

MUED 3200, SPRING 2022
MUSICIANSHIP FOR TEACHING III

CLASS MEETINGS: M/W/F 10:00 – 10:50 AM
MUS 324

INSTRUCTOR:

Mr. Ian Cicco (he/him/his)

Office: Music Building 304

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

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

DISCORD

- <https://discord.gg/HV5Su86ZHp>

COURSE DESCRIPTION

This course is focused on methods and responsibilities common to music instruction in secondary schools (i.e., 6th-12th-grade). Notably, course content will include materials within and beyond traditional ensembles in secondary settings (e.g., band, choir, and orchestra), such as informal learning, popular music pedagogy, and world music pedagogy. Students from historically underrepresented populations and effective approaches to engage them in musical learning will be discussed in particular. The course sequence is intended to further the musical and instructional development of the musician-teacher. Largely, this course is discussion-based with teaching activities that take place at various points in the semester. Making explicit connections to your envisioned teaching context, as well as reflecting on previous experiences in traditional ensembles when considering new ideas, will greatly enhance your understandings of course content.

REQUIRED RESOURCES

There is no required textbook for this course; however, please note that you will need:

- Notebook/computer for note taking
- Various articles and chapters (available on Canvas as PDFs)

UPON SUCCESSFUL COMPLETION OF THIS COURSE, STUDENTS WILL:

1. Continue developing skills related to lesson planning and classroom management through discussion, collaboration, and practical application.
2. Develop an understanding of and be able to successfully engage students in secondary general music experiences, including extensions from pedagogical approaches in MUED 3100 (e.g., Orff and Kodály), informal learning, popular music pedagogy, and world music pedagogy.
3. Lecture on and apply teaching approaches with an orientation towards social justice and anti-racism.
4. Reflect on and self-assess teaching experiences.
5. *Gain practical experience with secondary general music by volunteering for a music program in a local ISD* (*this is a maybe as of right now*)
6. Reflect on one's on cultural and sociocultural identities while simultaneously examining how these identities influence one's beliefs about/philosophical stances on music education.
7. Examine curricular materials or repertoire through Culturally Relevant, Sustaining, Responsive and/or anti-racist pedagogical lenses.

8. Routinely reflect on the ways in which pedagogical and musical content can be developed and enacted from anti-racist pedagogical perspectives.

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. In addition, please note that peer teaching preparation days and time devoted to completing tasks in class are for those purposes only; engaging in conversations unrelated to class content/watching videos on YouTube/working on other assignments will result in a dismissal from class, counting as unexcused absence.

PERSONAL DEVICES/SOCIAL MEDIA/COMPLETING OTHER WORK

Text messaging and social media are not permitted during class, and phones behind computers send the message that you're engaging in conversations unrelated to course content. Please disable text messaging from your computer (if applicable) during class, and refrain from going on social media sites during class time. Personal devices are only to be used for Canvas and note-taking. Choosing to use personal devices for texting/messaging/social media/completing other assignments will result in a dismissal from class, counting as an unexcused absence. This, and the similar clause under "Participation," are non-negotiable and may also result in a Teaching Success Referral Form.

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/Discord. I will respond to all emails between 9:00 AM – 7:00 PM Monday through Friday; please do not expect an email from me on weekends, though I will make every attempt to check as frequently as possible. 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!

Discord: Please use Discord to communicate with peers and myself outside of class. Yes, you can have fun, too (as long as all content is appropriate and does not deviate too far from course content ☺). With that said, please contact me through email with personal questions/concerns. I will check Discord frequently and reply when I can, but my preferred communication is still email. You are not

permitted to invite anyone to Discord; this is established for our class only. Further, please refrain from inappropriate communication/language. If you exhibit any such behavior, you will be removed.

ASSIGNMENTS

Check the submission time of all assignments on Canvas, as they vary. I will make every effort to have feedback to you 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

Late work will not be accepted. Please do not send late work via email unless we've established something due to extenuating circumstances.

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 the final podcast (because of the due date for final grades to be delivered to the registrar)

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.

(1) WRITTEN REFLECTIONS/DISCUSSIONS (PASS/FAIL – 5 PTS EACH)

For course readings, 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. Responses should be no less than 150 words unless noted otherwise. If responses lack depth or clarity, you will have one opportunity to re-submit your response (this will be granted one time only). Last, no late responses are permitted; all written reflections are due one hour prior to the start of class and close at the same time. I will not re-open reflections.

(2) FULL LESSON PLAN (WITH SUPPLEMENT) (40 PTS)

- **Full Lesson Plan:** Plan an engaging 45–50-minute lesson on a specific topic (see below). I care most about your ability to include (a) well-written objectives, (b) detailed procedures, and (c) appropriate formative (ongoing) and summative (at the end) assessments. and (d) carefully thought-out accommodations and modifications for specific special learners (choose two from the provided list on Canvas).
 - You may choose any topic to cover as long as it's not just a rehearsal-based/drill-based lesson on a piece of repertoire. Be creative and think outside the box! See Canvas for more details.
 - This lesson should be specific to your teaching context (i.e., choral, orchestral, general, band).
- **Revisions and Accommodation/Modification Supplement (later in the semester):**

- After receiving feedback, please complete revisions, as appropriate. Revisions are optional if you earn an A but required for anything less than an A (< 90%).
- In addition, after completing the unit on Music for Special Needs Learners, add carefully thought-out accommodations and modifications for specific special learners (choose two from the list on Canvas).
- **Your final grade is a combination of each component and will be calculated at the end of the semester.**

(3) PEER TEACHING EPISODES (X2)

Throughout the semester, you will have an opportunity to practice your teaching skills with and in front of peers. For each peer teaching exercise, you must write a brief lesson plan (e.g., objectives, procedures, and assessment).

PEER TEACHING #1: LESSON DESIGN & TEACHING DEMONSTRATION

- In groups of four, you will choose one of the following foci:
 - Creative engagements (improvising, circle singing, composing, songwriting, creating music using technology)
 - Informal music learning (e.g., modern band, arranging using classroom instruments)
 - World music pedagogy
- Develop a detailed 50-minute lesson plan for a 6-12 general music class of your choice. Select one ten-minute lesson segment to present to the class as teaching demonstration.
- With your group, create an arrangement of music related to your area. This can be for instruments, iPads, etc. We'll discuss further in class.
- Through a shared Google Doc, you will simply list the standard you are teaching, describe the objective(s), outline the procedures through which you will go to deliver the musical concept, and describe how you will assess. There will be one plan for the entire group, but for recording purposes, everyone will submit a link on Canvas. Lesson plans are due one hour prior to the class during which you teach. Refer to your fully devised lesson plan and recommended feedback. You will submit this on the day of your teaching.
- A brief reflection is due by 11:59 PM on the day that you teach. See Canvas for instructions.

PEER TEACHING #2: FLIPPED CLASSROOM/MUSIC & SOCIAL JUSTICE

- In groups of four, you will be assigned one of 5 chapters from Benedict's (2020) *Music & Social Justice: A Guide for Elementary Educators*; you will reinterpret the lessons she designed for secondary music. The first portion of this assignment will require that you and your group present a PowerPoint or Google presentation that outlines the chapter (no more than 5 minutes). You will summarize key points from the chapter, after which you will lead the class in a Q & A session for 15 minutes. You must also discuss how you envision creating a lesson for a secondary music setting. Remember: the rest of the class did not read the chapter that you will summarize, so prepare accordingly. This will occur during the mid-point of the semester.
- The second part of this assignment requires you to teach one of the lessons proposed in your chapter. You will do this in pairs, and you have the option of adopting one of the lessons entirely or creating a lesson that is closely tied to the points highlighted in the chapter. These teachings will occur at the end of the semester.

(4) *FIELDWORK VOLUNTEER INTERNSHIP – ASSIGNMENT * (THIS MAY NOT HAPPEN)

In order to make the class content relevant, each student must identify a volunteer placement within a secondary school music program and spend at least 10 hours on site. Ideally, these volunteer hours would take place during the school day so that you can observe and possibly facilitate class activities, but if you need to volunteer before or after school (or on weekends), that is a possibility. You will be excused class two times to compensate for some of your time.

Student responsibilities for this assignment:

- Identify an appropriate field site at the secondary level and discuss this potential site with your instructor
- Contact supervising teacher/contact about possible volunteering at the site (we will discuss in class how to approach this—do not contact teachers without discussing with instructor)
- Meet all ISD requirements to gain entrance to site as a volunteer (possible background check)
- Maintain a log of your hours and a brief description of what you've experienced at your field site
- Complete 4 different reflections relating the class content to your field site (reflections on 1. Development, 2. Classroom Management, 3. Rapport, and 4. Assessment/Feedback).
- Have supervising teacher/contact sign a completion form asserting that you have met the 10-hour volunteer requirement

Please reach out to the instructor if you need help finding a field site. Some of the local school districts that may be convenient for you are:

Denton ISD
Lewisville ISD
Argyle ISD
Prosper ISD
Sanger ISD
Carrollton-Farmers Branch ISD

(5) CULTURAL AUTOBIOGRAPHY

You will compose a three- to five-page (1500-2500 words) personal narrative reflecting on your cultural socio-cultural aspects of your identity. These include, but are not limited to, age, gender, ethnicity, religion, exceptionality, geography, language, race, religion, and socioeconomic class. Please see the document in this module, or refer to this link (the document is from this website):

<https://ready.web.unc.edu/wp-content/uploads/sites/16627/2019/06/cultural-autobiography-5.pdf>

There will be a list of questions and/or prompts to inspire thoughts and suggestions for approaching/completing the essay. The purpose of this assignment is to enable you to envisage how you might foster positive and successful relationships with students from diverse backgrounds. By examining how you come to approach knowledge in the world (and given that your cultural autobiography is informed by your lived experiences and interlocking identities), this assignment provides the opportunity for you to consider the cultural autobiographies students in your future teaching context(s) To conclude, you will describe how your cultural autobiography orients your views towards teaching and learning, understanding of music education, and philosophical viewpoints related to the profession.

(6) CURRICULAR RESOURCE OR REPERTOIRE PROJECT (10 PTS)

CURRICULAR RESOURCE REVIEW (10 PTS)

For this assignment, you will review one source and discuss its applicability in the music classroom with a specific focus on how you might incorporate it in your teaching. Choose one of the recommended resources (on Canvas) or propose your own resource with the instructor's approval. The source you select should be related to/influenced by Culturally Responsive, Relevant, Sustaining, and/or anti-racist pedagogical approaches. See details on Canvas.

REPERTOIRE PROJECT

This project is intended for you to consider ways to make responsive repertoire choices, thus serving as one way to enact Culturally Relevant, Responsive, Sustaining, and/or anti-racist pedagogical approaches. For this assignment, you will examine two pieces of repertoire that differ with respect to cultural representation. One should be culturally valid (see the Abril article in Canvas), while the other should have some cultural flaws/misappropriation/inaccurate assumptions. This assignment involves three steps:

1. **Identify musical composers/exemplars whose work heavily differs**
2. **Analyze your two pieces.**
3. **Write criteria for determining how to select repertoire that is culturally authentic**

See more details on Canvas.

(7) FINAL PODCAST (50 PTS)

One of the most exciting ways you can contribute to your profession is by sharing your knowledge on a topic about musical teaching and learning that excites you! **With a partner of your choice**, create a 10–15-minute podcast using anchor.fm, **aimed toward other preservice music teacher educators**, about a specific topic in music education. You may choose to go into more detail on a topic that we covered in class or discuss something completely different. A strong preference is for topics that address and/or challenge the “status quo” of music teaching. (For example, podcasts discussing issues of access, diversity, repertoire, etc. are preferred over podcasts discussing how to earn a “1” at UIL or how to tune the timpani ☺). A great suggestion is to check out [The Score](#) podcast by Eric Jimenez and Justin McClean for possible ideas!

- For the purposes of scaffolding, this assignment will also require you to **submit your initial idea (due 10/11)**, as well as an **outline (due 10/25)** and **final script (due 11/29)** before the **Final Podcast is due (due 12/6)**.
- Podcasts that are deemed to be of the highest quality (in terms of engagement, interestingness, recording quality, and other possible factors) ***could be published as part of a new podcast series*** geared toward music teacher educators. While not a requirement, having your podcast publishable to share with other preservice music teachers around the country would be a great goal to work toward! Consider this as something you might continue beyond this course.

GRADING CRITERIA

Reading Reflections (P/F – 5 pts each)	40 pts (8 total)
Peer Teaching #1	60 pts
Lesson plan	10 pts
Arrangement	20 pts
Teaching Episode	20 pts

Reflection	10 pts	
Peer Teaching #2	40 pts	
Lesson Plan	10 pts (each)	
Teaching Episodes	20 pts (each)	
Reflections	10 pts (each)	
Fieldwork Volunteer Internship	50 pts*	<i>(this may/may not happen)</i>
Full Lesson Plan	30 pts	
Flipped Classroom	40 pts	
Lesson Plan Supplement	10 pts	
Cultural Autobiography	20 pts	
*Repertoire Project	10 pts	*OR
*Curricular Resource Review	10 pts	
Final Podcast	40 pts	
Outline & Final Script	15 pts	
Final Podcast	20 pts	
TOTAL	350 pts	

GRADE CALCULATION*

90–100% = A (315 out of 350 for a 90%)

80–89% = B (280 out of 350 for an 80%)

70–79% = C (245 out of 350 for a 70%)

60–69% = D (210 out of 320 for a 60% - not passing)

Below 60% = F (175 out of 350 for a 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. Additionally, as your instructor, I want to remind you that while I designed the course, the course is designed *for you*.

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

Week	Class Date	Topic	Course Activity	Assignments Due (<u>check times on Canvas</u>)
1	Mon, 1/17	NO CLASS	N/A	N/A
	Wed, 1/19	MODULE 1: Introductions and Looking Ahead	- Syllabus review - Applications from 3100 to 3200	DUE: Introductory Survey (11:59pm)
	Fri, 1/21	What We're Teaching and Why	Historical and Present-Day Music Education	DUE: Reading reflection on: - Mellizo, <i>Music Education, Curriculum Design, and Assessment</i> (pdf), https://nafme.org/my-classroom/journals-magazines/nafme-online-publications/growing-up-complete-the-imperative-for-music-education/ - Yi, <i>Confronting Racial Trauma in the Music Classroom</i>
2	Mon, 1/24	MODULE 2: Lesson Planning	Review of core concepts	DUE: Reading Reflection on Wiggins & McTighe, <i>Understanding by Design</i>
	Weds, 1/26	Lesson Planning	- Lesson plan exchange - Assessment <i>Assign chapter for flipped classroom/final teaching</i>	DUE: Bring a lesson plan from a previous course to class
	Fri, 1/28	Lesson Planning	- Review of TEKS - Creating an assessment rubric - Creating a coherent plan	Reading due: Hamman, <i>Standards vs. "Standard" Knowledge</i> – be prepared to discuss questions at the end of the chapter DUE: Go over the TEKS for your specific content area; be prepared to discuss
3	Mon, 1/31	No Class: Individual Meetings	Meet w/Mr. Cicco to discuss lesson plan	DUE: Draft of lesson plan (11:59 PM)
	Weds, 2/2	MODULE 3: General Music Extensions, Informal Learning, Popular Music Pedagogy, and World Music Pedagogy	- Review of Elementary Music Approaches <i>Assign peer teaching groups</i> - Expectations for Peer Teaching #1	

	Fri, 2/4	General Music Extensions, Informal Learning, Popular Music Pedagogy, and World Music Pedagogy	Orff Schulwerk for Middle School	Read: Shamrock, <i>Orff Schulwerk: An Integrated Foundation</i> DUE: Final Lesson Plan (note: you will not receive a grade for this until we review materials related to learners with exceptionalities) (by 11:59 PM)
4	Mon, 2/7	General Music Extensions, Informal Learning, Popular Music Pedagogy, and World Music Pedagogy	- Informal Learning & Popular Music Pedagogy - Review of Benedict (2020)	DUE: Come prepared to discuss Benedict (2020) Chapter 1; this reading is essential for your final teaching
	Weds, 2/9	General Music Extensions, Informal Learning, Popular Music Pedagogy, and World Music Pedagogy	World Music Pedagogy	Reading due: Campbell, <i>Music, Education, and Diversity</i> & watch WMP video ***Be prepared for an in-class, impromptu activity
	Fri, 2/11	NO CLASS: TMEA	I'll be available for individual meetings	Look ahead/work on lesson plan/peer teaching
5	Mon, 2/14	General Music Extensions, Informal Learning, Popular Music Pedagogy, and World Music Pedagogy	Asynchronous - Informal Learning & Popular Music Pedagogy	DUE: Reading Reflection on Green, <i>The Music Curriculum as Lived Experience: Children's "Natural" Music-Learning Processes</i> & Kratus, <i>A Return to Amateurism in Music Education</i> Submit assignment on Canvas for peer teaching
	Weds, 2/16	General Music Extensions, Informal Learning, Popular Music Pedagogy, and World Music Pedagogy	Asynchronous – begin preparing peer teaching #1	
	Fri, 2/18	General Music Extensions, Informal Learning, Popular Music Pedagogy, and World Music Pedagogy	Additional information on informal learning & peer teaching preparation	
6	Mon, 2/21	General Music Extensions, Informal Learning, Popular Music Pedagogy, and World Music Pedagogy	Peer Teaching #1	DUE: Lesson Plan/Presentation/Arrangement (1 hour before class) DUE: Reflection (11:59pm) Reading due: Abrahams, <i>The Application of Critical Pedagogy</i>
	Weds, 2/23	General Music Extensions, Informal Learning, Popular Music Pedagogy, and	Peer Teaching #1 Day 2	DUE: Lesson Plan/Presentation/Arrangement (1 hour before class) DUE: Reflection (11:59pm)

		World Music Pedagogy		
	Fri, 2/25	Critical Pedagogy	What is Critical Pedagogy?	Reading: Sensoy & DiAngelo (2017) Chapter 1 (entire chapter) <i>We will outline this chapter in class – the reading is not due ahead of time</i>
7	Mon, 2/28	Critical Pedagogy	- Introduction to Cultural Autobiography - Preparation for Flipped Classroom	Listening Due: Listen to <i>Nice White Parents, Ep. 1</i> (Episodes 2–5 highly recommended on your own!) NOTE: We will return to the cultural autobiography later in the semester but preparing for the assignment now will save you time later
	Weds, 3/2	MODULE 5: Flipped Classroom:	Preparation Day (in class)	
	Fri, 3/4	Flipped Classroom	Presentation 1	DUE: Your PowerPoint is due by 9:00 AM on the day that you present.
8	Mon, 3/7	Flipped Classroom	Presentation 2	^^^
	Weds, 3/9	Flipped Classroom; Discuss podcast ideas	Presentation 3	^^^
	Fri, 3/11	MODULE 6: Teaching Children with Exceptionalities	Diving into IEPs and 504s	DUE: Reading reflection on Hammel & Hourigan, <i>A Resourceful and Pedagogical Approach to Teaching Students with Special Needs</i> DUE: Podcast Topic Idea
9	Mon, 3/14	SPRING BREAK	N/A	N/A
	Weds, 3/16	SPRING BREAK	N/A	N/A
	Fri, 3/18	SPRING BREAK	N/A	N/A
10	Mon, 3/21	Teaching Children with Exceptionalities	Revisions Accommodation / Modification Supplement (complete in class)	Reading due: Crockett, <i>Legal Aspects of Teaching Music Students with Disabilities</i> DUE: Revisions & Accommodations (11:59 PM)
	Weds, 3/23	MODULE 7: Culturally Responsive Teaching	- Revisit Cultural Autobiography - Core Concepts	DUE: Reading Reflection on Deyhle, <i>What is on your classroom walls?</i>
	Fri, 3/25	Culturally Responsive Teaching	Core concepts	Reading due: Wyman & Kashatok, <i>Getting to Know Students' Communities</i> DUE: Podcast Outline
11	Mon, 3/28	Culturally Responsive Teaching	Review of curricular resource review/repertoire project	DUE: Cultural Autobiography (11:59 PM) Reading due: Abril. <i>Music That Represents Culture-Selecting Music with Integrity</i> (pdf)
	Weds, 3/30	MODULE 8: Anti-Racist pedagogy		DUE: Reading Reflection on Singleton & Hays, <i>Beginning Courageous Conversations about Race</i>

	Fri, 4/1	Anti-Racist Pedagogy		DUE: Reading reflection on Hess, <i>Becoming an Anti-Racist Music Educator</i> ; Develop list of questions
12	Mon, 4/4	Anti-Racist Pedagogy – Dr. Juliet Hess (Guest Lecture)		DUE: List of questions (see Google doc and be prepared to ask questions in class)
	Weds, 4/6	Anti-Racist Pedagogy Guest Lecture, Mr. Brandon Magid		Reading due: Parmar & Steinberg, <i>Locating Yourself for Your Students</i> & Cohen, <i>Providing Supportive Feedback</i> ; be prepared to discuss the questions at the end of the chapter
	Fri, 4/8	Curricular Resources	NO CLASS – WORK ON PROJECT/PEER TEACHING PREP	DUE: Repertoire Project OR Curricular Resource Review (11:59 PM)
13	Mon, 4/11	MODULE 9: Music & Social Justice (Teaching Episodes)	• Peer Teaching #2	DUE: Lesson Plan & Presentation (1 hour before class) DUE: Reflection (11:59pm)
	Weds, 4/13	Music & Social Justice (Teaching Episodes)	• Peer Teaching #2	^^^
	Fri, 4/15	Music & Social Justice (Teaching Episodes)	• Peer Teaching #2	^^^
14	Mon, 4/18	Music & Social Justice (Teaching Episodes)	• Peer Teaching #2	^^^
	Weds, 4/20	MODULE 10: Applications of Concepts & Final Podcast Presentations	• Recruitment & retainment • Organizational responsibilities	
	Fri, 4/22	Applications of Concepts	• Programming	Reading due: Rotjan, <i>Deciding For or Deciding With- Student Involvement in Repertoire Selection</i>
15	Mon, 4/25	Applications of Concepts	• Assessment	DUE: Reflection on Wednesday and today's readings: Payne et al., <i>An Emerging Process of Assessment in Music Education</i>
	Weds, 4/27	Applications of Concepts	• Classroom management	Reading due: Martin, <i>Reconceptualizing Classroom Management in the Ensemble</i>
	Fri, 4/29	Applications of Concepts	• Creating a handbook	DUE: Podcast Full Script (11:59pm)
16	Mon, 5/2	Presentation of Podcast		
	Wed, 5/4	Presentation of Podcast Final Class Meeting	• General Inquiries/Questions	

	Fri, 5/6	Reading Day		
17	Mon, 5/9	Finals Week		DUE: Final Podcast (11:59pm)
	Wed, 5/11	Finals Week		

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 (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/sites/default/files/06.003.AcadIntegrity.Final_.pdf

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/

ODA STATEMENT

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

See: [ODA](#)

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

UNT POLICY STATEMENT ON DIVERSITY

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

See: [Diversity and Inclusion](#)

Link: <https://idea.unt.edu/diversity-inclusion>

HEALTH AND SAFETY INFORMATION

Students can access information about health and safety at: <https://music.unt.edu/student-health-and-wellness>

REGISTRATION INFORMATION FOR STUDENTS

See: [Registration Information](#)

Link: <https://registrar.unt.edu/students>

ACADEMIC CALENDAR AT A GLANCE, SPRING, 2022

See: [Academic Calendar at a Glance](#)

Link: https://registrar.unt.edu/sites/default/files/Spring_2022_Academic_Calendar.pdf

FINAL EXAM SCHEDULE

See: [Spring, 2022 Final Exam Schedule](#)

<https://registrar.unt.edu/exams/final-exam-schedule/spring>

RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view

your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates.

See: [FERPA](#)

Link: <http://ferpa.unt.edu/>

COUNSELING AND TESTING

UNT's Center for Counseling and Testing has an available counselor whose position includes 16 hours per week of dedicated service to students in the College of Music and the College of Visual Arts and Design. Please visit the Center's website for further information:

See: [Counseling and Testing](#)

Link: <http://studentaffairs.unt.edu/counseling-and-testing-services>.

For more information on mental health issues, please visit:

See: [Mental Health Issues](#)

Link: <https://speakout.unt.edu>.

The counselor for music students is:

Myriam Reynolds

Chestnut Hall, Suite 311

(940) 565-2741

Myriam.reynolds@unt.edu

ADD/DROP POLICY

Please be reminded that dropping classes or failing to complete and pass registered hours may make you ineligible for financial aid. In addition, if you drop below half-time enrollment you may be required to begin paying back your student loans. After the 12th class day, students must first submit a completed "Request to Drop" form to the Registrar's Office. The last day for a student to drop a class in Fall, 2021 is November 12. Information about add/drop may be found at:

See: [Drops and Withdrawals](#)

Link: <https://sfs.unt.edu/class-drop-and-withdrawal-refunds>

(Also see Academic Calendar, listed above)

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