

# MUED 2310: Introduction to Music Education

Instructor: Prof. Evan Powers

Pronouns: he/him

Class Location: MU 322

Class Meeting Day/Time: T/Th 11:00-11:50am

Office Location: MU 307

Office Hours: By appointment

Email: [Evan.Powers@unt.edu](mailto:Evan.Powers@unt.edu)

Communication Expectations: Clear, professional communication is fundamental to your success as a student and ultimately as a professional. Please use email for your primary form of communication with me outside of class. You can expect a response to email within 24 hours. Please see UNT's [Online Communication Tips](#) for guidance.

## Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

## Course Description

This course is an introduction to the music education profession. Students will discuss philosophical and practical issues in music education, complete introductory microteaching exercises, and ultimately develop a preliminary teaching philosophy.

## Course Structure

This course will be highly participatory and involve group discussion, peer teaching, and reflective writing. Written assignments should be turned in via Canvas unless otherwise noted.

## Course Prerequisites

There are no prerequisites for this course.

## Materials

Duke, R. (2009). *Intelligent music teaching: Essays on the core principles of effective instruction*.

ISBN-10: 0977113906

ISBN-13: 978-0977113903

## Course Objectives

By the end of this course, students will be able to:

1. Articulate an initial philosophy of music education and apply it to a classroom scenario.
2. Identify and discuss essential issues in the field of music education.
3. Identify and implement basic pedagogical techniques for music teaching.

4. Create structured lesson plans
5. Display “teacher behaviors” which include coming to class regularly and on time, taking leadership roles when asked, communicating professionally, and being prepared for class discussions and activities.

### Rules of Engagement

- As a future educator you are expected to display **professionalism** in your actions and communications with both your instructor and classmates by using appropriate communication, being punctual with attendance and assignments, and being prepared for class.
- Show **respect** to your classmates and instructor. While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language based on race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Display **integrity** by producing original work, crediting others for their work when used, and displaying honesty with the instructor and classmates.
- Approach others with **empathy**. As a future educator and as a student in this course you will be asked to do things that may be outside of your comfort zone. Your success and the success of your classmates is based on our ability to feel safe and encouraged in our learning environment.

### Identity and Self-Expression

This course affirms people of all gender expressions and identities. If you prefer to be called by a different name or pronoun than what is on the class roster, please let me know (via email or in person).

### Division of Music Education Attendance Policy

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

There is no differentiation between an excused and unexcused absence for non-university absences, so you do not need to provide doctor's notes. This is an interactive class, and there is no replacement for experiences that take place during class time. If you know ahead of time that you will be absent or tardy, you are expected to email the instructor as soon as the absence or tardy is known and no later than 24 hours prior to the absence or tardy. *If you are going to be absent the day an assignment is due, be sure to submit the assignment before the due date.*

Per the UNT Division of Music Education Handbook:

“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, every two tardies will equal one absence OR will lower the grade by five percentage points (student's choice). Any tardy beyond 10 minutes from the start of class will also be considered an absence. The grade will also be lowered by five percentage points for any absence beyond two. Again, more than three absences are grounds for failure in the course. In the event of an absence, students are responsible to turn assignments in by posted deadlines. Students are

responsible for catching up on content missed.

Being present for class and receiving full credit for attendance also comes with the expectation that you are actively participating, showing respect for your colleagues when they are presenting, only using electronic devices when instructed to do so, and contributing meaningfully to class discussions.

**Do not schedule your juries or end of semester playing tests during class or final exam time. These absences will not be excused.**

### Video/Audio Recording

For the privacy and comfort of all participants, audio and video recording of classroom sessions is strictly prohibited unless a student has been granted specific accommodations through the Office of Disability Access (ODA). However, students are permitted to record themselves during peer teaching sessions to aid in reflection and improvement. This policy ensures that everyone can engage in class discussions and activities without concern about their words or actions being recorded. If you have an approved accommodation that requires recording, please inform the instructor ahead of time.

### Assignments

All assignments must be submitted through Canvas unless otherwise noted. Specific dates and times will always be noted on the assignment in Canvas, and all assignments and due dates may be found in the course calendar below. All assignments will be due by **8:00pm** on the designated due date unless otherwise noted in the course calendar. Assignments and due dates are subject to change at the discretion of the instructor. Assignment credit will be assigned as follows:

Assignment Submission Date	Eligible for up to:
At or before the deadline	100% credit
Between the deadline and the start of the following class meeting	75% credit
Between the following class meeting and one week after the posted due date	50% credit

### "Life Happened" Passes

Each student may use up to 2 "Life Happened" passes over the course of the semester. You may use a pass to submit a late assignment for up to 100% credit. To use the pass, type "Life happened" into the assignment comment box upon submission.

### Grading

Each assignment will be worth a designated number of points. Your final grade will be the total number of percentage points out of 100 earned for assignments.

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

If an assignment is returned to you with requested edits or if you are not satisfied with your work/grade, you have one week from the date the assignment was returned to complete the edits and resubmit for up to the percentage of credit you could have initially earned (depending on initial submission date/time). This will not apply to every assignment, so double-check with the instructor before working on a resubmission. Resubmissions are accepted at the instructor's discretion.

### AI Use

Though AI tools may be used as spelling and/or grammar aids, when you are completing assignments, everything you write must be based on your own original thought (with the exception of material for which you directly cite the source). Inappropriate use of AI tools including ChatGPT to generate assignment content in this class will be considered cheating and plagiarizing. Please see the UNT Academic Integrity policies below for definitions of "cheating" and "plagiarizing" and related consequences.

### Plan Ahead!

In order to student teach, you must:

- Have an overall grade point average (GPA) of 2.75 on all UNT coursework 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); and
- 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 coursework should 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/>

# Final Portfolio Project

Due: Monday, May 4th by 8:00pm

Grading: 50 points (30 points for written documents, 20 points for presentation)

## Written Documents

The goal of the final portfolio is to synthesize the work that you have done throughout the semester and create a resource that you will be able to reference as you progress through your degree program. The majority of the portfolio will simply require editing and compiling your work throughout the semester. You will compile the following items into a single PDF file in the order below and upload to Canvas:

1. **Philosophy of Music Education** - 500-750 words minimum (2-2.5 pages, double spaced).

Consider how to integrate topics we've specifically focused on (teacher competencies, competition, culturally responsive pedagogy, inclusivity, diverse learners, UDL, classroom management, etc.). You may choose to include other topics; this is simply a suggested list from topics we will discuss this semester.

*You may consider your desired teaching situation at this juncture of your education (elementary music, middle school orchestra, etc.), but it should not be the focus of your writing.*

2. **Teacher Statement**

Update and expand upon the Teacher Statement document you created earlier in the semester to reflect what a student should learn through participation in your class. You must include at least 10 statements. These 10 statements may include the five from your original Teacher Statement assignment.

3. **Teaching & Planning Reflection** - up to 2 pages, double spaced

Reflect on your teaching and lesson planning progress over the course of the semester, recognizing points of growth, strength, and continuing challenges. Set goals for future teaching and planning skills. Prompting questions will be provided to help you plan and write your reflection.

There will be no additional written final for the class – only your presentation during our Final Exam time. Prepare a short slidedeck (Google Slides preferred) and a succinctly-timed 4-minute presentation where you will share your philosophy with your class colleagues.

## Course Calendar

Week	Tues	Topic/Focus	Thurs	Topic, Assignment(s)
1	1/13	Course Intro and Syllabus Orbit of Influence <b>Assignment, Due 1/14:</b> Orbit of Influence Digital Slide, prepare 90-second summary for class presentation	1/15	Orbit Of Influence Class Presentations <b>Assignment, Due Friday, 1/16:</b> Orbit of Influence Reflection <b>Assignment, Due 1/19:</b> Read Duke chapter "Precision in Language and Thought," complete transfer & reflection <b>Assignment, Due 1/19:</b> Teacher Statements
2	1/20	Qualities and Competencies of Music Teachers <b>Assignment, Due 1/21:</b> Teacher Competencies Self-Assessment. <b><i>Locked until lesson completion</i></b>	1/22	Task Analysis <b>Assignment, Due Friday, 1/23:</b> Task analysis reflection <b>Assignment, Due 1/26:</b> Read Duke chapter "Sequencing Instruction," complete transfer & reflection
3	1/27	Writing a Basic Lesson Plan Microteach 1 Intro <b>Assignment, Due 1/28:</b> Sign up for a non-musical task to teach for Microteach 1 <b>Assignment, Due 1/28:</b> Microteach 1 Lesson Plan First Draft <i>Do not write your plan until you have signed up for a teaching topic and made sure you're not doubling someone else's!!</i>	1/29	Lesson Plans: Clarification, Peer Review <b>Assignment, Due Friday, 1/30:</b> Microteach 1 Lesson Plan <b><i>If you turn in your lesson plan late or do not turn one in, you will not be able to teach this round, thus forfeiting the teaching opportunity and grade.</i></b>
4	2/3	Microteach 1 - Teaching a Nonmusical Task (Day 1 of 3) <b>Assignment, Due 2/4:</b> Teaching Reflection or Glow & Grow	2/5	Microteach 1 - Teaching a Nonmusical Task (Day 2 of 3) <b>Assignment, Due Friday, 2/6:</b> Teaching Reflection or Glow & Grow
5	2/10	Microteach 1 - Teaching a Nonmusical Task (Day 3 of 3) <b>Assignment, Due 2/11:</b> Teaching Reflection or Glow & Grow <b>Assignment, Due 2/16:</b> Final Microteach 1 lesson plan w/ edits	2/12	<b>No Class - TMEA</b> <b>Assignment, Due 2/16:</b> Read Campbell "Great Minds on Music Education" pp. 16–19, 38–39; complete transfer & reflection

6	2/17	Introduction to Music Education Philosophy <b>Assignment, Due 2/18:</b> Building your philosophy: “I believe” statements <b>Assignment, Due 2/18:</b> Read Duke chapter “What to Teach,” complete transfer & reflection	2/19	Learning Standards and Outcomes, Day 1 <b>Assignment, Due 2/23:</b> Standards-Based Learning Objectives
7	2/24	Learning Standards and Outcomes, Day 2; Observation Prep <b>Assignment, Due 2/25:</b> Read Duke chapter “Feedback,” complete transfer & reflection	2/26	Feedback, Direct Instruction <b>Assignment, Due 3/2:</b> Classroom Management Strategies readings & Canvas assignment
8	3/3	Classroom Management Part 1 Intro to Microteach 2 - Teaching a Musical Concept <b>Assignment, Due 3/4:</b> Sign up for a musical task to teach for Microteach 2	3/5	Flex Day/Observation Day Placeholder <b>Post-Observation Assignment, Due Friday, 3/6:</b> 3 Observation Forms <b>Assignment, Due 3/18:</b> Read Duke chapter “Assessment,” complete transfer & reflection
	3/9-3/13	<b>Spring Break</b>		
9	3/17	Classroom Management Part 2, Observation Reflection <b>Assignment, Due 3/18:</b> Read Duke chapter “Assessment,” complete transfer & reflection <b>Assignment, Due Friday, 3/20:</b> Microteach 2 Lesson Plan	3/19	Assessment Day 1 <b>Assignment, Due Friday, 3/20:</b> Microteach 2 Lesson Plan <i>If you turn in your lesson plan late or do not turn one in, you will not be able to teach this round, thus forfeiting the teaching opportunity and grade.</i>
10	3/24	Assessment Day 2 Microteach 2 Lesson Plan and Assessment Peer Review	3/26	Microteach 2 - Teaching a Musical Concept (Day 1 of 3) <b>Assignment, Due Friday, 3/27:</b> Teaching Reflection or Glow & Grow

11	3/31	Microteach 2 - Teaching a Musical Concept (Day 2 of 3) <b>Assignment, Due 4/1:</b> Teaching Reflection or Glow & Grow	4/2	Microteach 2 - Teaching a Musical Concept (Day 3 of 3) <b>Assignment, Due Friday, 4/3:</b> Teaching Reflection or Glow & Grow <b>Assignment, Due 4/6:</b> Microteach 2 Lesson Plan Resubmission w/ edits <b>Assignment, Due 4/6:</b> UDL Reading Assignment
12	4/7	UDL Microteach 3 Intro <b>Assignment, Due 4/8:</b> Sign up for a lesson topic for Microteach 3 (re-teach of previous lesson or new musical task) <b>Assignment, Due 4/8:</b> Read Culturally Responsive Pedagogy excerpt, complete Canvas reflection	4/9	Culturally Responsive Pedagogy Final Project Breakdown <b>Assignment, Due 4/13:</b> Read the Introduction of "The Ideology of Competition in School Music" and submit 2 questions you have on the Discussion Board. Questions must demonstrate reading completion and comprehension. <b>Assignment, Due 4/17 (Next Friday):</b> Microteach 3 Lesson Plan
13	4/14	Competition in School Music Guest Instructor: Dr. Sean Powell <b>Assignment, Due 4/15:</b> Competition reflection <b>Assignment, Due 4/15:</b> Read the <a href="#">Code of Ethics and Standard Practices for Texas Educators</a> , complete Canvas assignment	4/16	Ethics, Boundaries, & Mandated Reporting <b>Assignment, Due Friday, 4/17:</b> Microteach 3 Lesson Plan. <i>If you turn in your lesson plan late or do not turn one in, you will not be able to teach this round, thus forfeiting the teaching opportunity and grade.</i>
14	4/21	Microteach 3 - Teaching a Musical Concept (Day 1 of 3) <b>Assignment, Due 4/22:</b> Teaching Reflection or Glow & Grow	4/23	Microteach 3 - Teaching a Musical Concept (Day 2 of 3) <b>Assignment, Due Friday, 4/24:</b> Teaching Reflection or Glow & Grow <b>Assignment, Due 4/27:</b> Read Duke "A Teaching Life," complete Canvas reflection
15	4/28	Putting it All Together <b>Assignment, Due 5/4:</b> Final Portfolio & Slide Presentation	4/30	Microteach 3 - Teaching a Musical Concept (Day 3 of 3) <b>Assignment, Due Friday, 5/1:</b> Teaching Reflection or Glow & Grow <b>Assignment, Due 5/4:</b> Final Portfolio & Slide Presentation
16	5/5	10:00am-12:00pm - Final Exam Presentations		

*\*Calendar is subject to change at instructor's discretion*

TBA: Field Observation Day



## UNT Policies

### DEFIBRILLATORS IN THE COLLEGE OF MUSIC

- Music Building: Across from the west side of the Music Commons, directly across from the elevator
- Music Building: Third floor hallway, across from the staircase that comes up from the Copy Room. Next to Room 322
- Music Building: Across from the Copy Room next to Room 293
- Music Building: Voertman Lobby by the big double set of doors that lead out to the courtyard
- Music Building: Main Office (247) under the student worker's desk
- Music Annex: Next to room MA117, near the triple set of doors on the east side of the building
- Music Practice Building North: First floor on the Avenue C side
- Music Practice Building South: First floor on the Avenue C side
- Bain Hall: First floor by the restrooms
- Murchison Performing Arts Center: Located off the main lobby, beyond the grand staircase, across from the single occupancy restroom (next to the public water fountains)

### 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

LINK: <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

Link: <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/](https://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](https://disability.unt.edu)

Phone: (940) 565-4323

### 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: Spring Academic Calendar Information

Link: <https://registrar.unt.edu/registration/spring-academic-calendar.html>

### Semester Calendar, Spring 2026

See: Spring Semester Calendar

Link: <https://registrar.unt.edu/sites/default/files/spring-2026-academic-calendar.pdf>

### Final Exam Schedule, Spring 2026

See above

### Financial Aid and Satisfactory Academic Progress

#### Undergraduates

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>

### Graduates

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 3.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Music scholarships require a 3.5 cumulative GPA. Students cannot exceed maximum timeframes established based on the published length of the graduate program. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

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 you schedule a meeting with an academic advisor in your college, an advisor in UNT-International or visit the Student Financial Aid and Scholarships office to discuss dropping a course.

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 for students in need. 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 resources, please visit:

See: Mental Health Resources

Link: <https://disparities.unt.edu/mental-health-resources>

### 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. See Academic Calendar (listed above) for additional add/drop Information.

Drop Information: <https://registrar.unt.edu/registration/spring-academic-calendar.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>

### 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>