MUED 3100
MUSICIANSHIP FOR TEACHING II (MUSIC IN CHILDHOOD)
Spring 2024
University of North Texas

Professor: Dr. Erika Knapp, Ph.D. (she/her)
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Cell Phone: (517) 930-7463
Office: MU 204
Coffee (Office) Hours: T/TH 8:30-9:20

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Office: MU 307
Office Hours: email to set up an appointment

Class Location: MU 324
Credits: 3
Times: 3100: Tuesday/Thursday 9:30-10:50 am

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.

Required Materials

Book:
- There is no required book. All required readings will be provided in PDF on Canvas. All 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.

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

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 will 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:
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, at the instructor's discretion, each absence (for which notice was not provided) and every two tardies can lower the grade by one level (e.g., A becomes B). The grade can also be lowered by one level for any absence beyond two; 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).

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).

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 ultimately will decide 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 as you think you are expected to.

I will respond with credit/no credit for all assignments, and include feedback. 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 over one week late will not be accepted 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 and 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 either be created by the class or be posted with the assignment. 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 written work must be submitted as Word documents. PDFs will be rejected. 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 unless instructed to do so.

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

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

   Students will complete a script 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). Occasionally, a final version— that incorporates feedback as outlined in the syllabus— will be required.

   b. **Teaching Episodes:** Completed in class; days vary; see calendar

   Students will peer teach several times 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, 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. 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) with a partner 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). Students will present their work to their peers during class time at the end of the semester.

   b. **Progress Reports**

   Students will complete progress reports periodically throughout the semester. Students will reflect on the content presented since the last progress report in a narrative (approx. 1-2 pages) and 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 module reflections, 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 2-3 page paper. Use quotes from your observation reports, progress letters, and peer teaching reflections to support your assertions (cite them like “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 your experiences 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 assign yourself a grade for the semester and answer the questions on the grade assignment form located on Canvas. This is a part of your reflection on your overall growth and learning this semester. We will meet at the end of the semester for a brief meeting to discuss your grade. **Students who do not attend their final meeting will receive an “incomplete” in the course.

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. Observation forms will be available on Canvas. You will watch a video of a teacher and their class for your first two observations and complete the observation form. For your third and fourth observations, you should visit a school in-person, observe, and take note of the questions on the observation form. **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 a variety of texts, as well as watch videos and peruse websites. Readings are due BEFORE the assigned class period as they prepare you for the topic of the day so that you can engage in conversation in class. If I see that people come unprepared and have not done the readings, I reserve the right to incorporate reading quizzes through Canvas. All reading responses/canvas quizzes will count towards the “preparation, participation, professionalism” section of the final grade.

**Final Grade Calculations:**
- Plan-Teach-Reflect Cycle (lesson plan, peer teaching, & reflection) 30%
- In-class preparation, participation, and professionalism 20%
- Song research/activity planning/other assignments 20%
- Field Experience 5% **(see note above)**
- Progress Reports 10%
- Special Topics Paper and Presentation 10%
- Meta Reflection and final meeting 5% **(see note above)**

**TOTAL:** 100%
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings (Readings are due BEFORE assigned class period)</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Module 1- Building a Foundation in Elementary Music</strong></td>
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<tr>
<td><strong>Week 1:</strong> January 16</td>
<td>Course Overview; What are the goals of elementary music? Standards and Goals in Elementary Music</td>
<td>* Review Syllabus- come with any questions</td>
<td>* Complete background check form for observations and email confirmation to Sarah (during class on 1/16)</td>
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<td>* Complete Student Info Survey <em>(Due 1/17 at 11:59pm)</em></td>
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<td>* Syllabus quiz <em>(Due 1/17 at 11:59pm)</em></td>
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<td>January 18</td>
<td>Standards and Goals (con’t); Musical Development of Children; Developmentally Appropriate Practice; Review of Solfege</td>
<td>* Review the National Standards for Music Education <strong>AND</strong> 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>* Begin reviewing and practicing solfege</td>
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<td>* What do you remember reflection <em>(Due 1/19 at 11:59pm)</em></td>
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<td><strong>Week 2:</strong> January 23</td>
<td>Universal Design for Learning; Culturally Sustaining Practices</td>
<td>* Culp &amp; Salvador (2017)</td>
<td>* Script out one tonal and one rhythmic activity you have seen in class so far <em>(Due 1/24 11:59pm)</em></td>
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<td>* Select work partners <em>(in class on 1/23)</em></td>
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<td>January 25</td>
<td>Informal Learning in Kindergarten (Exiting Babble) Sample Lesson; Developing Tonal and Rhythmic Readiness</td>
<td>no readings</td>
<td>* Solfege singing video <em>(Due 1/26 at 11:59pm)</em></td>
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<td>* Research/locate/create 2 hello songs and 2 ideas you could use for vocal play <em>(Due 1/29 at 11:59pm)</em></td>
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<td><strong>Week 3:</strong> January 30</td>
<td>Teaching Songs and Developing the Voice; Writing objectives and setting goals</td>
<td>no readings</td>
<td>* Research/locate/create 4 songs for voice development <em>(Due 1/31 at 11:59pm)</em></td>
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<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
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<td>February 1</td>
<td>Choosing repertoire; Teaching beat and rhythm</td>
<td>no readings</td>
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<td>*Submit STP topic (due 2/2 at 11:59pm)</td>
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<td>* 10 melodies assignment (Due 2/5 at 11:59pm)</td>
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<td><strong>Week 4:</strong></td>
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<td><strong>February 6</strong></td>
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<td>Skill learning sequence (tonal/rhythmic); Understanding the curriculum K-5</td>
<td>*Curriculum PDF</td>
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<td>*Watch/complete observation video I (Due 2/12 by 11:59pm)</td>
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<td>February 8</td>
<td>TMEA- NO CLASS</td>
<td>no readings</td>
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<td>* Peer Teaching I lesson plan- vocal play and song (Due 2/12 at 11:59pm)</td>
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<td><strong>Module 2- Materials and Methods in Elementary Music</strong></td>
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<td><strong>Week 5:</strong></td>
<td><strong>February 13</strong></td>
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<td></td>
<td>Peer Teaching I- Vocal Play and Song</td>
<td>no readings</td>
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<td>* Module I reflection (Due 2/14 at 11:59pm)</td>
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<td>February 15</td>
<td>Sample 2nd/3rd grade lesson; Teaching tonal and rhythmic literacy</td>
<td>no readings</td>
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<td>* 10 chants assignment (Due 2/19 at 11:59pm)</td>
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<td><strong>Week 6:</strong></td>
<td><strong>February 20</strong></td>
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<td>Teaching creative movement; Laban elements</td>
<td>* Russell &amp; Hickox (2016)</td>
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<td>* 5 folk songs/5 canons assignment (Due 2/21 at 11:59pm)</td>
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<td>* Submit STP sources (Due 2/21 at 11:59pm)</td>
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<td>February 22</td>
<td>Teaching choreographed movement</td>
<td>no readings</td>
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<td>* Peer Teaching II lesson plan- chant and beat activity (Due 2/26 at 11:59pm)</td>
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<td><strong>Week 7:</strong></td>
<td><strong>February 27</strong></td>
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<td>Peer Teaching II- Chant and Beat/Rhythm</td>
<td>no readings</td>
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<td>* Peer teaching reflection (Due 2/28 by 11:59pm)</td>
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<td>February 29</td>
<td>Using Children’s Literature</td>
<td>* Summa (2023)</td>
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<td>* Watch/complete observation video II (Due 3/4 by 11:59pm)</td>
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<td><strong>Week 8:</strong></td>
<td><strong>March 5</strong></td>
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<td>Classroom Management; Procedures, Routines, Transitions</td>
<td>*Johnson (2013)</td>
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<td>* Peer teaching III lesson plan- movement (Due 3/6 by 11:59pm)</td>
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<tr>
<td>March 7</td>
<td>Peer Teaching III- Movement</td>
<td>no readings</td>
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<td>* STP paper (Due 3/8 by 11:59pm)</td>
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<td>*Module 2 reflection (Due 3/8 by 11:59pm)</td>
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<td><strong>Week 9:</strong></td>
<td><strong>March 12</strong></td>
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<td>SPRING BREAK- NO CLASS</td>
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<td>Week 10:</td>
<td>March 19</td>
<td>Assessing Student Learning; Spiraling the Curriculum</td>
<td>* Assessment PDF</td>
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<tr>
<td>March 21</td>
<td>Developing Musical Literacy (Tonal and Rhythmic); Using Instruments</td>
<td>* Tullock (2023)</td>
<td>* Complete K/1 lesson plan <em>(Due 3/22 by 11:59pm)</em></td>
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<tr>
<td>Week 11:</td>
<td>March 26</td>
<td>Lesson Planning across multiple days; Sequencing lessons; Literacy Lesson work day</td>
<td>no readings</td>
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<tr>
<td>March 28</td>
<td>Sample upper elementary lesson; Supporting creativity and improvisation</td>
<td>no readings</td>
<td>* Peer teaching IV lesson plan - literacy <em>(Due 4/1 by 11:59pm)</em></td>
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<tr>
<td>Week 12:</td>
<td>April 2</td>
<td>Peer Teaching IV-Literacy Lesson</td>
<td>no readings</td>
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<tr>
<td>April 4</td>
<td>Using Recorders and ukuleles; project based learning and independent musicianship</td>
<td>no readings</td>
<td>* Core ideas for 2/3 activity <em>(Due 4/8 by 11:59pm)</em></td>
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**Module 4- Pedagogies of Elementary Music**

<table>
<thead>
<tr>
<th>Week 13:</th>
<th>April 9</th>
<th>Orff Schulwerk</th>
<th>* What is Orff PDF</th>
<th>* Complete time line activity <em>(Due 3/27 by 11:59pm)</em></th>
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<tbody>
<tr>
<td>April 11</td>
<td>MLT/Feirabend</td>
<td>no readings</td>
<td>* Orff arrangement <em>(Due 4/15 by 11:59pm)</em></td>
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<tr>
<td>Week 14:</td>
<td>April 16</td>
<td>Popular Music Pedagogies</td>
<td>* Kruse and Gallo (2020)</td>
<td>* Observation reports (2) from Hodge <em>(Due 4/17 by 11:59pm)</em></td>
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<tr>
<td>April 18</td>
<td>Kodaly</td>
<td>no readings</td>
<td>* Core ideas for 4/5 activity <em>(Due 4/22 by 11:59pm)</em></td>
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<td>Week 15:</td>
<td>April 23</td>
<td>Critical Conversation on pedagogies; Popular Music lesson work day</td>
<td>no readings</td>
<td>* Peer teaching V lesson plan- Popular Music <em>(Due 4/24 by 11:59pm)</em></td>
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<tr>
<td>April 25</td>
<td>Peer Teaching V-Popular Music Activity</td>
<td>no readings</td>
<td>* Peer teaching reflection <em>(Due 4/26 by 11:59pm)</em></td>
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<td>Week 16:</td>
<td>April 30</td>
<td>Students with Disabilities; IEPs and 504’s; Adaptive Technology;</td>
<td>no readings</td>
<td>* Complete domain-based supports activity <em>(Due 5/1 by 11:59pm)</em></td>
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<tr>
<td>May 2</td>
<td>Accommodations and Modifications</td>
<td>Modifications</td>
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<tr>
<td></td>
<td>STP sharing in class; Bringing it all together; Celebration of Learning</td>
<td>no readings</td>
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<tr>
<td></td>
<td>* Completed 2/3 and 4/5 lesson plan (Due 5/5 by 11:59pm)</td>
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**MONDAY MAY 6: Meta Reflection Due at 9am**

May 6-7: 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.**

**Final Exam: Thursday, MAY 9, 8:00-10:00 AM - ON LOCATION: HODGE ELEMENTARY**

You will teach your popular music lesson idea again, but this time to kids. You will have 10 minutes and will be expected to incorporate feedback from your first time teaching this same activity.
Additional Readings from Course Calendar (provided in Canvas)-

Syllabus- MUED 3100: Musicianship for Teaching II


**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**

See: [Eagle Connect](https://eagleconnect.unt.edu)

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Syllabus- MUED 3100: Musicianship for Teaching II

LINK: eagleconnect.unt.edu/

ODA STATEMENT
See: ODA
LINK: disability.unt.edu. (Phone: (940) 565-4323)

DIVERSITY AND BELONGING
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

Academic Calendar, Spring 2024
See: Spring 2024 Academic Calendar
Link: https://registrar.unt.edu/registration/spring-registration-guide.html

Final Exam Schedule, Spring 2024
See above

Financial Aid and Satisfactory Academic Progress

Undergraduates
See: Financial Aid
LINK: http://financialaid.unt.edu/sap

RETENTION OF STUDENT RECORDS
See: FERPA
Link: http://ferpa.unt.edu/

COUNSELING AND TESTING
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.

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

SPRING 2023 - KNAPP
may be required to begin paying back your student loans. See Academic Calendar (listed above) for additional add/drop Information. Drop Information: https://registrar.unt.edu/registration/spring-registration-guide.html

**STUDENT RESOURCES**
The University of North Texas has many resources available to students. For a complete list, go to:
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.

**If you made it to the end of this syllabus, send me an email with your favorite “dad joke” or “meme” and you will get one Canvas Quiz freebie (i.e., you can skip one and get full credit).**