MUSICIANSHIP FOR TEACHING I
MUED 2310

Class Meetings: MW 11:00 – 11:50
MUSA 113

Instructor:
Dr. Jamey Kelley
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Office Hours: Mondays & Wednesdays 1:00 pm-2:30 pm; by appointment

"Who dares to teach must never cease to learn."
- John Cotton Dana (1856 - 1929)

Course Description:
This course is an introduction to the music education profession. Students will discuss the philosophical and practical issues in music education and complete micro teaching and planning experiences. Through observation of current practitioners and guest lecturers, students will explore the many facets of the music educator role. 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 (Blackboard).

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 that knowledge to the teaching of brief musical tasks
8. Create a lesson plan that addresses the National Core Arts Standards
9. Experience music learning in possibly novel ways
10. Identify and implement basic pedagogical techniques used for successful music teaching.
Course Responsibilities:
I am strongly committed to your development as a music educator. It is my goal to facilitate your construction of knowledge about your own learning, how others learn, and how you can facilitate the learning of your future students. I will do all that I can to reach this goal. Still, your development depends largely on your efforts and commitment to your work in this degree program. If you endeavor to further your development as a music educator and are willing to join the learning community of this specific course, your commitment comes with responsibilities:

Attendance

Division of Music Education Attendance Policy:
Students are expected to attend all classes. More than three unexcused absences* will result in a failing grade for the course, and three tardies will be counted as one absence. Save your absences for when you might really need them. If you have an unusual situation that results in extended absences, please contact me so that I am aware of the situation and can make arrangements to meet your instructional needs. Regular attendance 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.

*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.

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 for each class member to feel empowered and safe to participate in all class activities. As the instructor, I pledge that my efforts will to be provide a space that ideas can be discussed respectfully and 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 (see Assessments below).
Assessment Opportunities:
Assessment is used in education to measure progress toward or the attainment of course objectives; it is the evidence of learning. The assignments below are opportunities to provide that evidence to both me and yourself. A general description of each component is provided here:

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Daily Discussions & In-Class Assignments – 20%

Assessment of your comprehension of course readings will be based on your contributions to class discussion, participation in class activities, five-minute essay quizzes, technology products, and other smaller tasks.

Influence Orbits – 5%

The Influence Orbit is a graphic representation of people or experiences that have motivated your decision to enter the teaching field as a music educator. Dr. Kelley will present a model in class. In addition to the graphic model you create, you must write a 300 to 500 word reflection about what the most important factors influenced your career decision.

*Karma points if you mail a thank you note (by post—or by email, if you want to be tacky) to someone who impacted you positively. Karma points do not affect your grade, but will make someone else feel good (and probably you, too).

Preliminary Personal Philosophy of Music Education – 5%

After exploring published and spoken philosophies of others, you will write a personal philosophy of music education. Your paper will be roughly 3-4 pages* (500 to 700 words) in length and will describe your views on what should be taught in a music classroom, how that content should be taught, and why it should be taught. This initial statement will be altered and rewritten in future courses as your philosophy develops.
Personal Assessment and Growth Plan – 15%

By the end of this course you will have a greater understanding of the desired traits and skills of a successful music educator. In this 4-5 page paper (1000 to 1400 words)*1, describe why you want to teach, assess your current disposition and skill set, and describe your action plan for growth throughout the degree program. This document will serve as the final exam.

Guest Reflections (3) – 10%

Several guests from the music education department will come to our class to guest lecture about their primary focus in music education. After each guest lecture, you will write a reflection that details new insights about our field, what effect (if any) the lecture had on your future music teaching plans, how you can incorporate at least one idea or consideration shared, and your greatest take-away from the lecture/discussion.

Observation Reflections (3) – 10%

You will complete three independent observations of music teachers during this semester. To encourage observation in a variety of settings, one observation must be at the elementary level, one at the middle school level, and one at the high school level. In addition, one observation must be a classroom that is not a performance ensemble class (for instance, visiting a general music or a music theory class would satisfy).

You will receive documents to guide your observation experiences. After each observation, write a description of what occurred in the class and a reflection of how what you observed relates to our course content/discussions. Each reflection should be between 250 and 400 words.

Micro-teach – non-musical skill (in groups) – 5%

In your first teaching episode, you will teach a small group of your colleagues a non-musical skill that can be taught within 5 minutes. Consider things like a magic trick, a special handshake, or hold to fold a napkin ornately. You will need to bring all materials needed for your instruction (there will be a maximum of 5 students per group). You will only have five minutes to instruct your fellow classmates, so practice beforehand. You will also need to provide a sketch of your lesson plan that includes the objective (learning target), materials, and procedure for your micro-teach. See rubrics for grading.

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*1 All written assignments will have a word count range. Assignments that do not have the minimum words will be considered incomplete and will result in a lower grade. Assignments that contain more words than the recommended range will be graded to the maximum number of words, and will also result in a lower grade.
Micro-teach – song by rote (entire class) – 10%

In this episode, you will teach the entire class a short song by rote. This song needs to be an appropriate teaching piece for a K-12 setting—consider folksongs and canons. Meet with Dr. Kelley if you need help finding a song to use in class. You will have a maximum of 5 minutes to teach your piece. See rubrics for grading.

Learning-By-Ear Project - 10%

To incorporate popular music pedagogy within this class, each student will learn 45 seconds to 2 minutes of a popular song (see the choices of the song list included in this syllabus); I encourage you to select the most interesting musical segment of the song. You will focus on the melody and learn it by ear, playing on your primary instrument or on a keyboard. Fidelity to the original is important in this task, so consider rhythmic precision, articulation, and tone quality as you emulate your song. You will perform your selection for the entire class, playing either with the original song or a karaoke track. You will write a short response (100 to 200 words) to the following questions:

1. How was this experience similar or different to how you normally learn a new piece of music?
2. Through the course of the learning, what did you learn about the music itself?

See rubrics for grading.

Song selections:

Believer – Imagine Dragons
There’s Nothing Holding Me Back – Shawn Mendes
Let Me Love You – DJ Snake
New Rules – Dua Lipa
Tightrope – Janelle Monae
Green Light - Lorde
Karma Police - Radiohead
Chandelier – Sia
Titanium – David Guetta
Breezeblocks – Alt J
Indestructible – Robyn
Closer – Chain Smokers
Cut to that Feeling – Carly Rae Jepsen
Sorry – Justin Bieber
Stay – Alessia Cara
Somebody that I Used to Know – Gotye
Attention – Charlie Puth
Rockabye – Clean Bandit

Now or Never – Halsey
Say You Won’t Let Go – James Arthur
Into You – Ariana Grande
Can’t Stop the Feeling – Justin Timberlake
What About Us – Pink
Hotline Bling – Drake
Work – Rihanna
Q.U.E.E.N. – Janelle Monae
Fitzpleasure – Alt-J
Fill It Still – Portugal. The Man
Don’t Take the Money – Bleachers
Shut up and dance with me – Walk the Moon
I Don’t Wanna Live Forever – ZAYN
Suit and Jacket – Judah and the Lion
The Wire – HAIM
Mercy – Shawn Mendes
Exit Music - Radiohead
Technology Project – Learning a New Musical Skill – 10%

For this project, you will choose a new musical skill (e.g., a new instrument, ukulele, harmonica, djembe) that you will learn through the use of youtube tutorial videos. If you do not have access to a new instrument, consider learning to beat-box, no instrument required. Over the semester, you will need to find and watch relevant youtube tutorials on the musical skill, practice, and keep track of your progress. You will need to keep a short journal (approximately 50 words per entry) about your on-going progress of your skill and what works for your progress. These are the things that you need to submit at the end of the project:

1. Journal – with a minimum of 8 entries that describe your learning process and practice
2. 3 Videos of you performing the musical skill. The first needs to be recorded after your initial lesson on the musical skill. The second video needs to be made at the midpoint of the semester; this video should provide evidence of development on the musical skill. Finally, a third video needs to be made at the end of the learning with the aim at demonstrating the progress made over the semester.
3. A short reflection paper (400 to 600 words) that answers the following questions:
   - 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? About you as a student?
   - Do you see the future of music teaching going in this direction in schools? Why or why not?

Work Due Policy
Assignments are due at the beginning of class (11 a.m.) on the date stipulated in the instructions for the assignment. Late work will not be accepted unless previous accommodations have been made in writing with the instructor.

Grading Scale
A 90% - 100%
B 80% - 89%
C 70% - 79%
D 60% - 69%
F below 60%

Schedule*2:

August 28th – The Big Picture/Student Profiles/Influence Orbits example

August 30th – Why Teaching? Why Music?
Due: Student Profiles (with picture)

2 Schedule may be altered at the instructor’s discretion.
September 4th – Labor Day – NO CLASS

September 6th – Competencies for Teachers, especially Music Teachers
   Reading: Competencies that Music Teachers Need to Be Successful
   Due: Influence Orbits with reflection + thank you note.

September 11th – Basic Mechanics of Teaching
   Reading: The Skillful Teacher - Introduction

September 13th – Micro-Teach Sessions in Groups
   Due: Micro-Teach Lesson Plans

September 18th – Class Climate: Classroom Management 101
   Listening: Is This Working? From This American Life
   https://www.thisamericanlife.org/radio-archives/episode/538/is-this-working
   Viewing: Scene from The Wire
   https://www.youtube.com/results?search_query=pres+the+wire+season+4

September 20th – The National Standards: an introduction
   Reading: The National Standards
   Viewing: NAfME video

September 25th – Guest Educator #1

September 27th – Assessment 101: Backward Design
   Reading: What is Backward Design? (Wiggin & Tighe, 1998)
   Due: Guest Reflection 1

October 2nd – Learning Target, Objectives, and Lesson Plans
   Reading: Where Am I Going? Clear Targets

October 4th – Specific Philosophies of Music Education
   Reading: Statements of Belief

October 9th – What to teach? Curriculum in K-12 Music Classrooms
   Reading: Curriculum Writing in Music (Conway, 2002)

October 11th – Education Research and Best Practices
   Reading: An article of your choice in the Music Educators Journal that interests you

October 16th – Educational Policy; Advocacy
   Reading: A History of Music Education Advocacy
October 18th – MIDTERM REVIEW
   Due: Preliminary Philosophy of Music Education

October 23rd – Guest Educator #2

October 25th – Music Education through Historical Perspective
   Reading: Great Minds on Music in Education

October 30th – Music Classes for All Students
   Reading: All the Rest of the Music
   Due: Guest Reflection 2

November 1st – Popular Music Education
   Reading: Music, Informal Learning and the School (Chapter 2)

November 6th – Culturally Responsive Teaching
   Reading: Why Music Education Needs to Incorporate More Diversity

November 8th – Multicultural Music Education
   Reading: Campbell Chapter in Abril & Gault

November 13th – Working with Students with Different Abilities
   Reading: Disability in the Classroom (Abramo, 2012)

November 15th – QUESTIONS DAY

November 20th – Technology in Music Education
   Reading: Technology (Demorest)

November 22nd – Guest Educator #3

November 27th – Micro Teach – Song by Rote – Day 1

November 29th – Micro Teach – Song by Rote – Day 2

December 4th – The future of your profession/the future of your career
   Reading: TBA
   Due: Guest Reflection 3

December 6th - WRAPPING IT UP
   Due: Technology Project/Learning a Musical Skill
FINAL EXAM – MONDAY, DECEMBER 11TH – 10:30 AM – 12:30 PM
   This time will be used for a final meeting and performances
   Due: Personal Assessment and Growth Plan
   Due: Learning by Ear project

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.
LINK:  http://facultysuccess.unt.edu/academic-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. (Also see below, UNT Care Team)
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.
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 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: disability.unt.edu. (Phone: (940) 565-4323)

2017-2018 Semester Academic Schedule (with Add/Drop Dates)
Link: http://catalog.unt.edu/content.php?catoid=17&navoid=1737

Academic Calendar at a Glance, 2017-2018
Link: https://www.unt.edu/catalogs/2017-18/calendar

Final Exam Schedule
Link: http://registrar.unt.edu/exams/final-exam-schedule/fall

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 registered hours per term. 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
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: http://ferpa.unt.edu/

RESPONDING TO STUDENTS IN DISTRESS: UNT CARE TEAM
Please visit the CARE Team website to tips to recognize students in distress and what you need to do in cases of extreme behavior or references to suicide.
Link: http://studentaffairs.unt.edu/care