



MUED 2310.002: Introduction to Music Education

Instructor: Tatyana Louis-Jacques (they/them)

Class Location: Musi 290

Email: tatyana.louisjacques@unt.edu

Credits: 2

Office Location: MU 307

Times: Mon/Wed 11:00-11:50 am

Office Hours: By appointment

The Division of Music Education is dedicated to empowering students through learning opportunities that are contextual and relevant to a career in teaching. To become an effective music educator, each student must commit to excellence in both teaching and musicianship.

Welcome to UNT!

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

Materials

Book:

Duke R. A. (2017). *Intelligent music teaching: Essays on the core principles of effective instruction*. Learning and Behavior Resources.

Other Materials:

1. Working email account, Canvas access
2. Video recording device for teaching episodes
3. Notebook AND device for note-taking

Additional Readings (available through Canvas):

All additional readings can be found as .pdf files located within their corresponding Canvas module.

Course Description

This course is an introduction to the music education profession. Students will discuss the philosophical and practical issues in music education, complete introductory teaching episodes, and develop an educational philosophy.

Course Structure

This course will be highly participatory and involve group discussion, peer teaching, and reflective writing. Written assignments should be turned in via Canvas unless otherwise noted. Students should expect feedback/grades on assignments via Canvas, typically within one week of the due date. Please contact your instructor via email should you have a question concerning any assignment, missing grade, or feedback.

Course Objectives

Upon successful completion of this course, you will be able to:

1. Articulate an initial philosophy of music education and apply it to a classroom scenario.
2. Identify and discuss essential issues in the field of music education.
3. Identify and implement basic pedagogical techniques for music teaching.
4. Create structured lesson plans with attainable goals and objectives for learners.
5. Identify strategies to improve your teaching practice as it relates to verbal and written communication, sequencing, recognizing and responding to diversity, and equitable assessment strategies.
6. Display "teacher behaviors" which include coming to class regularly and on time, taking leadership roles when asked, communicating professionally, and being prepared for class discussions and activities.

Attendance

Your presence in class and on-time is required to participate and demonstrate your preparation and professionalism. This is an interactive class, and there is no replacement for experiences that take place during class time. Therefore, the instructor must be notified in advance of an absence or tardy. Per the UNT Division of Music Education Handbook:

"Students cannot miss more than 3 classes in a given semester for each music education course (not counting university excused absences). If more than 3 classes are missed, the student will earn an "F" for the semester grade for that course. Instructors may have more stringent policies than this basic policy. Please check individual class syllabi for any additional attendance requirements."

In addition to this policy, every two tardies can lower the grade by one level (e.g., A becomes B) at the instructor's discretion. Any tardy beyond 10 minutes from the start of class will be considered an absence. The grade can also be lowered by one level for any absence beyond two. More than three absences are grounds for failure in the course. In the event of an absence, students are responsible to turn assignments in by posted deadlines. Students are responsible for catching up on content missed.

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

Preferred Names and Pronouns

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

Rules of Engagement

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

Video/Audio Recording

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

Assignments

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

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

Grading

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 and below

AI Use

The use of Generative AI (GenAI) tools like (e.g., Claude, ChatGPT, Gemini) is not permitted in this course. Though AI tools may be used as spelling and/or grammar aids, when you are completing assignments, everything you write must be based on your own original thought (with the exception of material for which you directly cite the source). Using GenAI to complete any part of an assignment, exam, or coursework will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy (linked below).

Plan Ahead!

In order to student teach, you must:

- Have an overall grade point average (GPA) of 2.75 on all UNT course work and an overall GPA of 2.75
- Have an overall GPA of 2.75 in all MUXX courses and all EDXX courses
- Have a minimum of a C in all music and education courses
- Have an overall GPA of 2.75 in your professional development classes. See your Student Handbook for a list of these courses.
- Have successfully completed ALL proficiency examinations before you apply for student teaching. This includes your piano proficiency, concentration proficiency, and all components of the music education student review. No coursework should be taken during student teaching.

UNT Music Education Facebook Page:

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

Final Portfolio Project

Due: Monday, May 4 by 9:00am to Canvas

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

Written Documents

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

- 1. Philosophy of Music Education** - 500-750 words minimum (2-2.5 pages, double spaced). Consider how to integrate topics we've specifically focused on (teacher competencies, competition, culturally responsive pedagogy, inclusivity, diverse learners, UDL, classroom management, etc.). You may choose to include other topics; this is simply a suggested list from topics we will discuss this semester. *You may consider your desired teaching situation at this juncture of your education (elementary music, middle school orchestra, etc.), but it should not be the focus of your writing.*
- 2. Teacher Statement**
Update and expand upon the Teacher Statement document you created earlier in the semester to reflect what a student should learn through participation in your class. You must include at least 10 statements. These 10 statements may include the five from your original Teacher Statement assignment.
- 3. Teaching & Planning Reflection** - up to 2 pages, double spaced
Reflect on your teaching and lesson planning progress over the course of the semester, recognizing points of growth, strength, and continuing challenges. Set goals for future teaching and planning skills. Prompting questions will be provided to help you plan and write your reflection.

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

Course Calendar

Week	Topics & Assignment(s)
1	<p>Monday, 1/12: Syllabus, Orbit of Influence Demo</p> <ul style="list-style-type: none"> - Assignment(s), Due 1/13: Day 1 Google Form; Orbit of Influence Digital Slide, prepare 90-second summary for class presentation <p>Wednesday, 1/14: Orbit of Influence Class Presentations</p> <ul style="list-style-type: none"> - Assignment(s), Due 1/18: Orbit of Influence Reflection; Read Duke "Precision in Language and Thought" and complete Canvas reading assignment
2	<p>Monday, 1/19: MLK Day - No Class</p> <p>Wednesday, 1/21: Qualities & Competencies of Music Teachers</p> <ul style="list-style-type: none"> - Assignment(s), Due 1/25: Teacher Competencies Self-Assessment; Read Campbell Ch. 2 "Great Minds on Music in Education" and complete Canvas reading assignment
3	<p>Monday, 1/26: Introduction to Music Education Philosophy</p> <ul style="list-style-type: none"> - Assignment(s), Due 1/27: Your Philosophy of Music Education; Read Duke "Sequencing Instruction" and complete Canvas reading assignment <p>Wednesday, 1/28: Task Analysis</p> <ul style="list-style-type: none"> - Assignment(s), Due 2/1: Task Analysis Reflection; Teacher Statement
4	<p>Monday, 2/2: Writing a Basic Lesson Plan</p> <ul style="list-style-type: none"> - Assignment(s), Due 2/3: Sign up for a non-musical task to teach for Microteach 1; Microteach 1 Lesson Plan First Draft <ul style="list-style-type: none"> - Do not write your plan until you have signed up for a teaching topic and made sure you're not doubling someone else's!! <p>Wednesday, 2/4: Lesson Plans: Clarification, Peer Review</p> <ul style="list-style-type: none"> - Assignment(s), Due 2/8: Microteach 1 Lesson Plan <ul style="list-style-type: none"> - Failure to submit your lesson plan on time will prevent you from teaching this round, thus forfeiting the teaching opportunity and grade.
5	<p>Monday, 2/9: Microteach 1 - Teaching a Nonmusical Task (Day 1 of 3)</p> <ul style="list-style-type: none"> - Assignment(s), Due 2/10: Teaching Reflection or Glow & Grow <p>Wednesday, 2/11: Microteach 1 - Teaching a Nonmusical Task (Day 2 of 3)</p> <ul style="list-style-type: none"> - Assignment(s), Due 2/13: Teaching Reflection or Glow & Grow

6	<p>Monday, 2/16: Microteach 1 - Teaching a Nonmusical Task (Day 3 of 3)</p> <ul style="list-style-type: none"> - Assignment(s), Due 2/17: Teaching Reflection or Glow & Grow; Read Duke "What to Teach" and complete Canvas reading assignment - Assignment(s), Due 2/20: Final Microteach 1 lesson plan edits <p>Wednesday, 2/18: Learning Standards and Outcomes</p> <ul style="list-style-type: none"> - Assignment(s), Due 2/20: Final Microteach 1 lesson plan edits; Standards-Based Learning Objectives -
7	<p>Monday, 2/23: Assessment</p> <ul style="list-style-type: none"> - Assignment(s), Due 2/24: TBD <p>Wednesday, 2/25: Assessment</p> <ul style="list-style-type: none"> - Assignment(s), Due 3/1: Read Duke "Transfer" and complete Canvas reading assignment
8	<p>Monday, 3/2: Transfer, Observation Prep</p> <ul style="list-style-type: none"> - Assignment(s), Due 3/3: Transfer Reflection; Classroom Management Strategies readings and Canvas assignment <p>Wednesday, 3/4: Classroom Management Part 1; Intro to Microteach 2</p> <ul style="list-style-type: none"> - Assignment(s), Due 3/7: Sign up for a musical task to teach for Microteach 2 <p>OBSERVATION DAY (TBD)</p> <ul style="list-style-type: none"> - Post-Observation Assignment(s), Due TBD: 3 Observation Forms
9	<p><i>No Classes – Spring Break</i></p>
10	<p>Monday, 3/16: Classroom Management Part 2; Observation Reflection</p> <ul style="list-style-type: none"> - Assignment(s), Due 3/17: Read Duke "Feedback" and complete Canvas reading assignment - Assignment(s), Due 3/20: Microteach 2 Lesson Plan <p>Wednesday, 3/18: Feedback, Direct Instruction</p> <ul style="list-style-type: none"> - Assignment(s), Due 3/20: Microteach 2 Lesson Plan <ul style="list-style-type: none"> - Failure to submit your lesson plan on time will prevent you from teaching this round, thus forfeiting the teaching opportunity and grade.
11	<p>Monday, 3/23: Microteach 2 - Teaching a Musical Concept (Day 1 of 3)</p> <ul style="list-style-type: none"> - Assignment(s), Due 3/24: Teaching Reflection or Glow & Grow

	<p>Wednesday, 3/25: Microteach 2 - Teaching a Musical Concept (Day 2 of 3)</p> <ul style="list-style-type: none"> - Assignment(s), Due 3.27: Teaching Reflection or Glow & Grow
12	<p>Monday, 3/30: Microteach 2 - Teaching a Musical Concept (Day 3 of 3)</p> <ul style="list-style-type: none"> - Assignment(s), Due 3/31: Teaching Reflection or Glow & Grow; Read linked readings and complete Canvas quiz <ul style="list-style-type: none"> - Readings: NAfME Statement 2007, NAfME Equity and Access 2017, NAfME Strategic Plan, UDL FAQs - Assignment(s), Due 4/3: Microteach 2 Lesson Plan Resubmission (with edits) <p>Wednesday, 4/1: Access & Inclusion: UDL; Microteach 3 Intro</p> <ul style="list-style-type: none"> - Assignment(s), Due 4/3: Microteach 2 Lesson Plan Resubmission (with edits) - Assignment(s), Due 4/5: Read the Code of Ethics and Standard Practices for Texas Educators and complete Canvas reading assignment; Sign up for a musical task to teach for Microteach 3
13	<p>Monday, 4/6: Ethics, Boundaries, & Mandated Reporting</p> <ul style="list-style-type: none"> - Assignment(s), Due 4/7: Read Culturally Responsive Teaching excerpt and complete Canvas reflection - Assignment(s), Due 4/10: Microteach 3 Lesson Plan <p>Wednesday, 4/8: Culturally Responsive Teaching; Final Project Breakdown</p> <ul style="list-style-type: none"> - Assignment(s), Due 4/10: Microteach 3 Lesson Plan <ul style="list-style-type: none"> - Failure to submit your lesson plan on time will prevent you from teaching this round, thus forfeiting the teaching opportunity and grade.
14	<p>Monday, 4/13: Microteach 3 - Teaching a Musical Concept (Day 2 of 3)</p> <ul style="list-style-type: none"> - Assignment(s), Due 4/14: Teaching Reflection or Glow & Grow <p>Wednesday, 4/15: Microteach 3 - Teaching a Musical Concept (Day 2 of 3)</p> <ul style="list-style-type: none"> - Assignment(s), Due 4/17: Teaching Reflection or Glow & Grow
15	<p>Monday, 4/20: Microteach 3 - Teaching a Musical Concept (Day 3 of 3)</p> <ul style="list-style-type: none"> - Assignment(s), Due 4/21: Teaching Reflection or Glow & Grow <p>Wednesday, 4/22 – Putting it All Together</p> <ul style="list-style-type: none"> - Assignment(s), Due 4/26: Read Duke "A Teaching Life" complete Canvas reflection - Assignment(s), Due 5/4: Final Portfolio & Slide Presentation
16	<p>Monday, 4/27: TBD</p>

Wednesday, 4/29: TBD - Assignment(s), Due 5/4: Final Portfolio & Slide Presentation
Final Exam: Monday, May 4, 10:00am – 12:00pm, Musi 290

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

DEFIBRILLATORS IN THE COLLEGE OF MUSIC

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

University Policies

ACADEMIC INTEGRITY

See: [Academic Integrity](#)

Link: <https://policy.unt.edu/policy/06-003>

STUDENT BEHAVIOR

See: [Student Code of Conduct](#)

Link: <https://deanofstudents.unt.edu/conduct>

ACCESS TO INFORMATION – EAGLE CONNECT

See: [Eagle Connect](#)

Link: eagleconnect.unt.edu

ODA STATEMENT

See: [ODA](#)

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

DIVERSITY AND BELONGING

See: [Diversity and Inclusion](#)

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

Health and Safety Information

Students can access information about health and safety at:

<https://music.unt.edu/student-health-and-wellness>

Registration Information for Students

See: [Registration Information](#)

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

Academic Calendar, Spring 2024

See: [Spring 2024 Academic Calendar](#)

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

Financial Aid and Satisfactory Academic Progress

Undergraduates

See: [Financial Aid](#)

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

RETENTION OF STUDENT RECORDS

See: [FERPA](#)

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

COUNSELING AND TESTING

UNT's Center for Counseling and Testing has an available counselor for students in need. Please visit the Center's website for further information:

See: [Counseling and Testing](#)

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

For more information on mental health issues, please visit:

See: [Mental Health Issues](#)

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

ADD/DROP POLICY

Please be reminded that dropping classes or failing to complete and pass registered hours may make you ineligible for financial aid. In addition, if you drop below half-time enrollment you may be required to begin paying back your student loans. See Academic Calendar (listed above) for additional add/drop information.

Drop Information: <https://registrar.unt.edu/registration/spring-registration-guide.html>

STUDENT RESOURCES

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

See: [Student Resources](#)

Link: <https://success.unt.edu/aa-sa-resources>

(Note: A printer-friendly PDF version is available by clicking the green button on the home page)

CARE TEAM

The Care Team is a collaborative interdisciplinary committee of university officials that meets regularly to provide a response to students, staff, and faculty whose behavior could be harmful to themselves or others.

See: [Care Team](#)

Link: <https://studentaffairs.unt.edu/care-team>