

MUSICIANSHIP FOR TEACHING I MUED 2310, FALL 2021

CLASS MEETINGS: M/W 11:00 – 11:50

MUS 321

INSTRUCTOR:

Mr. Ian Cicco (he/him/his)

Office: Music Building 303

Phone: (940)369-7648

E-mail: ian.cicco@unt.edu (preferred)

Office Hours: M/W: 12:00-1:30 | T/R: 11:00-12 | by appointment

COURSE DESCRIPTION:

This course is an introduction to basic principles and practices of the music education profession (e.g., philosophy, pedagogy, instructional implementation, and sociological components). Students will discuss both philosophical and practical issues in music education and complete micro teaching experiences/lesson planning. The assignments in this course are designed for students to critically reflect on their professional disposition as music educators, and guest lecturers and observations will enable students to explore tenets of one's role as a music educator. Students will also identify logistical steps to progress toward certification.

TEXTBOOKS:

There is no assigned textbook for this class. The instructor will provide readings and materials for class discussion through the class website (Canvas).

OBJECTIVES:

Upon successful completion of the course students will be able to:

1. Identify desirable personal and professional traits of a music educator.
2. Write an initial philosophy of music education.
3. List and utilize resources that are available to music educators, including new technologies.
4. Discuss the potential responsibilities of a music educator upon entering the field and throughout a career.
5. Describe the population of students one might serve and identify their unique needs.
6. Identify and discuss the essential questions in the field of music education.
7. Explain how people learn and apply knowledge to the teaching of brief musical tasks.
8. Experience music learning in novel ways.
9. Identify and implement basic pedagogical techniques used for successful music teaching.

DIVISION OF MUSIC EDUCATION ATTENDANCE POLICY

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

More than 3 unexcused absences will result in a failing grade.

Three tardies will be counted as one absence.

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

EXTRA INFORMATION REGARDING ATTENDANCE

1. The following absences do not constitute a university excused absence: illness (even with a note from your personal doctor or the UNT health clinic), family illness, or even family death. The three unexcused absences allowed by the Division of Music Education are to be used for absolute emergencies only. Keep it simple: attend every class and arrive early.
2. If you arrive late to class, it is your responsibility to inform me after class so that I can change an absence mark to a tardy mark. Do not leave class that day until you see me change the mark. If you are late, but do not remind me that you came to class, any marks for absence that day will not be changed.
3. Students who leave class early will receive a tardy for the day.

COVID-19

FACE COVERINGS

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

ATTENDANCE (AS IT PERTAINS TO COVID-19)

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

COURSE MATERIALS FOR REMOTE INSTRUCTION

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a webcam and microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>.

PREPAREDNESS

It is expected that with each class meeting students be prepared for intellectual conversation about the material. If a reading is going to be discussed, please read the material with enough time to digest the important points of the reading as well as some time to reflect upon those ideas. Students that attend class without any preparation for class activities may be dismissed by the instructor.

PARTICIPATION

It is important that you feel empowered and safe to participate in all class activities. As the instructor, I will make every effort to provide a space in which ideas can be discussed respectfully, in addition to ensuring that each student is treated with dignity. It is the responsibility of the student to be proactive in becoming an active member of the learning community. Participation in class activities can take many forms, but ultimately, it is the responsibility of the student to fully participate in class activities. Failure to participate will result in a conversation with the instructor, conference with other faculty members, or a lowered grade.

COMMUNICATION

My preferred method of communication is email, and you can reach me at Ian.Cicco@unt.edu. Please message me directly through email rather than sending messages through Canvas. I will respond to all emails between 9:00 AM – 7:00 PM Monday through Friday, and I will check my email two times a day (e.g., once in the morning and once in evening) on Saturdays and Sundays. You should expect a response within 24 hours for time-sensitive questions and/or notifications. If the nature of your email is not time sensitive, you should expect a response within 48 hours. I will make every effort to respond to all emails as quickly as possible.

Emailing is not the same as texting. Please be sure to use proper e-mail etiquette when sending emails (i.e., greetings, salutations, grammar, politeness). Not sure what that should look like? [Read this!](#) (I'm not as picky as this author, but it's still good to read!) If you're emailing with a question about the course, **please be sure to read the syllabus first**. The answer is probably in there!

ASSIGNMENTS

All assignments in this course are to be submitted one hour prior to the start of class, unless otherwise specified. For all assignments in this course, you will receive feedback within one week from the date on which you submit your work. If you are submitting a lesson that necessitates revisions prior to your peer teachings, you will receive feedback within 24 hours.

LATE WORK POLICY

Assignments are expected to be submitted to Canvas by the start of class on the due date. **Late work will not be accepted.**

However, understanding the detrimental effects that the pandemic has on learning and our overall learning experiences, I will extend **one free extension** for any written assignment (no peer teachings) this semester. Please note the following conditions:

- a) You must request an extension by email before the assignment is due
- b) You will have one additional week to complete the assignment
- c) No extensions can be granted for peer teachings or final projects (because of the due date for final grades to be delivered to the registrar)

For all assignments in this course, you will receive feedback within one week from the date that you submitted your work. If you are submitting a lesson that necessitates revisions prior to your peer or actual teaching, you will receive feedback within 24 hours.

DESCRIPTION OF ASSIGNMENTS

NOTE: All written assignments must be typed in Canvas or submitted as a Microsoft Word document unless otherwise specified. I do not accept handwritten work unless previously specified.

All assignments must be completed and submitted. Late assignments will not be accepted beyond your one free extension.

IN-CLASS PARTICIPATION

You are expected to participate fully in this class. There are several readings in this course that do not require a reflective response paper. However, you must demonstrate your knowledge of the readings through class discussion. You are also encouraged to pose questions that are directly related to the texts, those of which influence the class to think more critically about the material presented.

WRITTEN REFLECTIONS (11)

For course readings and after guest lecturers/teachers visit, specific prompts will be provided on Canvas to which you will respond. Responses should demonstrate your comprehension of the readings/presentations and highlight insights or take-aways, and you are encouraged to pose questions, those of which will be considered for class discussion. If responses lack depth or clarity, you will have one opportunity to re-submit your response (please note: this will only be granted one time). Reading reflections are worth five points each, but they are graded as pass fail. You are permitted to miss two reflections with no questions asked. Last, no late responses are permitted; most assignments close one hour prior to the start of class.

SELF-ASSESSMENT AND PROFESSIONAL GOALS STATEMENT

At the beginning of the semester, you will assess your strengths and areas for improvement with a specific focus oriented towards your professional qualifications and growth as a music educator. Accordingly, you will develop an action plan to put in place for the duration of the semester. This action plan should include ways that you will sustain your areas of strength, ways to improve areas in which you are less confident and/or less experienced, and steps you can take beyond this class to continually improve as a music educator. You will revisit this assignment, alongside your personal philosophy of music education, at the end of the semester to determine what changes occurred.

PRELIMINARY PERSONAL PHILOSOPHY OF MUSIC EDUCATION

Your own personal philosophy of music education is something that will not only evolve throughout your tenure as a preservice teacher, but also throughout your career. You will explore both published and spoken philosophies of educators and scholars in the field, in addition to engaging in free-writing exercises during class time. You will then develop a personal philosophy of music education that will be 3-4 pages (i.e., 500-700 words) in consideration of the following: (a) What is music education? (b) What is the nature of music education? (c) When is music education? (d) Where is music education? and (e) for whom is music education? While you do not have to answer these explicitly, these questions are intended to stimulate your thinking. You will return to your philosophy of music education throughout your coursework at UNT and alter/change parts of it as you learn more about the profession. You can also explore and explain your teaching values in the style of the “This I Believe” curriculum following the general guidelines provided at this link:

<https://thisibelieve.org/guidelines/>

OPTIONAL – INFLUENTIAL TEACHER INTERVIEW (EXTRA CREDIT)

Each student will contact an influential teacher from their past and document the following: (a) their reasons for pursuing a career in music education; (b) issues that they perceive or have witnessed in the profession; (c) their favorite part about being a music educator; (d) challenges in the profession; (e) their views on the future of music education (e.g., what might one anticipate 20 years from now given the rapid rate at which technology is updated, in addition to how online learning has become

more prominent); (f) any other topics that you or your teacher wish to address. This interview can either be recorded or written, but it is expected that each of these topics will be discussed in-depth.

MICRO-TEACHING #1 AND TASK ANALYSIS – NON-MUSICAL SKILL (IN GROUPS)

In your first teaching episode, you will teach a small group of peers a non-musical skill that can be completed within 5 minutes (e.g., a magic trick, how to fold a napkin, a handshake, etc.). Prior to teaching your non-musical skill, you will submit a task analysis form indicating the specific steps through which you will go to teach the skill, in addition to the learning target and materials needed for the lesson. You will be recorded during your teaching (a member of your group will use your own device to record), and upon completion, you are expected to review the video, compare it to your task analysis, and write a reflection indicating whether your task analysis was sufficient or if there were steps in your teaching that you did not initially consider. Micro-teaching #1 will be graded according to the following:

- Revised task-analysis on the day of your teaching (due on Wed, 9/15): 10 pts
- Execution of task-analysis: 20 pts
- Reflection on teaching and task analysis (no less than 200 words): 5
- Total: 35 pts

MICRO-TEACHING #2 – A MUSICAL SKILL ONE-ON-ONE

For this teaching episode, you will teach a music lesson to someone you know that is not a music major. It is up to you to decide the scope and content of this lesson (the lesson should not be more than 10 or 15 minutes long). You must decide the objective, materials, and assessment (a way to identify if the student accomplished the objective or not). For this assignment you will submit the following and be evaluated accordingly:

- A revised lesson plan (due on Mon, 10/4): 10 pts
- A video of the lesson (due on Mon, 10/4): 20 pts
- A short reflection regarding whether you accomplished what you set forth in your plan (no less than 200 words and due on Wed, 10/6) 5 pts
- Total: 35 pts

MICRO-TEACHING #3 – SONG BY ROTE TO THE ENTIRE CLASS

In this episode, you will teach the entire class a short song by rote. You will be provided with a list of songs, most of which are folksongs or canons, on Blackboard. You will have a maximum of 5 minutes to teach your piece. Regardless of where you are in your teaching process, you will be stopped at five minutes; it is essential that you practice this in advance to ensure that you can teach your entire lesson. For this episode, you will not submit a lesson plan for me to review prior to the lesson; please revisit previous feedback to best construct your plan. You will submit the following and be evaluated accordingly:

- A full lesson plan including objectives, standards, sequence, and method(s) of assessment (due on the day of your teaching): 10 pts
- Time and Execution of Lesson: 20 pts
- Class performance (i.e., was the class able to learn what you taught): 10 pts
- Reflection (due by 11:59 PM on the day that you teach): 5 pts

ASSESSMENT RUBRIC

You will develop a rubric that could be used to evaluate the achievement of an objective for micro-teaching #2 and an objective for micro-teaching #3.

TECHNOLOGY PROJECT – LEARNING A NEW MUSICAL SKILL

Using YouTube tutorials, you will choose a new musical skill (e.g., learning how to play a new instrument, beatboxing, spoken word, etc.) to refine throughout the duration of the semester. By the end of week 2 (by Wed, 9/1), you will finalize what musical skill you plan to learn and refine. If you do not have access to a new instrument, consider creative alternatives and/or consult with me to determine what might be possible. Throughout the semester, you will: (a) find and watch relevant YouTube tutorials related to the musical skill, (b) practice the musical skill consistently, and (c) keep track of your progress in a journal (approximately 50 words per entry). You will submit and be evaluated according to the following:

1. A journal with a minimum of 8 entries that describes your learning process and practice; you must complete this as a Google document and provide a timestamp for each entry (i.e., I should be able to see when you documented your learning).
2. Three videos of you performing the musical skill. The first video will be recorded and submitted after your initial lesson on the musical skill (the week of Mon, 9/6). The second video should be recorded at the midpoint of the semester (the week of Mon, 10/11); this video should exemplify your development on the musical skill. Finally, a third video needs to be made at the end of the semester with the aim at demonstrating the progress made over the semester.
3. A short reflection paper (400 to 600 words) that addresses the following:
 - What was successful about learning through an online tutorial? What was challenging?
 - What did you learn about the learning process through this experience? What did you learn about the teacher, and what did you learn about you as a student?
 - Do you see the future of music teaching going in this direction in schools? Why or why not?

***This is an independent assignment. To receive full credit, all portions of the assignment must be submitted during the weeks listed above; failure to adhere to the timeline will result in a score of a '0.' The final video and reflection must be submitted by Wed, 12/1.**

UPDATED SELF-ASSESSMENT, PROFESSIONAL GOALS, & PHILOSOPHY STATEMENT

You will revisit your self-assessment and professional goals statement, in addition to your preliminary philosophy of music education, and consider how and/or whether your knowledge from this course will have informed your initial remarks. You will then submit an updated self-assessment, share any additional professional goals (and discuss whether you met any of the professional goals you set forth at the onset of the semester), and discuss if any component of this course shaped your personal philosophy of music education. For this final assignment, it is crucial that you are clear about what exactly from the course shaped new ideas and/or insights related to your professional disposition and philosophical stance. Further, you will discuss why you wish to teach, assess your skill set, and develop an action plan to which you can abide throughout your degree program. This paper will be 4-5 pages (e.g., 1000-4000 words). This will serve as the final exam.

PORTFOLIO

All materials from this class that document your professional qualifications (e.g., personal philosophy of music education, updated self-assessment & professional goals, teaching videos, reflections, and revised lesson plans) must be organized in a clear way. You will choose from WordPress, Wix, or Weebly. Keep up with this throughout the duration of the semester so that it does not become an unnecessary burden at the last minute.

GRADING CRITERIA

Assignment	Points
In-Class Participation	20
Reflections & Reading Quizzes (11)	55
Self-Assessment and Professional Goals Statement	25
Preliminary Philosophy of Music Education	30
<i>*Optional Influential Teacher Interview</i>	<i>*10</i>
Assessment Rubric	15
Micro-teach 1	35
Micro-teach 2	35
Micro-teach 3	45
Learning A Musical Skill	20
Updated Self-Assessment, Professional Goals, & Philosophy Statement	40
Portfolio	20
Total	340/350*

GRADING SCALE

A 90% - 100% (306 out of 320 pts for 90%)

B 80% - 89% (272 out of 320 pts for 80%)

C 70% - 79% (238 out of 320 pts for 70%)

D 60% - 69% (204 out of 320 pts for 60% - not passing)

F below 60 (170 out of 320 pts for 50% - not passing)

*NOTE: In line with Division of Music Education policy, you must earn a minimum of a C in order to pass this required course.

Please be aware that raw scores that appear on Canvas may not reflect weighting for each category. In other words, the grades on canvas will weigh each grade as if they were all equally significant.

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 being doing so.

LINK: <http://financialaid.unt.edu/sap>

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 completed successfully 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.

PROFESSIONAL CONDUCT AND DISPOSITION

Prospective music educators must demonstrate professional competencies, dispositions, work ethic, and responsible behavior. If faculty develop concerns about students, they may complete a Teaching Success Referral Form and Dispositions Rubric. These forms can be used by any faculty member to refer a student to the Chair of the Division of Music Education when there is a major concern regarding a student's potential to successfully complete the teacher preparation program and/or succeed in the teaching profession. Use of this form allows the Chair, along with faculty colleagues, to both counsel and monitor the progress of students.

- [Teaching Success Referral Form](#)
- [Dispositions Rubric](#)

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

Last, this is YOUR education! I expect that you will make the most of it and communicate with me if there is anything I can do to improve your experience.

Proposed Course Calendar
(subject to change in consultation with students)

Date	Topic of Study	Readings Due/Upcoming Assignments	Assignments Due (10:00 AM)
Mon, 8/23	- Course Introduction - The Big Picture/Student Profiles	Reading: Campbell, <i>A musician's life in teaching</i> (chapter 1) Assignment: Reading Reflection (due on Wed, 8/25) & Self-assessment and professional goals statement (due on Mon, 8/30)	
Wed, 8/25	- History of Music Education - Philosophy of Music Education	Reading: https://www.k12academics.com/education-subjects/music-education/history-music-education-united-states Reading: Reimer, <i>why do we need a philosophy?</i> Reading: Barton & Hartwig, <i>Where is music?</i> (pdf) Assignment: Preliminary philosophy (due on Wed, 9/1)	DUE: Reading reflection
Mon, 8/30	- Philosophy Workshop Day - Building your teaching portfolio	Assignment: Familiarize yourself with WordPress, Wix, and Weebly	DUE: Self-assessment and professional goals statement
Wed, 9/1	What is learning? What is music learning? What is an effective teacher?	Reading: Brand, <i>Master Music teachers: What makes them great?</i> Assignment: Influential teacher interview (due on Wed, 9/22)	DUE: Preliminary Philosophy DUE: Finalize the musical skill that you will refine for the technology project (see Canvas)
Mon, 9/6	NO CLASS: LABOR DAY	N/A	N/A DUE: Technology Video #1 by the <u>end of this week</u> (Fri, 9/10, 11:59 PM)
Wed, 9/8	Planning instruction	Reading: Duke, <i>Sequencing instruction</i> (pdf) Assignment: Task Analysis Plan for Micro Teaching #1 (due on Mon, 9/13)	DUE: Reading reflection
Mon, 9/13	Planning instruction (cont.)	N/A	DUE: Task Analysis Plan for Micro-Teaching #1
Wed, 9/15	Micro-Teaching #1: Non-Musical Skill	Assignment: Reflection on Task-Analysis (due on Mon, 9/20)	DUE: Revised Task-Analysis

Mon, 9/20	Classroom management	Reading: Bauer, <i>Classroom management for ensembles</i> (pdf) Reading: Reese, <i>The Four C's of classroom management</i> (pdf)	DUE: Reflection on Task-Analysis DUE: Reading Quiz
Wed, 9/22	Standards for Music Education	Reading: National Standards for Music Education: https://nafme.org/my-classroom/standards/core-music-standards/ Reading: Music TEKS: https://www.tmea.org/teaching-resources/music-teks/ Assignment: Micro-Teaching #2 Lesson Plan with appropriate standards (due on Wed, 9/29)	DUE – Optional Assignment: Influential teacher interview
Mon, 9/27	Curriculum basics	Reading, Conway, <i>Curriculum in writing music</i> (pdf)	DUE: Reading Reflection
Wed, 9/29	Assessment: Dr. Brian Shaw (Guest Lecture)	Reading: Shaw, <i>Why Assessment?</i> (pdf) Reading: Hale & Green, <i>Six Key Principles for Music Assessment</i> (pdf) Assignment: Assessment rubric (due on Wed, 10/6)	DUE: Micro-Teaching #2 lesson plan with appropriate standards
Mon, 10/4	Social Justice in Music Education	Assignment: Reflection on teaching (due on Wed, 10/6)	DUE: Micro-teaching #2 with revised lesson plan
Wed, 10/6	Social Justice and Music Education; Ms. Brandi Waller-Pace (Guest Lecture)	Reading: Hess, <i>Becoming an anti-racist music educator</i> (pdf) OR Reading: Hess, <i>Equity in music education</i> (pdf) Assignment: Reflection on guest lecture/readings (due on Mon, 10/11)	DUE: Reflection on Teaching DUE: Assessment rubric
Mon, 10/11	Motivation	Reading: Criss, <i>Dance all night: Motivation in Education</i> or Tucker, <i>Mastery goals and intrinsic motivation in instrumental ensembles</i>	DUE: Reflection on Guest Lecture/Readings DUE: Technology Video #1 by the <u>end of this week</u> (Fri, 10/15, 11:59 PM)
Wed, 10/13	Learners with Exceptionalities (Dr. Rachel Grimsby)	Reading: Grimsby, “ <i>Anything is better than nothing</i> ” (pdf) Reading: Darrow & Adamek, <i>Recent and continuing initiatives and practices in special education</i> (pdf) Assignment: Reflection on guest lecture/readings (due on Wed, 10/13)	DUE: Reflection on Guest Lecture/Readings
Mon, 10/18	LGBTQIA+ issues and Music	Reading: Southerland, <i>The Rainbow Connection</i> (pdf)	DUE: Reading Reflection

	Education: Presented by myself and Rich Tilley (Guest Lecture)		
Wed, 10/20	Teachers Panel: Experiences in Music Education – UNT Faculty Members	Wed, October 20 – UNT Faculty Dr. Chappell – String Education Dr. Montemayor – Instrumental Education Dr. Taylor – Elementary Education	DUE: Come prepared to ask questions!
Mon, 10/25	Teachers Panel: Experiences in Music Education – Guest Lectures TBD	TBD	DUE: Come prepared to ask questions!
Wed, 10/27	Educational Policy; Dr. Lauren Richerme (Guest Lecture)	Reading: Aguilar & Richerme, <i>The Everyday Practice of Policy</i> (pdf) Reading: Also choose an article from the following sites: Education Week https://www.edweek.org/ew/index.html) National Education Policy Center http://nepc.colorado.edu/)	DUE: Teachers' Panel Reflection
Mon, 11/1	Technology and Music Education	Reading: Williams, <i>What are music educators doing well and how well are we doing it?</i> (pdf)	DUE: Reading Reflection & Reflection on Guest Lecture
Wed, 11/3	Creativity	Reading: Wall, <i>Does school band kill creativity?</i> (pdf) OR Gruenhagen, <i>Developing musical creativity</i> (pdf) Kratus, <i>Music education at the tipping point</i> Next assignment: Lesson Plan for Micro-Teaching #3 (due on the day you teach)	DUE: Reading Reflection
Mon, 11/8	Micro-Teaching #3: Song by Rote		DUE: Final Lesson Plans will be submitted by 9:00 AM on the day that you teach DUE: Micro-Teaching #3 Reflection (due by 11:59 PM on the day that you teach)
Wed, 11/10	Micro-Teaching #3: Song by Rote		

Mon, 11/15	• Micro-Teaching #3: Song by Rote		
Wed, 11/17	• World Music Pedagogy • Guest speaker, Michael Crawford?	Reading: Carlisle, <i>Steps Toward Gaining Knowledge of World Music Pedagogy</i> (pdf)	DUE: Reading Reflection
Mon, 11/22	• Complete Technology Project/Preparation for Final Assignments	NO CLASS. You will have the opportunity to meet with me on this day to discuss your final projects.	
Wed, 11/23	NO CLASS: Thanksgiving		
Mon, 11/29	• Informal Learning & Popular Music Pedagogy; Dr. Bryan Powell (Guest Lecture)	Reading: Vasil, Weiss, & Powell, <i>Popular Music Pedagogies: An Approach to Teaching 21st-Century Skills</i> (pdf)	No reflection due but be prepared to ask questions based on the reading. Note: You're encouraged to submit your technology project, but you have until Wed, 12/1
Wed, 12/1	• Final Thoughts	Next assignment: Updated Personal Assessment & Growth Plan (due on Mon, 12/6)	DUE (but you're encouraged to submit it on Mon, 11/29): Technology Project by 11:59 PM
Mon, 12/6	No Class – Finals Week		DUE: Updated self-assessment/professional goals statement & personal philosophy by 11:59 PM
Wed, 12/8	No Class – Finals Week	<i>Your portfolio will serve as your final exam.</i>	DUE: Portfolio by 11:59 PM

OTHER IMPORTANT INFORMATION

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, 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.

<http://vpaa.unt.edu/dcgcover/resources/integrity>

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 classroom, labs, discussion groups, field trips, etc.

Student Code of Conduct: <http://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: <http://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 Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation.

LINK: <https://studentaffairs.unt.edu/office-disability-access>

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 Statement](#)

Link: https://policy.unt.edu/sites/default/files/04.018_PolicyStateOnDiversity.pub8_.18.pdf

2021-2022 SEMESTER ACADEMIC SCHEDULE (WITH ADD/DROP DATES)

See: [Fall 2021 - Registration Guide](#)

Link: <https://registrar.unt.edu/registration/fall-registration-guide>

ACADEMIC CALENDAR AT A GLANCE, 2021-2022

See: [Academic Calendar](#)

Link: <http://catalog.unt.edu/content.php?catoid=26&navoid=2783>

FINAL EXAM SCHEDULE

See: [2021 Final Exam Schedule](#)

Link: <https://registrar.unt.edu/registration/fall-registration-guide>

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 Blackboard 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.

Link: <https://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:

<https://studentaffairs.unt.edu/counseling-and-testing-services>. For more information on mental health issues, please visit: <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 student to drop a class in Fall 2021 is **November 12**. Information about add/drop may be found at: See: [Add Drop](#)
Link: <https://registrar.unt.edu/regISTRATION/fall-registration-guide>

STUDENT RESOURCES

The University of North Texas has many resources available to students. For a complete list, go to:
See: [Student Resources](#)
Link: https://www.unt.edu/sites/default/files/resource_sheet.pdf