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.

Please reach out if you have any questions, comments, or concerns. I look forward to making music with you this semester!

Required Materials

Book:

Other Materials:
1. Working email account, Canvas access
2. Video recording device for teaching episodes (phone is fine)
3. Notebook/Laptop for taking notes

Additional Readings (provided in Canvas):
- All additional readings can be found as .pdf files located on Canvas under Course Materials in a folder titled Readings, as well as linked into each individual week they are assigned.
- See “Additional Readings from Course Calendar” near the end of this document for additional citation/bibliographic information on each reading.

Course Goals

Upon successful completion of this course, you will:
1. Possess the necessary skills and knowledge to effectively plan, implement, and assess meaningful musical experiences for diverse elementary-age learners using responsive strategies and techniques.
2. Understand the nature of and important influences on the musical development of elementary-age learners and the teacher’s role in facilitating musical growth.
3. Recognize practical resources, materials, and repertoire that account for the diverse needs and identities represented within and among elementary-age learners.
4. Know how to refine personal teaching praxis to facilitate continued professional growth related to teaching music to elementary-age learners.
**Course Objectives**

Upon successful completion of this course, you will be able to:

- Identify philosophical beliefs to guide the development and implementation of a music program for elementary-age learners.
- Explain concisely the value of music in the lives of children and why all children should have elementary general music as part of their curriculum.
- Identify important features of influential pedagogical approaches as they relate to teaching elementary-age students in general music (e.g., Kodaly, Dalcroze, Orff, Music Learning Theory).
- Select, analyze, adapt, and utilize appropriate repertoire and materials that are diverse, inclusive, engaging, effective, relevant, flexible, and suitable for elementary-age learners, using practical and helpful resources.
- Describe relevant features of elementary-age children’s musical, social, physical, emotional, language, and/or cognitive development as they relate to teaching children to sing, move, read, listen, create, and/or use instruments in general music classes.
- Create attainable goals and objectives in elementary general music for learners.
- Assess elementary-age learners’ musical achievement to adapt instruction, set appropriate musical expectations, and monitor individual and group musical growth.
- Teach responsively and effectively lead diverse elementary-age learners in regard to singing, moving, listening, creating, and using instruments to achieve individual musical goals.
- Describe and analyze the necessary components of accomplishing appropriate musical tasks for elementary-age learners.
- Sequence content and activities appropriately for elementary-age learners within lesson plans, while teaching, or when conceptualizing a curriculum.
- Write lesson plans that incorporate relevant music standards, provide specific adaptations for learning differences, and allow all elementary-age learners to achieve measurable objectives.
- Incorporate technology in ways that enhance music learning among elementary-age learners.
- Use instruments effectively with elementary-age children to help them develop musical skills and learn musical concepts by demonstrating, accompanying, and guiding elementary-age learners to experiment and create.
- Evaluate accurately personal strategies and effectiveness when teaching music to elementary-age learners.
- Identify strategies to improve your teaching practice, specifically in relation to incorporating technology, recognizing and responding to diversity, and using assessments with elementary-age learners.

**Course Policies**

**Credit Load:**
This course carries a 3-hour credit load. As such, students should expect to spend at least 6 hours each week outside of class preparing, which includes reading, practicing, and completing assignments. Some weeks will require more time spent working outside of class than others, and actual time spent may vary depending on previous experience and knowledge.

**Canvas:**
Many resources will be available on Canvas. Most assignments will be submitted via Canvas. Download and review materials. Announcements may also be made via Canvas. Please make sure you have easy access to this and check it regularly. Please make sure you have your Canvas notifications turned on.

**Attendance:**

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This is a highly interactive class, and there is no replacement for experiences that take place during class time. Therefore, the instructor must be notified in advance of an absence or tardy. Per the division of Music Education handbook, the official attendance policy is:

"Students cannot miss more than 3 classes in a given semester for each music education course (not counting university excused absences). If more than 3 classes are missed, the student will earn an “F” for the semester grade for that course. Instructors may have more stringent policies than this basic policy. Please check individual class syllabi for any additional attendance requirements."

In addition to this policy, each absence (for which notice was not provided) and every two tardies can lower the grade by one level (e.g., A becomes B) at the instructor’s discretion. The grade can also be lowered by one level for any absence beyond two, and more than three absences are grounds for dismissal from or failure in the course. In the event of an absence, students are responsible for turning assignments in by posted deadlines (unless previous arrangements have been made) and staying caught up on what was missed. If absences and tardies begin to become excessive, students are encouraged to seek academic accommodations (see the Accommodations section). Students are responsible for contacting fellow classmates to catch up on anything missed during class.

In the event of an absence, students are still responsible for turning assignments in by posted deadlines (unless previous arrangements have been made) and stay caught up on what was missed. Presentations cannot be made up outside of class. Students are responsible for contacting a fellow classmate to catch up on anything missed during class. A good rule of thumb: “Ask three before me”

While I am always happy to assist, please check in with three different classmates or use a group chat to ask your question before coming to me. Often, the answer you seek can be found much quicker this way (also, it is probably on Canvas and/or the syllabus).

Please do not schedule your juries or end-of-semester playing tests during our class time. This will be an unexcused absence.

Preferred Names, Preferred Gender Pronouns
This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let us know (via email or in person). Feel free to correct us on your preferred gender pronouns either in person or in writing if we make a mistake.

Participation, Preparation, & Professionalism:
Your presence in class and on-time arrival are required to participate and demonstrate your preparation and professionalism.

Participation
There will be a variety of activities (e.g., moving, singing, playing, listening, creating) in each class. Please be prepared to engage actively in all aspects (in mind, body, and dress) and support peers. Dress in a way that is comfortable, as we will often be moving or sitting on the floor.

Preparation
Review and complete necessary readings/assignments/practice before class. Review and practice teaching episodes prior to your scheduled teaching days. The plan-teach-reflect cycle is a crucial part of effective teaching and is both modeled and emphasized throughout every aspect of this course. It is also advised that computers be brought to each class meeting. When you peer teach, music and procedures of the lesson must be MEMORIZED.
**Professionalism**
Completing work (including field experiences) on time, thorough preparation, appropriate dress and language, courteous communication, and maintaining privacy reflects one’s professionalism. Stay caught up on class activities and assignments by reviewing the syllabus at least once per week and checking the announcements in Canvas. Respond to emails in a timely manner and come prepared to fully engage in class. Dress appropriately for class activities and teaching episodes (in class or in schools) and use appropriate professional language and decorum while doing so. Do not share videos taken during class proceedings or sensitive information shared by peers with others outside the class.

**Video Recording:**
You may be recording your teaching in class and in schools for the purposes of reflection, per schools’ policies. Videos with children will not be stored on the internet or emailed. If you share a video of your teaching or view the video of a peer who has taught children, files should be shared via USB drive or another format. Videos containing children should be deleted after the semester has ended.

**Grading**
While I have assigned percentages to the large categories of assignments (as shown below), all assignments for this class are credit/no credit, with a heavy emphasis on qualitative feedback throughout, as this is the type of assessment I want you to employ within your own teaching and with your future students. While you will receive a final grade at the end of the semester, as required by university policy, I will not be grading individual assignments with numbers (0-100) or letter grades (e.g., A, B, C) but rather asking questions and making comments that engage your work (and invite you to do so as well) rather than simply evaluating it.

You are ultimately in charge of deciding your final grade for this course based on your ability to complete assignments, participate in class discussions, and incorporate feedback. The intention here is to help you focus on working in a more organic way and allow you the space to work creatively and in ways that make the most sense toward your goals, as opposed to working as you think you are expected to.

You will receive credit/no credit for all assignments. If the assignment is not of a sufficient standard per the rubric or assignment description, you will be allowed to revise and resubmit it, assuming you turned it in on time. Work turned in late will not have that chance. Written work more than one week late will not be accepted at all unless prior arrangements have been made ahead of time.

If, for any reason, this process causes more anxiety than it alleviates, feel free to see me to confer about your progress in the course to date. If you are in any way worried about your grade, your best strategy should be to join the discussions in class, do the readings, complete the assignments, and participate fully in class. You should consider this course a “busywork-free zone.” If, for some reason, an assignment does not feel productive, we can discuss it to find ways to modify, remix, or repurpose the instructions.

**Assignments**
Assignments will be discussed in class and will be posted to Canvas with relevant descriptions. Necessary rubrics will be created by the class and then either be posted with the assignment or will be available elsewhere on Canvas. Assignments should be submitted to Canvas or brought to class as appropriate. Unless otherwise specified, all written assignments must be submitted as Word documents (.doc or .docx). Other formats will not be accepted. If you do not have this software, university
computers with the appropriate software are available. All assignments are due at or before the start of class on the date assigned unless otherwise indicated, which is a critical part of your preparation, participation, and professionalism. See or email me in advance of the assignment due date if you have any questions.

- All formal papers should conform to APA style (7th edition)
- All written work must be submitted as Word documents
  Work not adhering to these guidelines will NOT be accepted and will need to be corrected before turning it in.

Finally, demonstrating knowledge gained as a result of class activities and discussions will be important when completing assignments. **Do not select well-known songs, such as “Hot Cross Buns” or “Mary Had a Little Lamb,” or songs peers have previously used in class for teaching episodes.**

***Complete assignment descriptions for every assignment can be found in Canvas.***

1. Planning, Teaching, and Reflecting
   a. Task Analyses and Lesson Plans: Due prior to peer teaching; see calendar.

   Students will complete a task analysis or a lesson plan for teaching episodes. A copy must be submitted prior to teaching, or you will not be allowed to peer teach (see syllabus for dates). Where required, a final version—that incorporates feedback as outlined in the syllabus—must be used for teaching.

   b. Teaching Episodes: Completed in class; days vary

   Students will peer teach throughout the course. Depending on students’ needs and available class time, these teachings will be comprised of peer teaching episodes and in-school teaching episodes. As a part of teaching in schools, students should also strive to demonstrate evidence of recognizing and responding to diversity, using assessment, incorporating technology, and using instruments to support teaching and learning. Students may have opportunities to try ideas in class and will be required to submit evidence of planning prior to teaching. **If you do not turn in a lesson plan by the posted deadline, you will not be able to peer teach.**

   c. Reflections: Submitted after teaching on specified dates; see calendar

   Students will reflect on teaching episodes by completing written assignments that address given prompts (prompts in Canvas). Reflections should incorporate information reflective of class discussions and course materials (e.g., child development, sequencing, etc.). All reflections will be submitted online via Canvas and should be approximately one page in length, written in prose form (not bullet points). Reflections should incorporate specificity and depth of thought.

2. Papers and Projects
   a. Special Topics in Elementary General Music Education

   Students will complete a paper (3–4 pages) alone or with a partner (your choice) on a topic that has implications for serving all learners in elementary general music education. Students are encouraged to select topics such as teaching elementary general music in urban (or rural) settings, diversity of home language, gender, religion, race (etc.), music for special learners, or another relevant topic to the field. Students will meet with the instructor to approve their topic ahead of time. At least six cited resources are necessary, two of which must come from music education
journals (one practical, one research). One draft is due before the final. Students will present their work to their peers during class time.

b. Content Summary and Progress Reports
Students will complete content summaries and progress reports at the end of each module during the semester. Students will reflect on the content from each module in a narrative (approx. 1-2 pages) as well as complete their progress report towards their grade in the class. Forms and complete instructions are available on Canvas.

c. Meta-Reflection
Read over your prior content summaries, progress reports, observation reports, and peer teaching reflections in order from the beginning of the semester to the end. Look for evidence of how you have grown or what you have learned over the semester. Reflect on your progress in a 3-4 page paper. Use quotes from your observation reports, progress letters, and peer teaching reflections to support your assertions (and cite them like this: “Reflection Entry, 2/15/2021”). Questions you might consider include (but are not limited to): Are you developing the competencies that are the objectives of this course? What will you take away from the combination of this class and field experience? What do you still need to work on? What questions or concerns do you still have (or do you now have as a result of your experiences)? How will the experiences you have had in this class inform your teaching of older students if you plan to teach at the high school level? A full description of the meta-reflection assignment will be available on Canvas.

In addition to the meta-reflection, you will also assign yourself a grade for the semester and will answer the questions on the grade assignment form located on Canvas. This is a separate form but is a part of your reflection on your overall growth and learning this semester.

3. Field Experience
Students will complete field experience hours in person in educational settings with children in grades PK–5. Students will complete the appropriate field experience/observation form and submit it on assigned due dates. You will complete four (4) total hours of field experience as a part of this course, which should be a mixture of observation and small teaching episodes. Observation forms will be available on Canvas. For your first observation, you will watch a video of a teacher and her class and complete the observation form. For your second and third observations, you should visit a school in-person, observe, and take note of the questions on the observation form. For the final observation, you should observe most of the class AND teach a 3-5 minute episode (suggestion: teach one of the items you have already done in a peer teaching). You will coordinate which activities and when/whom you will teach with the mentor teacher. Students who do not complete all field experience hours will receive an “incomplete” in the course.

4. Readings Responses and/or Canvas Quizzes
For this class, you will be asked to read and respond to a variety of texts, as well as videos and websites. Readings are due BEFORE the assigned class period as they prepare you for the topic of the day. All readings outside the textbook will be available on Canvas. You will either complete a Canvas Quiz or a Reading Response on readings, and these are marked in the syllabus. You may use the readings to assist you as you complete the assignments. Reading responses should be 1-2 paragraphs, using complete sentences, and should follow the reading response prompts available on Canvas.
5. Final Instructional Plan (FIP)
Rather than a final exam, you will design a final instructional plan, which is comprised of a series of lessons for three different grade levels, each due at different points in the semester. The final version is due December 8 by 11:59 and will not be accepted late. You will peer teach a portion of this during the final exam. Details about this assignment will be made available on Canvas.

Final Grade Calculations:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Plan-Teach-Reflect Cycle (lesson plan, peer teaching, &amp; reflection)</td>
<td>30%</td>
</tr>
<tr>
<td>In-class preparation, participation, and professionalism</td>
<td>20%</td>
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<tr>
<td>Field Experience</td>
<td>10%</td>
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<tr>
<td>Canvas Quizzes/Reading Responses</td>
<td>5%</td>
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<tr>
<td>Module Content Summaries</td>
<td>5%</td>
</tr>
<tr>
<td>Special Topics Paper and Presentation</td>
<td>10%</td>
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<tr>
<td>Final Instructional Plan</td>
<td>10%</td>
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<tr>
<td>Meta Reflection</td>
<td>10%</td>
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</tbody>
</table>

TOTAL: 100%

Course Calendar

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Essential Question</th>
<th>Readings (Readings are due BEFORE assigned class period)</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1- Building a Foundation in Elementary Music (*The WHY)</td>
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<tr>
<td><strong>Week 1:</strong> August 21</td>
<td>Course Overview; What are the goals of elementary music? Who is it for? What should it look like?</td>
<td>* Review Syllabus- come with any questions</td>
<td>* Complete Student Info Survey (Due 8/22 by 11:59pm) * Complete background check form for observations and email confirmation to Sarah (Due 8/22 by 11:59pm)</td>
</tr>
<tr>
<td>August 23</td>
<td>Music Standards; Goals of Elementary Music Education; Informal vs. Formal Instruction</td>
<td>* MIC 1-16 * Browse the National Standards for Music Education link on Canvas AND the Texas Music TEKS (and by browse, I don’t mean glance at it, I mean click on the links and see exactly what it is that you are expected to teach in elementary music).</td>
<td>* Syllabus quiz (Due 8/23 by classtime) * Start brainstorming STP topic *If not already familiar, begin reviewing and practicing solfege</td>
</tr>
</tbody>
</table>
| August 25 | Standards and Goals in Elementary Music (con’t); Informal v. | *MIC 17-35; 111-125; charts on 166 and 210-211 | * “What do you know/remember” paper (Due 8/27 by 11:59pm)
<table>
<thead>
<tr>
<th>Week 2:</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>August 28</td>
<td>What is the musical development of children? (cont.); Review of Solfege</td>
<td>*Bluestine, Chapters 1-2 (don’t worry, they are short chapters)</td>
<td>* Identify STP topic and partner (Due 8/30 in-class, not Canvas)</td>
</tr>
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<td></td>
<td>August 30</td>
<td>What is developmentally appropriate practice? Exiting Babble; Review of Solfege</td>
<td>*Read NAEYC – Developmentally Appropriate Practice Birth-8 (Canvas)</td>
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<tr>
<td>September 1</td>
<td></td>
<td>Sample Kindergarten Lesson Exiting Babble (con’t).</td>
<td>*Bluestine, Chapter 3</td>
<td>* Solfege singing video (Due 9/3 by 11:59pm)</td>
</tr>
<tr>
<td>Week 3:</td>
<td>September 4</td>
<td>LABOR DAY - NO CLASS</td>
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<tr>
<td>Module 2- Skills, Knowledge, and Dispositions (Singing, Moving, Playing, and Herding Cats)</td>
<td>(* The WHAT)</td>
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<tr>
<td>September 6</td>
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<td>Teaching a song- rote song procedure; Universal Design for Learning</td>
<td>*MIC 381-403</td>
<td>* Module 1 content summary Reflection and Progress Report (Due 9/7 by 11:59pm)</td>
</tr>
<tr>
<td>September 8</td>
<td></td>
<td>Teaching a song (con’t); Culturally Sustaining and Ability Responsive Practice</td>
<td>*MIC 36 (bottom of page)-46 *McEvoy &amp; Salvador (2020)</td>
<td>* Exiting babble activity video (Due 9/10 by 11:59pm)</td>
</tr>
<tr>
<td>Week 4:</td>
<td>September 11</td>
<td>Teaching a song (con’t); Writing objectives</td>
<td>* MIC 71-99</td>
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<td>September 13</td>
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<td>Skill Learning Sequence - tonal and rhythmic; Choosing repertoire</td>
<td>*MIC 208-223</td>
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<tr>
<td>September 15</td>
<td></td>
<td>Using unpitched instruments</td>
<td>No assigned readings</td>
<td>* Teaching a song Task Analysis (Due 9/17 by 11:59pm)</td>
</tr>
<tr>
<td>Week 5:</td>
<td>September 18</td>
<td>Singing and chanting Peer Teaching</td>
<td>No assigned readings</td>
<td>* Singing/Chanting Peer Teaching (In class)</td>
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<td>* Reflection for today’s peer teachers (Due 9/19 by 11:59pm)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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</table>
| September 20 | Singing and chanting Peer Teaching                         | No assigned readings                                  | * Singing/Chanting Peer Teaching (In class)  
* Reflection for today’s peer teachers (Due 9/21 by 11:59pm) |
| September 22 | Classroom Management; Procedures, Routines, Transitions    | *MIC 288-314  
*Johnson (2013)  
* STP sources identified (Due 9/24 by 11:59pm) |
| Week 6: September 25 | Creative and Choreographed Movement; Laban Effort Elements | *MIC 128-144  
*Weikart (PDF)(skim with purpose) |
| September 27  | Creative and Choreographed Movement; Laban Effort Elements | *MIC 145-164  
*Russel & Hickox (2016) |
| September 29  | Using pitched classroom instruments                       | No assigned readings                                  | * Movement lesson plan (Due 10/1 by 11:59pm) |
| Week 7: October 2 | Movement peer teaching                                     | No assigned readings                                  | * Movement Peer Teaching (In Class)  
* Reflection for today’s peer teachers (Due 10/3 by 11:59pm) |
| October 4    | Movement peer teaching                                     | No assigned readings                                  | * Movement Peer Teaching (In Class)  
* Reflection for today’s peer teachers (Due 10/5 by 11:59pm) |
| October 6    | Musical Literacy; Mid Semester check in                    | *Hansen et al. (2014)                                | * Module 2 content summary reflection and progress report (You will include your movement peer teaching reflection in this content summary (Due 10/8 by 11:59pm) |

Module 3- Approaches to Elementary General Music (*The HOW*)

| Week 8: October 9 | Introduction to Pedagogies | *MIC 47-52 (top) |

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Notes</th>
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<tbody>
<tr>
<td>October 11</td>
<td>Music Learning Theory; LSA’s</td>
<td>*MIC 61-65</td>
<td>*Bluestine, Ch 8</td>
</tr>
<tr>
<td>October 13</td>
<td>NO CLASS- Dr. Knapp and Sarah away at SMTE Conference</td>
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<td>Week 9:</td>
<td>October 16</td>
<td>Orff Schulwerk</td>
<td>*MIC 56-59</td>
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<td>October 18</td>
<td>Understanding the Orff arrangement and the teaching process</td>
<td>* What is Orff (pdf on Canvas)</td>
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<td>October 20</td>
<td><strong>Guest Lecture:</strong> Dr. Don Taylor</td>
<td>Kodaly</td>
<td>*MIC 52-55</td>
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<td></td>
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<td>*Scott (2003)</td>
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<td>*Abril (2005)</td>
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<td>* STP paper (Due 10/22 by 11:59pm)</td>
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<tr>
<td>Week 10:</td>
<td>October 23</td>
<td>Shaking up the Canon with Popular Music</td>
<td><strong>CHOOSE ONE</strong></td>
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<td></td>
<td></td>
<td></td>
<td>*Kruse and Gallo (2020)</td>
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<td>*Lawton (2019)</td>
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<tr>
<td>October 25</td>
<td>Using children’s literature</td>
<td>*Burdett (2019)</td>
<td>* Orff arrangement (Due 10/26 by 11:59pm)</td>
</tr>
<tr>
<td>October 27</td>
<td>Using children’s literature (con’t); Sequencing in lower elementary</td>
<td>*Anderson (2016)</td>
<td>* Bring in one example of children's literature that you think would work well to teach a musical concept (Due 10/27 in class)</td>
</tr>
<tr>
<td>Week 11:</td>
<td>October 30</td>
<td>Other pedagogies</td>
<td>*MIC 66-70</td>
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<tr>
<td>November 1</td>
<td>Critical Conversation on Pedagogies</td>
<td>No assigned readings.</td>
<td>* Orff lesson plan (Due 11/5 by 11:59pm)</td>
</tr>
<tr>
<td>November 3</td>
<td>NO CLASS- Dr. Knapp and Sarah away at AOSA Conference</td>
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<tr>
<td>Week 12:</td>
<td>November 6</td>
<td>Orff Peer Teaching</td>
<td>No assigned readings.</td>
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<tr>
<td>November 8</td>
<td>Orff Peer Teaching</td>
<td>No assigned readings.</td>
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Module 4: Assessment, Teaching Diverse Learners, Implementing Instruction (*WHO, WHAT, HOW)

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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
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<tbody>
<tr>
<td>November 10</td>
<td>Assessment and Rubrics; Lesson Planning across multiple days; Sequencing lessons</td>
<td>*MIC 107-110; *340-355 *MIC 315-329 (stop at Quadrant) * Module 3 content summary reflection and progress report (Due 11/12 by 11:59pm)</td>
</tr>
<tr>
<td><strong>Week 13:</strong> November 13</td>
<td>Supporting creativity and improvisation</td>
<td>*MIC 264-286 * Kindergarten lesson plan for FIP (Due 11/14 by 11:59pm)</td>
</tr>
<tr>
<td>November 15</td>
<td>Upper Elementary-independent musicianship</td>
<td>No assigned reading</td>
</tr>
<tr>
<td>November 17</td>
<td>Upper Elementary-Project based learning</td>
<td>No assigned reading * 2nd grade lesson for FIP (Due 11/26 by 11:59pm)</td>
</tr>
<tr>
<td><strong>Week 14:</strong> November 20</td>
<td></td>
<td>THANKSGIVING BREAK-NO CLASS ALL WEEK</td>
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<tr>
<td>November 22</td>
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<tr>
<td>November 24</td>
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<tr>
<td><strong>Week 15:</strong> November 27</td>
<td>Students with Disabilities; IEPs; Rights and Responsibilities; Accommodations and Modifications</td>
<td>* MIC 404-427 Choose ONE: * Abramo (2015) or * Culp &amp; Salvador (2017) *Bring in an example to share of technology for the elementary classroom (Due 11/29 in class)</td>
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<tr>
<td>November 29</td>
<td>Adaptive and Alternative Instruments; Technology as Instruments</td>
<td>Choose ONE: * Clauhs (2021) * Clipper &amp; Lee (2021)</td>
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<tr>
<td>December 1</td>
<td>Final instructional plan work day/ STP work day</td>
<td>No assigned reading * 5th grade lesson for FIP (Due 12/3 by 11:59pm)</td>
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<tr>
<td><strong>Week 16:</strong> December 4</td>
<td>Peer Teaching at Sam Houston Elementary</td>
<td>No assigned reading</td>
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<tr>
<td>December 6</td>
<td>STP sharing; celebration of learning</td>
<td>No assigned reading * STP sharing (Due 12/6 in class) * Final Instructional Plan with edits (Due by final exam date, at 8am)</td>
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<tr>
<td>December 8</td>
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<td>READING DAY – NO CLASS</td>
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<td><strong>Final Exam:</strong></td>
<td>MWF 8am class: Monday, December 11th, 8:00-10:00am, MU 324</td>
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<td></td>
<td>MWF 10am class: Saturday, December 9th, 8:00-10:00 am, MU324</td>
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There is no written final exam in this course. During the final exam period, each person will teach their favorite section of their final instructional plan to their peers. Your sharing will only be five minutes, so make your teaching tight, fun, and effective!
<table>
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<th>December 12</th>
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<th>*Meta-Reflection (Due 12/12 by 9am)</th>
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December 12-13: Schedule a 10-minute conference with Dr. Knapp to discuss your grade assignment (Sign-up available the final week of classes) **If you do not attend your grade meeting, you will receive an incomplete in the course.**
Additional Readings from Course Calendar (provided in Canvas)-


**UNIVERSITY POLICIES**

**Academic Integrity:**
Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students (Office of Academic Integrity), who may impose further penalty. According to the UNT catalog, the term “cheating” includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term “plagiarism” includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
See: [Academic Integrity](https://policy.unt.edu/policy/06-003)

**Student Behavior:**
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc.
See: [Student Code of Conduct](https://deanofstudents.unt.edu/conduct)

**Access to Information-Eagle Connect:**
Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect.
See: Eagle Connect
LINK: eagleconnect.unt.edu/

**ODA Statement:**
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter. You can now request your Letters of Accommodation ONLINE and ODA will mail your Letters of Accommodation to your instructors. You may wish to begin a private discussion with your professors regarding your specific needs in a course. Note that students must obtain a new letter of accommodation for every semester. For additional information see the Office of Disability Access.
See: ODA
LINK: disability.unt.edu. (Phone: (940) 565-4323)

**UNT Policy Statement on Diversity:**
UNT values diversity and individuality as part of advancing ideals of human worth, dignity and academic excellence. Diverse viewpoints enrich open discussion, foster the examination of values and exposure of biases, help educate people in rational conflict resolution and responsive leadership, and prepare us for the complexities of a pluralistic society. As such, UNT is committed to maintaining an open, welcoming atmosphere that attracts qualified students, staff, and faculty from all groups to support their success. UNT does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, or veteran status in its application and admission process, educational programs and activities, employment policies and use of university facilities.
See: Diversity and Inclusion
Link: https://idea.unt.edu/diversity-inclusion

**Health and Safety Information:**
Students can access information about health and safety at: https://music.unt.edu/student-health-and-wellness

**Registration Information for Students:**
See: Registration Information
Link: https://registrar.unt.edu/students

**Financial Aid and Satisfactory Academic Progress:**
A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total hours registered. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose their financial aid eligibility.
Students holding music scholarships must maintain a minimum 2.5 overall cumulative GPA and 3.0 cumulative GPA in music courses.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. It is recommended that you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course before doing so. See: Financial Aid LINK: http://financialaid.unt.edu/sap

Retention of Student Records:
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates. See: FERPA Link: http://ferpa.unt.edu/

Counseling and Testing:
UNT’s Center for Counseling and Testing has an available counselor whose position includes 16 hours per week of dedicated service to students in the College of Music and the College of Visual Arts and Design. Please visit the Center’s website for further information: See: Counseling and Testing Link: http://studentaffairs.unt.edu/counseling-and-testing-services.

For more information on mental health issues, please visit: See: Mental Health Issues Link: https://speakout.unt.edu.

The counselor for music students is:
Myriam Reynolds
Chestnut Hall, Suite 311
(940) 565-2741
Myriam.reynolds@unt.edu

Add/Drop Policy:
Please be reminded that dropping classes or failing to complete and pass registered hours may make you ineligible for financial aid. In addition, if you drop below half-time enrollment, you may be required to begin paying back your student loans. After the 12th class day, students must first submit a completed “Request to Drop” form to the Registrar’s Office. The last day for a
Syllabus- MUED 3100: Musicianship for Teaching II

student to drop a class in Fall 2022 is November 18. Information about add/drop may be found at: See Academic Calendar (listed above)

**Student Resources:**
The University of North Texas has many resources available to students. For a complete list: See: Student Resources
Link: https://success.unt.edu/aa-sa-resources
(Note: A printer-friendly PDF version is available by clicking the green button on the home page)

**Care Team:**
The Care Team is a collaborative interdisciplinary committee of university officials that meets regularly to provide a response to student, staff, and faculty whose behavior could be harmful to themselves or others. See: Care Team
Link: https://studentaffairs.unt.edu/care-team

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**Plan Ahead!**

In order to student teach, you must:

- Have an overall grade point average (GPA) of 2.75 on all UNT course work and an overall GPA of 2.75
- Have an overall GPA of 2.75 in all MUXX courses and all EDXX courses
- Have a minimum of a C in all music and education courses
- Have an overall GPA of 2.75 in your professional development classes. See your Student Handbook for a list of these courses.
- Have successfully completed ALL proficiency examinations before you apply for student teaching. This includes your piano proficiency, concentration proficiency, and all components of the music education student review. No other coursework can be taken during student teaching.

**UNT Music Education Facebook Page:** Many important division postings are listed on the MUED Facebook page at https://www.facebook.com/groups/39604409351/.