

# MUED 2310

Musicianship for Teaching I

Fall, 2016

When and  
where...



**Music Building 321**  
**Monday and Wednesday**  
**11:00 – 11:50**

Instructor...



**Dr. Donna Emmanuel**  
[donna.emmanuel@unt.edu](mailto:donna.emmanuel@unt.edu)  
**Office: 306**  
**hours by appointment, just**  
**email me!**

What's in this  
syllabus...



**How to take this course...**

**Course activities...**

**Developing musicianship...**

**Calendar**

## Insanity:

Doing the same thing  
over and over again  
and expecting  
different results.

TAKUMI  
PARK

GO YOUR  
WAY

– **Albert  
Einstein**



## NO TEXT REQUIRED

### Course Description

This course will provide an introductory overview of the teaching and decision-making skills needed by music teachers. Through readings, discussions, observations, and assignments, students will become more aware of their developing identities as future music educators and their place within the school culture. Students will also work to develop their musicianship skills in the context of their role as a future music educator.



It's not what you get in this course, it's how deep you go. Having grown up on the Gulf Coast of Florida, I like to think this course operates on three levels: wading, snorkeling, and scuba diving.

**WADING** – There's nothing wrong with staying in the shallows, but you will miss out on a lot if you just stick close to the shore. You're a wader if you are thinking of music ed as a fall-back, or if you are going to do just what you have to in order to pass the course.

### What will you hopefully get out of this course...

- To begin to make the transition from member of the ensemble to the person in front of the ensemble
- To begin to develop the musicianship skills specific for teaching music at multiple levels in multiple settings
- To begin to develop independent, critical thinking skills
- To get to know yourself, your unique gifts and strengths, to know yourself so you can understand others
- To assist you in making the decision if teaching music is right for you



**SNORKELING** – You're a bit more curious; you are anxious to find out what's below the surface. Maybe you've had some initial experience in some type of leadership role and you're ready to learn more about music teaching and learning. You're a snorkeler if you engage in meaningful classroom discussion, if you go a bit above and beyond on your assignments, and you start thinking about what it takes to be a master teacher.

**SCUBA DIVING** – You are all in! You are ready to ask questions, to reflect on what happens during class, and you actively seek alternative thinking. You are passionate about music education, you are curious, and spend time and effort making your assignments meaningful to you as an individual. You surf the web for related topics, share your ideas with us, and put into practice what you've experienced in class.



## Course activities

**Class Participation** – Attendance is required, and class participation is necessary. We will be learning from each other via group discussions and teaching segments, therefore regular attendance and participation is mandatory.

**Written Assignments** – There will be several short (1-5 pages) writing assignments throughout the semester. Some assignments will be responses to specific readings, others will be “open.” Assignments will be turned in to Blackboard, and will be evaluated on content, insight, meaningful detail, and proper use of grammar, punctuation, and spelling. **I will NOT ACCEPT hand written work and I will NOT ACCEPT late assignments. Assignments not received on time will be given a zero. Back up all your work on a thumb drive.**

**Observations** – We will be visiting at least one school district during the semester.

Observation dates have not been scheduled yet, but will be in lieu of regular class meeting time. Because you might miss other classes in order to visit these schools, the University will excuse those absences. However, it is up to individual faculty and instructors if they will honor the University excused absence. These observations are mandatory.

**Guest Teachers** – We will have opportunities to have a variety of guests, including current music educators, alums of UNT, across all disciplines, come to visit with us, answer your questions, and share with you their teaching experiences.

**Teaching Segments** – Because MUED 2310 is more than likely your first music education course, you will be given the opportunity to participate in brief teaching segments. These might include leading folk songs, teaching rhythm and/or tonal patterns, and leading sight-singing. The segments will typically last 2-3 minutes.

## Course Evaluation

<i>Teaching Segments</i>	25%
<i>Writing Assignments</i>	25% (assignments turned in late will receive a ZERO)
<i>Reflection and Discussion</i>	25%
<i>Teaching Vignettes</i>	25%

Keep in mind that an A is a result of EXCELLENT work, a B is a result of GOOD work, and a C is a result of AVERAGE work.

At midterm, we will have conversation about the way your work will be evaluated, so you will be able to have input on how I determine your final grade.





## Division of Music Education Attendance Policy

Regular attendance with promptness and with assignments completed reflects a positive, accepting attitude in university education. With the responsibility of being a music education student comes a conscious decision to act professionally at all times.

More than 3 unexcused absences\* will result in a failing grade

**Three tardies will be counted as one absence**

**\*Only university excused absences will be accepted. You must present notification to your professor, which may be obtained from the Office of the Dean of Students.**

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**LIFE MUST BE  
LIVED AS PLAY.**



QuoteHD.com

**Plato**  
Philosopher in Classical Greece  
(427 BC - 347 BC)

### Professional Expectations

I will expect you to view yourselves as professionals, and therefore act as professionals. Just as you will expect your students to attend class regularly and arrive on time, I will expect the same of you. This is an interactive class and we will be learning from each other. At this point you

***The Division of Music Education is dedicated to empowering students through learning opportunities that are contextual and relevant to a career in teaching. To become an effective music educator, each student must commit to excellence in both teaching and musicianship.***