



University of Central Florida
MUE 3353| General Music Literature and Techniques

Wednesday 5:30-7:25 PM in PAC M 150

2 credit hours

Dr. Christine Lapka, Instructor

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Office Hours: 2:00 M/W | 10:00 & 11:00 T/TH

General Music Literature and Techniques
COURSE SYLLABUS
Spring 2020

Note: Contents of syllabus (e.g., dates, assignments) are subject to change during the semester. It is the student's responsibility to monitor syllabus changes and download all course materials on webcourses.

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following **academic activity by the end of the first week of classes**, or as soon as possible after adding the course, but no later than 5:00pm on the first Friday of the semester. Failure to do so will result in a delay in the disbursement of your financial aid.

The academic activity is attendance and participation at the first class.

COURSE DESCRIPTION: Diverse literature and techniques for the general music classroom.

Prerequisite: MUE 2040

REQUIRED MATERIALS:

No Book Required

Demonstrate Knowledge and Understanding

- Identify research-based best practices for effective teaching and learning.
- Gain knowledge of various methods and approaches which may be employed in teaching music.
- Develop knowledge of children's behavior patterns as they apply to music instruction in elementary schools
- Demonstrate and describe practical techniques for classroom management.
- Observe and reflect upon teaching and learning.
- Become familiar with the realities of the contemporary educational system.

Demonstrate Application

- Utilize a variety of pedagogical approaches that assist music learning.
- Select materials and design plans to address the needs of K-6 learners.
- Observe, reflect, and critically analyze teaching/learning activities designed for the elementary school level
- Critically analyze and reflect on your own teaching experiences
- Provide reflective assessments for individual classroom micro-teaches
- Develop a beginning understanding of music elements (rhythm, melody, harmony, movement, form, expressive qualities, instrument playing) as it relates to the K-5 student to include a broad overview of scaffolding.
- Develop a basic understanding of the legal, ethical, and moral responsibilities of teachers.
- Become familiar with basic methods that ensure a more successful inclusion of ESE students

Electronic Devices

You will be asked to upload assignments and access course materials on Webcourses.

You are responsible for your own learning, but you also contribute to the learning experiences of those around you. Please be considerate of others. Any use of computers, cellphones, electronic tablets, or other digital devices during class should support our course objectives. If you are unsure what this means, please contact me.

EVALUATION

Attendance, Punctuality, and Participation

This class only meets one time a week. When you miss class, you miss an entire week of instruction. Students are required to attend all classes. Your presence at each class enriches our collective learning experience.

You may miss one class for illness/emergency-but you must see me to make-up the class prior to the next class meeting. If you will not be able to make-up class prior to the next class, then your final grade will be lowered by 10 points.

Each additional absence will result in a final semester participation grade being lowered by 10 points. I will only excuse one class for illness/emergency. I will excuse university approved absences if you prove evidence that you contacted the professor to inform them that they are asking you to miss a required class.

In cases where extended absences may be required (severe injury, grave emergencies, or death in immediate family), please contact me so that we can make arrangements for you to make-up the missed material.

Three tardies equal one absence.

Our class is an open invitation to think and dialogue with others on topics of importance to music educators. Arrive to class prepared and willing to contribute your ideas and opinions to the discussion. Professional behavior is expected.

Assignments

All assignments are due on the assigned date. Assignments received **later than the due date will be dropped by one letter grade for each day** the assignment is late. Assignments more than one week late will not be accepted. **Micro teaching assignments are due on time-no exceptions.** All written assignments should be typed (word processed). Please include your name at the top of each page of any written assignment.

In order to pass the class, you need to turn in all assignments. Failure to complete an assignment is unprofessional and an automatic F.

Participation.....	Avoid negative points (attends all classes, active, engaged participation)
Weekly Homework 10 @ 10 Points each	100 points
Accompaniment with vocals #1 and #2 (2 at 30 points)	60 points
Kodály Micro Teach	30 points
Dalcroze Micro Teach	30 points
Orff Micro Teach (lead 1 layer)	30 points
Unit Lesson Plan.....	70 points
Final Written Exam.....	50 points

..... TOTAL **370 points**

Guidelines/rubrics for written assignments will be provided in class.

GRADING SCALE

234 - 370	A	
333	A-	90%
232	B+	
297 - 231	B	
296	B-	80%
295	C+	
260 - 294	C	
259	C-	70%
258	D+	
223 - 257	D	
222	D-	60%
Below 222	F	

Writing Center

All students can benefit from talking with engaged, interested readers about their writing. UCF students are eligible for assistance at the UCF Writing Center located in room 105 of Colbourn Hall with trained peer consultants who can help students improve their writing and gain additional writing skills. For more information, visit: <http://uwc.ucf.edu/>

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Course Outline Readings will be assigned throughout the semester

Week 1
Jan. 8

Assignments: No Weekly Assignment-Attend the Conference

Class on Wednesday: Hello

Kodály

Syllabus

Prepare, Make Conscious, Reinforce, Assess

Week 2
Jan. 15

Assignments: Week 2 Assignment Due, Sunday, Jan. 19, 11:59 PM (Assignment #1)
Prepare Kodály Micro Teach for next week

Class on Wednesday: Conference recap

The Acorn Mystery

Experience teaching a new singing note

Assign Kodály Micro Teach

Experience-leading students as they sightread (extra credit-create a powerpoint to lead students as they sightread)

Week 3
Jan. 22

Assignments: Week 3 Assignment Due, Sunday, Jan. 26, 11:59 PM (Assignment #2)
Accompaniment Assignment #1 Due, Thursday, Feb 20
Kodály Micro Teach on Wednesday

Class on Wednesday:

Required Attendance-Present your Kodály Micro Teach

About Accompaniment Assignments

Week 4
Jan. 29

Assignments: Week 4 Assignment Due, Sunday, Feb. 2, 11:59 PM (Assignment #3)
Accompaniment Assignment #1 Due, Thursday, Feb 20

Class on Wednesday: Dalcroze

Week 5
Feb. 5

Assignments: Week 5 Assignment Due, Sunday, Feb. 9, 11:59 PM (Assignment #4)
Accompaniment Assignment #1 Due, Thursday, Feb 20
Prepare Dalcroze Micro Teach

Class on Wednesday: Dalcroze & Assign Dalcroze Micro Teach

Week 6
Feb. 12

Assignments: Week 6 Assignment Due, Sunday, Feb. 16, 11:59 PM (Assignment #5)
Accompaniment Assignment #1 Due, Thursday, Feb 20
Dalcroze Micro Teach on Wednesday

Class on Wednesday: Required Attendance-Present Dalcroze Micro Teach

Week 7
Feb. 19

Assignments: Week 7 Assignment Due, Sunday, Feb 23, 11:59 PM (Assignment #6)
Accompaniment Assignment #1 Due, Thursday, Feb 20

Class on Wednesday: Orff

Week 8
Feb. 26

Assignments: Week 8 Assignment Due, Sunday, March 1, 11:59 PM (Assignment #7)
Prepare Orff Micro Teach for next week

Class on Wednesday: Orff & Assign Orff Micro Teach
Orff Improvisation

Week 9
March 4

Assignments: No Weekly Assignment-enjoy your Spring Break
Accompaniment Assignment #2 Due, Thursday, April 9
Orff Micro Teach on Wednesday

Class on Wednesday: Required Attendance-Present Orff Micro Teach

March 9-13 *Spring Break*

Week 10
March 18

Assignments: Week 10 Assignment Due, Sunday, March 22, 11:59 PM (Assignment #8)
Accompaniment Assignment #2 Due, Thursday, April 9

Class on Wednesday: Write a lesson plan meter

Writing a Unit Lesson Plan (begin with the Prepare Step)

Week 11
March 25

Assignments: Week 11 Assignment Due, Sunday, March 29, 11:59 PM (Assignment #9)
Accompaniment Assignment #2 Due, Thursday, April 9
1st draft of the lesson plan is due during class next week, April 1 (no foolin’)

Class on Wednesday: Questions about the Unit Lesson Plan and TBA
If Possible, attend Orange County Public School Workshop by Lapka at 3:30

Week 12
April 1

Assignments: No Weekly Assignment
1st draft of the lesson plan is due during class this week, April 1 (no foolin’)
-Complete your final draft of the lesson plan to upload by Sunday, April 5
Accompaniment Assignment #2 Due, Thursday, April 9

Class on Wednesday: Bring the first draft of your LP to class *for* Peer Assessment of Lesson Plan
Harmony Experiences

Week 13
April 8

Assignments: Week 13 Assignment Due, Sunday, April 12, 11:59 PM
(Assignment #10-last of weekly)

Accompaniment Assignment #2 Due, Thursday, April 9

Class on Wednesday: TBA & Assign Teach Music Concept to Non-Musician
Thursday, Turn in Accompaniment Assignment #2

Week 14
April 15

Assignments: Teach Concept to Non-Musician Assignment Due, Sunday, April 19

Class on Wednesday: Last Class Recap and Review for Final

Week 15
April 22

Final Exam, Wednesday, April 22, 2020
4:00 PM – 6:50 PM

The UCF Creed

Integrity	I will practice and defend academic and personal honesty.
Scholarship	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity	I will use my talents to enrich the human experience.
Excellence	I will strive toward the highest standards of performance in any endeavor I undertake.

<p>Course Accessibility Statement</p>	<p>The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.</p>
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<p>Academic integrity</p>	<p>Students should familiarize themselves with UCF’s Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in</p> <ol style="list-style-type: none"> 1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. 2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project. 3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. 4. Falsifying or misrepresenting the student’s own academic work. 5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own. 6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. 7. Helping another violate academic behavior standards. <p>For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.</p> <p>For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” <http://wpacouncil.org/node/9>.</p> <p>Responses to Academic Dishonesty, Plagiarism, or Cheating Students should also familiarize themselves with the procedures for</p>
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	<p>academic misconduct in UCF's student handbook, <i>The Golden Rule</i> <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.</p>
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<p>Campus Safety Statement</p>	<p>Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.</p> <ul style="list-style-type: none"> • In case of an emergency, dial 911 for assistance. • Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>. • Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. • If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). • To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." • Students with special needs related to emergency situations should speak with their instructors outside of class. • To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).
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<p>Make-Up Assignments for Authorized University Events or Co-curricular Activities</p>	<p>Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf></p>
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Religious Observances	Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf .
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Deployed Active Duty Military Students	Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
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Turn it In	In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com .
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Writing Center	<p>University Writing Center Trevor Colbourn Hall 109 Satellite Locations: Main Library, Rosen Library, Online 407-823-2197 http://uwc.cah.ucf.edu/</p> <p>The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the <i>Success Resources</i> tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.</p>
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