

# MUED 2310

Musicianship for Teaching I

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...



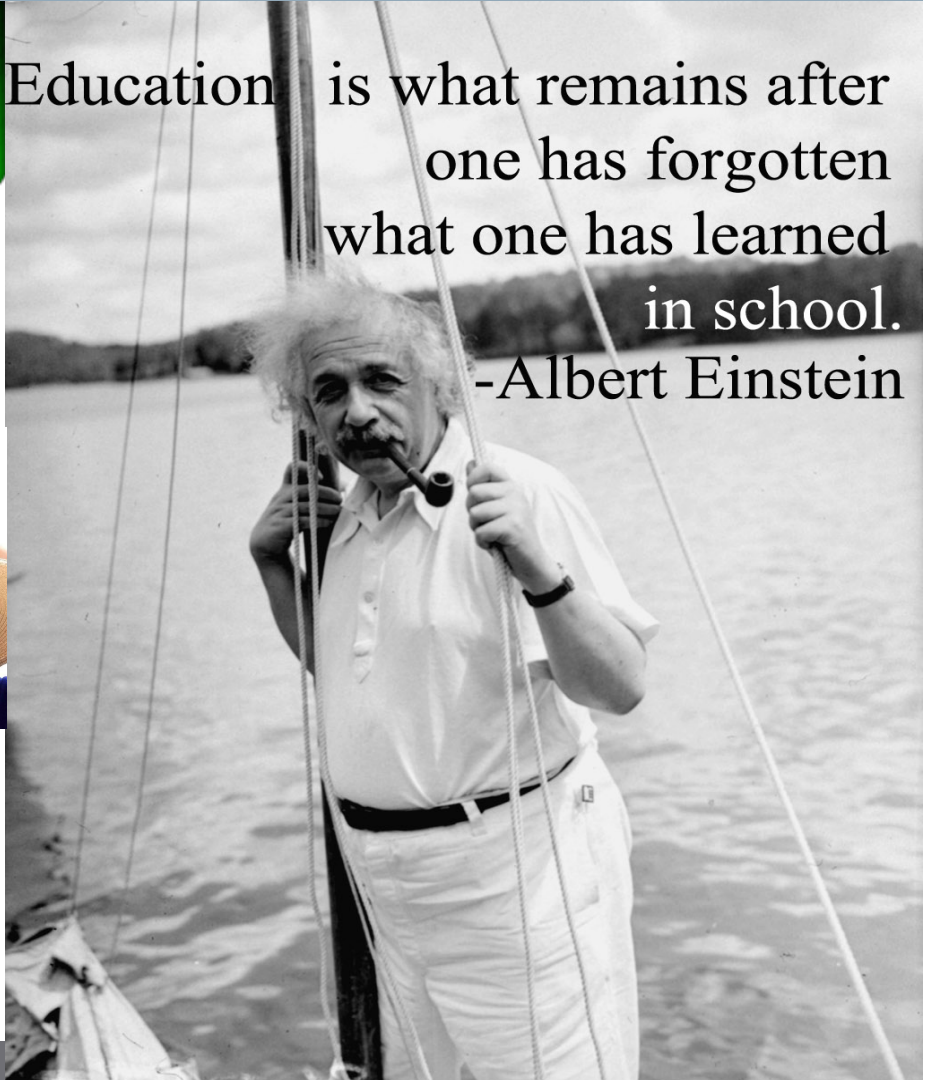
**How to take this course...**

**Course activities...**

**Developing musicianship...**

**Calendar**

Education is what remains after  
one has forgotten  
what one has learned  
in school.  
-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.

**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.

### 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



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.

**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.**



Teaching Segments	25%
Writing Assignments	25% (assignments turned in late will receive a ZERO)
Reflection and Discussion	25%
Teaching Vignettes	15%
Tonal Patterns	10%

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 should prepare yourself for the professional world. I would not expect a professional to skip work: I do not expect you to skip class.

***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.***