3330)	.00
Attendance at each CNA/ME meeting (Expected to pass MUE 3330)	.00

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.
- Readings can be found in the Required textbook, or provided by instructors and accessed via Canvas.
- Campus-based classes will meet on Tuesdays from 8:30-10:25 AM and on Thursdays from 8:30-9:20 AM. When field experiences begin, the class will not meet on Thursdays. This is release time for your weekly field experience, however, your weekly field-based assignment may not be scheduled at this specific time.

WEEK	DATE	TOPICS	ASSIGNMENT
Wk. 1	1/13	<ul style="list-style-type: none"> • Introduction to Class • Alternative Secondary Music 	READ: Burton, Chapter 1
	1/15	<ul style="list-style-type: none"> • No Class - FMEA 	
Wk. 2	1/20	<ul style="list-style-type: none"> • Advocacy for Program and Course Design • Why Popular Music and Modern Band? 	DUE: <ul style="list-style-type: none"> • Points for Discussion (PFD) ~ Burton, Chapter 1 READ: Vasil, M. (2019). Integrating popular music and informal music learning practices: A multiple case study of secondary school music teachers enacting change in music education. <i>International Journal of Music Education</i> , 37(2), 298-310. https://doi.org/10.1177/0255761419827367
	1/22	<ul style="list-style-type: none"> • Field Experience 1 	VISIT: <ul style="list-style-type: none"> • P.K. Yonge as a Whole Class
Wk. 3	1/27	<ul style="list-style-type: none"> • Observation Discussion • Classroom Instruments Cover Song Guidelines & Work 	DUE: <ul style="list-style-type: none"> • PFD ~ Vasil READ: Clauhs, M., & Powell, B. (2021). Teaching the core arts standards in modern band. <i>Music Educators Journal</i> 108(1), 25–33. https://doi.org/10.1177/00274321211037999
	1/29	<ul style="list-style-type: none"> • Field Experience 2 	VISIT: <ul style="list-style-type: none"> • Kanapaha Middle School as a Whole Class DUE: <ul style="list-style-type: none"> • P.K. Yonge Observation Reflection
Wk. 4	2/3	<ul style="list-style-type: none"> • Observation Discussion • Core and State Standards • Cover Song Group Work 	DUE: <ul style="list-style-type: none"> • PFD ~ Clauhs & Powell READ: Clauhs, M., Powell, B., & Clements, A. C. (2021). Foundations of popular music pedagogies. In <i>Popular music pedagogies: A practical guide for music teachers</i> (pp. 1–12). Routledge.

	2/5	<ul style="list-style-type: none"> Field Experience 3 	VISIT: <ul style="list-style-type: none"> Bucholz High School as a Whole Class DUE: <ul style="list-style-type: none"> Kanapaha Observation Reflection
Wk. 5	2/10	<ul style="list-style-type: none"> Observation Discussion Cover Song Group Work 	DUE: <ul style="list-style-type: none"> PFD ~ Clauhs, Powell, & Clemments READ: Bucura, E. (2019). General music in middle school and high school. In C. Conway, K. Pellegrino, A. M. Stanley, & C. West (Eds.), <i>The Oxford Handbook of Preservice Music Teacher Education in the United States</i> (pp. 695–719). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780190671402.013.33
	2/12	<ul style="list-style-type: none"> Cover Song Performances 	DUE: <ul style="list-style-type: none"> Cover Song Performance Bucholz Observation Reflection
Wk. 6	2/17	<ul style="list-style-type: none"> Classroom Instruments Composition Project Chapter Presentations Guidelines Why Popular Music? 	DUE: <ul style="list-style-type: none"> PFD ~ Bucura READ: Burton, Group Selected Chapter (4, 5, 6, 7, 10, 11 & 12)
	2/19	<ul style="list-style-type: none"> Field Experience 4 	RELEASE DAY (No Class)
Wk. 7	2/23	<ul style="list-style-type: none"> Entwining Personal Strengths into Classwork Composition Work 	DUE: <ul style="list-style-type: none"> Cover Song Reflection READ: Armes, J. W., Harry, A. G., & Grimsby, R. (2022). Implementing Universal Design principles in music teaching. <i>Music Educators Journal</i> , 109(1), 44–51. https://doi.org/10.1177/00274321221114869
	2/25	<ul style="list-style-type: none"> Composition Work 	DUE: <ul style="list-style-type: none"> Field Experience 4 Reflection
Wk. 8	3/3	<ul style="list-style-type: none"> Student Access and Ease for All Composition Work 	DUE: <ul style="list-style-type: none"> PFD ~ Armes, Harry, & Grimsby READ: Standerfer, S. L. (2011). Differentiation in the Music Classroom. <i>Music Educators Journal</i> , 97(4), 43-48. https://doi.org/10.1177/0027432111404078
	3/5	<ul style="list-style-type: none"> Composition performance Field Experience 5 	DUE: <ul style="list-style-type: none"> Composition Performance

Wk. 9	3/10	<ul style="list-style-type: none"> • Instructional Differentiation in Music Education 	DUE: <ul style="list-style-type: none"> • PFD ~ Standerfer
	3/12	<ul style="list-style-type: none"> • Field Teaching 1 	<ul style="list-style-type: none"> • RELEASE DAY (No Class) DUE: <ul style="list-style-type: none"> • Field Experience 5 Reflection
	3/17 & 3/19	<ul style="list-style-type: none"> • Spring Break 	
Wk. 10	3/24	<ul style="list-style-type: none"> • Reaching Students of all Levels • Course Design Project Guidelines • Group Chapter Work 	READ: Mick, J. (2019). Administrative duties of the music teacher. In C. Conway, K. Pellegrino, A. M. Stanley, & C. West (Eds.), <i>The Oxford Handbook of Preservice Music Teacher Education in the United States</i> (pp. 446–464). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780190671402.013.21
	3/26	<ul style="list-style-type: none"> • Group Chapter Work • Field Teaching 2 	DUE: <ul style="list-style-type: none"> • Field Teaching 1 Reflection
	3/29	<ul style="list-style-type: none"> • No Class Meeting. This is a Sunday. 	DUE: Successful completion of the College of Education’s <i>School Safety and Crisis Management Microcourse</i> in Canvas by 11:59 PM.
Wk. 11	3/31	<ul style="list-style-type: none"> • Group Chapter Presentations & Teaching Episode • Management of Non-Ensemble Programs 	DUE: <ul style="list-style-type: none"> • Chapter Presentations • PFD ~ Mick READ: Burton, Chapter 2
	4/2	<ul style="list-style-type: none"> • Field Teaching 3 	DUE: <ul style="list-style-type: none"> • Field Teaching 2 Reflection
Wk. 12	4/7	<ul style="list-style-type: none"> • Teaching Students with Exceptionalities 	DUE: <ul style="list-style-type: none"> • PFD ~ Burton, Chapter 2 READ: Burton, Chapter 14
	4/9	<ul style="list-style-type: none"> • Field Teaching 4 	DUE: <ul style="list-style-type: none"> • Field Teaching 3 Reflection

Wk. 13	4/14	<ul style="list-style-type: none"> • Backwards Design Concepts • Rubric Design Activity 	DUE: <ul style="list-style-type: none"> • PFD ~ Burton, Chapter 14 READ: Scott, S. J. (2012). Rethinking the roles of assessment in music education. <i>Music Educators Journal</i> , 98(3), 31–35. https://doi.org/10.1177/0027432111434742
	4/16	<ul style="list-style-type: none"> • Field Teaching 5 	DUE: <ul style="list-style-type: none"> • Field Teaching 4 Reflection
Wk. 14	4/21	<ul style="list-style-type: none"> • Creative Assessment Ideas • Final Wrap-up 	DUE: <ul style="list-style-type: none"> • PFD ~ Scott • **Optional Course Design Presentations**
	4/23	<ul style="list-style-type: none"> • NO Class Meeting, <i>Reading Day</i> 	DUE: <ul style="list-style-type: none"> • Field Teaching 5 Reflection
FINAL	4/28	<ul style="list-style-type: none"> • 10:00 – 12:00 (MUB 145) 	DUE: <ul style="list-style-type: none"> • Course Design Presentations

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