

SYLLABUS  
University of Florida | School of Music

***MUE 2040 Music Teaching as a Profession***

MWF, Period 3 (9:35-10:25)

Fall 2020

***Instructor***

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Office hours will be online through Zoom and by appointment only.

***Course Description***

This course continues the examination of music teaching as a profession and builds upon the themes explored in *Exploring Music Teaching and Learning*. This course is designed for students enrolled in the Bachelor of Music Education degree program.

Prerequisite: MUE 1090 Exploring Music Teaching and Learning.

***Course Goals and Objectives***

Through full participation in this course, students will:

- Describe the role of public school music teachers and the status of public school music education.
- Articulate how students learn and describe major learning theories.
- Describe factors contributing to student diversity and inequalities in education associated with ability, gender, language, race, and social class; identify the elements of inclusive classrooms; and increase awareness of cultural identity.
- Demonstrate growth as a pre-service music educator through in-class teaching experiences and discussions.
- Demonstrate musical skills through singing and playing classroom and/or found musical instruments.
- Identify and describe music teaching methods in terms of historical and current applications in music classrooms, including Kodály, Orff-Schulwerk, Dalcroze, and Modern Band.
- Connect course content to experiences in a virtual fieldwork setting.
- Write professionally about topics in music education using APA style.

***Required Textbook***

Raiber, M. & Teachout, D. (2014). *The journey from music student to teacher: A professional approach*. New York: Routledge. ISBN: 9780415806855

### ***Required Membership and Participation***

All music education students must join the student chapter of the National Association for Music Education (NAfME). You must attend the monthly meetings. Attendance is taken at meetings. Information on how to join and the meeting schedule will be given during the first week of classes.

### ***Required State Certification Test***

In order to pass this class, you must take the Florida General Knowledge Test before the last day of class. Submit a copy of your registration confirmation to Ms. Schultz. To register, go to <http://www.fl.nesinc.com/testPage.asp?test=GK>. There is a fee of \$130. Schedule your test as soon as possible.

### ***Required Computer Capabilities***

Throughout the semester we will use Canvas, Zoom, and Honorlock. In order to use these web-based resources you will need to have a computer, a working webcam, a working microphone, and a stable internet connection.

Honorlock will proctor your exams this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock support is available 24/7/365 if you encounter any issues. To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at [www.honorlock.com/extension/install](http://www.honorlock.com/extension/install)

When you are ready to test, log into Canvas, go to your course, and click on your exam. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. Honorlock will be recording your exam session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

### ***Additional Resources***

1. A Canvas course will be used almost exclusively in this class. To access it use a World Wide Web browser and open the following URL: <https://ufl.instructure.com/>
2. Selected readings and other resources may be placed on reserve in the Architecture and Fine Arts Library: <http://www.uflib.ufl.edu/music/>

## UNIVERSITY OF FLORIDA POLICIES

### ***Students Requesting Accommodations due to Disabilities***

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### ***Academic Honor Policy***

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

### ***Health and Wellness Resources***

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352)392- 1575 so that a team member can reach out to the student.
- Counseling and Wellness Center  
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS)  
Student Health Care Center, (352)392-1161.
- University Police Department  
(352)392-1111 (or 9-1-1 for emergencies) – <http://www.police.ufl.edu/>

### ***Course Evaluation***

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s Canvas learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Thank you for serving as a partner in this important effort.

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## EXPECTATIONS

### *Attendance*

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Prompt attendance is expected as a demonstration of professional commitment. The heart of education at the University of Florida is the teaching/learning interaction between you the student and your instructors. Because of this belief, class attendance is regarded as an essential part of the "contract" between you and the University. You are expected to attend all classes for which you are registered. If you know you must be absent from this class, you should speak with your instructor before your absence, stating the reasons for your absence and agreeing upon a way to make up the work. Absences for illness and other valid reasons will be excused when **advanced notice** is provided.

### *Class Participation*

The activities that will occur during class meetings as well as online discussions and/or assignments are essential to meeting the course objectives. Your verbal skills, critical and creative thinking abilities, and overall understanding will be directly affected by the quality, quantity, and appropriateness of your contributions to the class. The dynamics of this course and its ultimate value to you necessitate that you to come to each class prepared (having read assignments, when applicable), contribute questions and comments to stimulate discussions, and fully engage in the content and activities of each class meeting.

### *Email*

Your UFL email account is the official email address used by the University, where official correspondence is sent. Important communication regarding this course may also take place via email, and your UFL email address is what will be used. All students need to regularly check their email, at least one time per day. Make checking it part of your daily routine. Because our class this semester is an online only course, your email communications are extremely vital.

### *Online Engagement*

Because this course will be taught exclusively online, you will be expected to participate in both the synchronous Zoom course meetings as well as the asynchronous assignments throughout the week. Expectations for each will week will be identified in the corresponding Canvas module. Your online participation not only provides you with the ability to learn the material, but also to engage with your peers throughout the semester to foster a sense of community.

## ASSIGNMENTS

All assignments are due on the date specified. Grades on late assignments will be lowered by 10% for each day they are late. No credit will be given for assignments received later than two weeks following the due date. An exception to this policy is if you are sick (doctor's excuse required), in quarantine and unable to complete work, or are dealing with a death in your immediate family. Please let Ms. Schultz know immediately upon your return to make arrangements to complete missed assignments at the earliest possible date.

In addition to all assigned course readings, students will complete the following assignments and projects. Additional information about them will be provided in class. All written assignments will be submitted or linked to outside platforms through Canvas.

- Perusall: You are expected to complete all assigned readings and fully participate in all discussions. For these assignments you will use Perusall as an extension in Canvas. You will find more specific information about how to earn points in a Canvas handout.
- Digital Sandbox: Throughout the semester you will contribute to the digital sandbox to help foster a positive learning community as a class. For these Digital Sandbox assignments, we will be using Yellowdig as an extension in Canvas. You will find more specific information about how to earn points in a Canvas handout. Each week has a prompt to get you started if you need it. Please use this space to discuss anything related to the course content. If you are stuck use the prompt to get you started!
- “Field” Experience and Reflections: Throughout this course, you will observe a recorded video taken in elementary and secondary public school classrooms. Following each observation, you will submit an observation guide with reflection prompts. Once you have completed your observation guide, you will upload it to Canvas. In addition to your observation guide, you will create a FlipGrid video reflection that is between 1-2 minutes in length that points out your biggest takeaway and submit it by Friday at 11:59 pm. You will respond to 2 of your peers and compare/contrast experiences by Sunday at 11:59 pm.
- Lightening Talk: You will give a 5-minute in class presentation on a topic related to music education. Topics will be selected by you in a Canvas assignment. Talks will be recorded and uploaded with an unlisted YouTube link that is shared with the class in a Canvas discussion. Responses (either written or video) to the presentations of at least 3 of your peers responding to their videos will be a part of your grade.
- In-Class Teaching Exercises: On three occasions, you will teach a brief music lesson to the class. You will write a lesson plan, record a video of you teaching, and engage in a discussion with your peers about their lessons. A lesson plan format will be provided. Once you have submitted your lesson plan to the assignment and posted your video to the discussion, you will follow at least 3 of your peers’ instructions and respond to their teaching video. More instructions can be found in Canvas.
- Philosophy of Music Education: You will craft your philosophy of music education (2 page minimum). Questions to consider while writing your philosophy includes:
  - Who should provide music instruction?

- Who should receive music instruction?
  - What is the role of music in society?
  - What is the role of music in the schools?
  - What is the role of the music teacher?
  - What should the content be?
  - When should music instruction begin?
  - When should music instruction occur?
  - Where should music education occur?
  - How should music be taught?
  - Why should music be in the schools?
- Other Assignments: Please see Canvas for more specific information about these assignments.
  - Midterm Exam: Will be open for you to take during week 8.
  - Final Exam: Will be given during the assigned final exam time.

## ASSESSMENTS

<u>Assessment Task</u>	<u>Weight</u>
Perusall	10%
Digital Sandbox	5%
Other Assignments	15%
Field “Experience” Reflections	10%
Lightening Talk	10%
In-Class Teaching Exercises	15%
Philosophy of Music Education	10%
Midterm Exam	10%
Final Exam	15%

### Grading Scale

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

Information on current UF grading policies for assigning grade points can be found here:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

COURSE CALENDAR

	<b>Synchronous Meeting</b>	<b>Asynchronous Assignments</b>
<b>Module 1</b>	<p style="text-align: center;"><u>Monday 8/31</u> 9:35-10:35 am</p> <p style="text-align: center;">Connecting to the Profession</p> <p>*Since this is our first class, please plan on logging into our ZOOM class meeting about 10-15 minutes early.</p> <p>You will see the link to our class in the “Zoom Conferences” tab in our Canvas course! “See” you then!</p>	<ol style="list-style-type: none"> <li>1. Digital Sandbox (YellowDig) introductions, sharing a meaningful moment with a teacher, and why that moment was meaningful to you. You’ll get more points the earlier you post in the week! See Canvas and the YellowDig introduction for more specifics on how to earn points.</li> <li>2. Music Education History Timeline due by Sunday, 9/6 at 11:59 pm.</li> <li>3. Read Chapter 5 from your book and write a 1-2 page reflection (using APA formatting – no cover page needed) talking about an influential teacher. See Canvas for more specific questions to address. This assignment will be due by Sunday, 9/6 at 11:59 pm.</li> <li>4. Schedule a welcome ZOOM appointment by filling out the Google Excel sheet located in Canvas. These will take place between Monday 8/31 and Friday 9/4.</li> </ol> <p><u>For Next Week:</u></p> <ol style="list-style-type: none"> <li>1. Read Chapter 6 for next week’s class on Wednesday 9/9.</li> </ol>
<b>Module 2</b>	<p style="text-align: center;"><u>Wednesday 9/9</u> 9:35-10:35 am</p> <p style="text-align: center;">Designing Instruction</p>	<ol style="list-style-type: none"> <li>1. Digital Sandbox discussion prompt if you’re stuck is: “What curricular approaches have you experienced in your music classes?”</li> <li>2. Perusall reading assignment; <i>Square Peg for a Square Hole</i>. Instructions on how to earn points for these assignments will show up when you first log in to Perusall. I would encourage you (as does the Perusall research) to split your reading into chunks rather than completing</li> </ol>

		<p>everything all at once. Spend a bit of time over a few days to have the best possible conversations with your peers, get questions answered, and see what you and/or your peers link to the article for further investigation.</p> <ol style="list-style-type: none"> <li>3. Please write a 1-2 page reflection (using APA formatting – no cover page needed) addressing how you think you should plan your curriculum. See Canvas for more specific questions to address. This assignment will be due by Sunday, 9/13 at 11:59 pm.</li> </ol> <p><u>For Next Week:</u></p> <ol style="list-style-type: none"> <li>1. Read Chapter 7 for next week’s class on Monday 9/14.</li> </ol>
<p><b>Module 3</b></p>	<p><u>Monday 9/14</u> 9:35-10:35 am</p> <p>Pedagogical Approaches to Musical Instruction</p>	<ol style="list-style-type: none"> <li>1. Digital Sandbox discussion prompt if you’re stuck is: “What pedagogy or approach makes the most sense to you and your style of teaching?”</li> <li>2. Pedagogies and Approaches worksheet. The worksheet to download and more instructions can be found in the Canvas assignment. This assignment will be due by Sunday, 9/20 at 11:59 pm.</li> <li>3. “Field” Experience 1 (Video 1: Kindergarten video by Nick Holland-Garcia). Please see Canvas for more specific details. Observe the lesson by Friday, 9/18 and submit the observation form to the assignment in Canvas by 11:59 pm. Post your initial reaction to the lesson in FlipGrid by Friday, 9/18 at 11:59 pm. Respond to at least 2 peers in FlipGrid by Sunday 9/20 at 11:59 pm.</li> </ol> <p><u>For Next Week:</u></p> <ol style="list-style-type: none"> <li>1. Read Chapter 9 for next week’s class on Monday 9/21.</li> </ol>



<p><b>Module 4</b></p>	<p><u>Monday 9/21</u> 9:35-10:35 am</p> <p>What Students Learn</p>	<ol style="list-style-type: none"> <li>1. Digital Sandbox discussion prompt if you're stuck is: "How can we make sure that what we teach our students stays with them for their lifetime?"</li> <li>2. Chose 2 state and 2 national standards (website links provided in Canvas) to write objectives that begin with "Students will be able to..." Once you write your objectives, please write a brief 2-3 sentence description of an activity you could use in a specific musical class (write class and grade level). Share one of your objectives and the activity description with your peers in the Discussion Board. The 4 objectives along with the standards they are based upon will be due to Canvas by Friday, 9/25 at 11:59 pm. Your initial discussion post with your 1 objective, the standard you used, and your 2-3 sentence activity description will be due by Friday, 9/25 at 11:59 pm. You will respond to at least 2 peers with comments about suggestions for different activities or refining their objective to better align with the selected standard by Sunday, 9/27 at 11:59 pm.</li> <li>3. Teaching Episode 1 initial video link in the Canvas Discussion will be due by Friday, 9/25 at 11:59 pm. More specific details can be found in Canvas. Your lesson plan will be due to the assignment in Canvas by Friday, 9/25 at 11:59 pm. By Sunday, 9/27 at 11:59 pm you will respond to at least 2 peers' videos in the Discussion board by following along to their lesson and writing about your experience.</li> <li>4. Submit 1 or 2 questions in Canvas for our CNAfME meeting on Friday, 9/25 at 1:55 pm with Dr. Jose Ruiz-Resto.</li> </ol>
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<b>Module 5</b>	<p><u>Monday 9/28</u> 9:35-10:35 am</p> <p>How Students Learn</p>	<ol style="list-style-type: none"> <li>1. Digital Sandbox discussion prompt if you're stuck is: "How did you learn to practice?" and/or "What do you wish you knew about effective practice when you were younger?"</li> <li>2. Motivation theories Flipgrid assignment. Your initial post will be you describing one motivation theory that resonated with you and why. This initial post will be due by Friday 10/2 at 11:59 pm. Please respond to at least 2 of your peers by Sunday, 10/4 at 11:59 pm discussing similarities and/or differences.</li> <li>3. Write a 1-2 page reflection using APA formatting (no cover page needed) describing an impactful musical learning experience using both terminology from Chapter 10 of your book as well as at least 1-2 outside sources. Please see more specific details in Canvas. This assignment will be due by Sunday, 10/4 at 11:59 pm.</li> <li>4. Perusall reading assignment; <i>Psychology in Music Education Since 1950</i>. Since this is an older article, please bring in newly found sources like YouTube videos, articles, websites, etc. as you find them!</li> </ol> <p><u>For Next Week:</u></p> <ol style="list-style-type: none"> <li>1. Read Chapter 11 for next week's class on Monday 10/5.</li> </ol>
<b>Module 6</b>	<p><u>Monday 10/5</u> 9:35-10:35 am</p> <p>Assessing Musical Growth of Students</p>	<ol style="list-style-type: none"> <li>1. Digital Sandbox discussion prompt if you're stuck is: "How can you be sure that your students are actually learning what you teach them?"</li> </ol>

		<ol style="list-style-type: none"> <li>2. Perusal reading assignment; <i>An Emerging Process of Assessment in Music Education</i>.</li> <li>3. Take your previously written 4 objectives (or write 4 new ones) and create a way to appropriately assess that activity. Please provide 1 brief sentence for what method you will use and why you chose that specific form of assessment. Then create an assessment tool for 1 of your 4 objectives. This will be due in Canvas by Sunday, 10/11 at 11:59 pm.</li> <li>4. “Field” Experience 2 (Video 2: Middle School Choir, InspireChoir Rehearsal). Please see Canvas for more specific details. Observe the lesson by Friday, 10/9 and submit the observation form to the assignment in Canvas by 11:59 pm. Post your initial reaction to the lesson in FlipGrid by Friday, 10/9 at 11:59 pm. Respond to at least 2 peers in FlipGrid by Sunday 10/11 at 11:59 pm.</li> </ol> <p><u>For Next Week:</u></p> <ol style="list-style-type: none"> <li>1. Read Chapter 8 for next week’s class on Monday 10/12.</li> </ol>
<p><b>Module 7</b></p>	<p><u>Monday 10/12</u> 9:35-10:35 am</p> <p>Student Demographics</p>	<ol style="list-style-type: none"> <li>1. Digital Sandbox discussion prompt if you’re stuck is: “What does an inclusive teaching space mean to you?”</li> <li>2. Perusal reading assignment; <i>Building Inclusive, Effective Twenty-First-Century Music Programs</i>.</li> <li>3. Write a 1-2 page reflection in APA format (no cover page needed) discussing biases you may have and what you’ll need to do in your time as a preservice teacher to understand what these are and where they come from. More specific questions and</li> </ol>

		<p>prompts will be in Canvas. This assignment will be due by Sunday, 10/18 at 11:59 pm.</p> <p>4. “Field” Experience 3 (Video 3: PCMS Band Teaching Demo). Please see Canvas for more specific details. Observe the lesson by Friday, 10/16 and submit the observation form to the assignment in Canvas by 11:59 pm. Post your initial reaction to the lesson in FlipGrid by Friday, 10/16 at 11:59 pm. Respond to at least 2 peers in FlipGrid by Sunday 10/18 at 11:59 pm.</p> <p><u>For Next Week:</u></p> <p>1. Midterm is next week!</p>
<p><b>Module 8</b></p>	<p><u>Monday 10/19</u> 9:35-10:35 am</p> <p>Culturally Responsive Pedagogy</p>	<p>1. Midterm opens on Monday 10/19 after class and will remain open until Friday 10/23 at 11:59 pm. You will have a variety of activities to complete as a part of your midterm that will be made available to you after class on Monday 10/19.</p> <p>2. Digital Sandbox discussion prompt if you’re stuck is: “What does it mean to be culturally responsive and/or culturally sensitive in your teaching?” As we get into more “hot button” topics, please be mindful of how you’re both listening and speaking/writing to your peers.</p> <p>3. Perusall reading activity; <i>The Skin That We Sing</i>.</p> <p>4. Explore the Decolonizing the Music Classroom website and read the attached blog post in Canvas. Then write a 1-2 page reflection on what your experiences were like with this information. There will be specific prompts and questions to answer in Canvas. This assignment will be due by Sunday, 10/25 at 11:59 pm.</p> <p>5. Submit 1 or 2 questions in Canvas for our CNAfME meeting on Friday,</p>

		10/23 at 1:55 pm with our very own Mr. Tyson and Julie Song.
<b>Module 9</b>	<p><u>Monday 10/26</u> 9:35-10:35 am</p> <p>Diversity, Equality, Equity, and Inclusion</p>	<ol style="list-style-type: none"> <li>1. Digital Sandbox discussion prompt if you're stuck is: "How do social justice issues connect or not connect to musical teaching and/or learning?"</li> <li>2. Perusall reading assignment; <i>Equity in Music Education The Journey: A Process for Creating a Socially Just Music Classroom</i>.</li> <li>3. Find a video, article, blog post, book, news story, etc. that holds a viewpoint that opposes your own. Write a 1-2 page reflection using APA format (no cover page needed) on this topic focused on having a healthy discussion that is free from judgment. There will be specific prompts and questions to consider in Canvas. This assignment will be due by Sunday, 11/1 at 11:59 pm.</li> <li>4. Teaching Episode 2 initial video link in the Canvas Discussion will be due by Friday, 10/30 at 11:59 pm. More specific details can be found in Canvas. Your lesson plan will be due to the assignment in Canvas by Friday, 10/30 at 11:59 pm. By Sunday, 11/1 at 11:59 pm, you will respond to at least 2 peers' videos in the Discussion board by following along to their lesson and writing about your experience.</li> </ol>
<b>Module 10</b>	<p><u>Monday 11/2</u> 9:35-10:35 am</p> <p>Special Education Policy and Terminology</p>	<ol style="list-style-type: none"> <li>1. Digital Sandbox discussion prompt if you're stuck is: "How can you foster an inclusive environment for students with exceptionalities?"</li> <li>2. Perusall reading activity; <i>Legal Aspects of Teaching Music Students with Disabilities</i>.</li> <li>3. Visit the website <a href="http://tinyurl.com/2040week10">http://tinyurl.com/2040week10</a> and explore one or more disability simulations. Then complete the</li> </ol>

		<p>Flipgrid assignment as outlined in Canvas. Specific prompts and questions to consider will be in the assignment link in Canvas. Your initial post will be due by Friday, 11/6 at 11:59 pm. You will need to respond to at least 2 of your peers by Sunday, 11/8 at 11:59 pm.</p> <p>4. “Field” Experience 4 (Video 4: Alexander M. Johnson Portfolio). As a part of this assignment, please also choose between 2-3 (or more) videos from this site:  <a href="http://www.soundsofintent.org/videos">http://www.soundsofintent.org/videos</a>  to watch. These videos are all under a minute long, so please watch as many as you like. Please see Canvas for more specific details. Observe the video by Friday, 11/6 and submit the observation form in Canvas by 11:59 pm. Post your initial reaction to the video in FlipGrid by Friday, 11/6 at 11:59 pm. Respond to at least 2 peers in FlipGrid by Sunday, 11/8 at 11:59 pm. This observation will be slightly different since this is not a typical classroom lesson and the observation form will reflect this change.</p>
<p><b>Module 11</b></p>	<p><u>Monday 11/9</u>  9:35-10:35 am</p> <p>Teaching Students with Exceptionalities in Music Classrooms</p>	<ol style="list-style-type: none"> <li>1. Digital Sandbox discussion prompt if you’re stuck is: “What does Universal Design for Learning look like in your classroom?”</li> <li>2. Using your 4 written objectives and assessment strategies from earlier, please decide on 1-2 accommodations and/or modifications for each of your activities. Write about 1-2 sentences explaining how these accommodations or modifications change your activity and assessment plan. Finally, please write 1-2 sentences for an activity using the Universal Design for Learning model so that all students can participate in</li> </ol>

		<p>this activity (Hint: you may have done this without realizing it. If this is the case, talk about why you think this is the case). This assignment will be due on Sunday, 11/15 at 11:59 pm.</p> <ol style="list-style-type: none"> <li>3. Perusall reading assignment; <i>Recent and Continuing Initiatives and practices in Special Education</i>.</li> <li>4. “Field” Experience 5 (Video 5: Out in the Field with MLT). Please see Canvas for more specific details. Observe the lesson by Friday, 11/13 and submit the observation form to the assignment in Canvas by 11:59 pm. Post your initial reaction to the lesson in FlipGrid by Friday, 11/13 at 11:59 pm. Respond to at least 2 peers in FlipGrid by Sunday 11/15 at 11:59 pm.</li> <li>5. Submit 1 or 2 questions in Canvas for our CNAfME meeting on Friday, 11/13 at 1:55 pm with Dr. Jean Crockett.</li> </ol> <p><u>For Next Week:</u></p> <ol style="list-style-type: none"> <li>1. Sign up for a spot and explore your selected website (Soundtrap, Chrome Music Lab, Incredibox, Jamboard). Come to class ready to discuss your selected website and how you could use this in your classroom.</li> <li>2. Using the “Field” Experience video as a guide or your own imagination, spend some time on your primary instrument improvising with or without background music. Come to class ready to discuss your experience with this.</li> </ol>
<b>Module 12</b>	<p><u>Monday 11/16</u> 9:35-10:35 am</p> <p>Teaching in the 21<sup>st</sup> Century and Beyond</p>	<ol style="list-style-type: none"> <li>1. Digital Sandbox discussion prompt if you’re stuck is: “What ideas and/or concerns related to teaching a “non-traditional” music class (a class outside general music, band, choir, or orchestra) do you have?”</li> </ol>

		<ol style="list-style-type: none"> <li>2. Lightening Talk assignment journal article emailed for approval from Ms. Schultz by Wednesday, 11/18 at 11:59 pm. Post your video summarization and main takeaway points to the Canvas discussion by Friday, 11/20 at 11:59 pm. Please watch at least 3 of your peers' videos and respond to them with comments or questions by Sunday, 11/22 at 11:59 pm.</li> <li>3. Perusall reading assignment; <i>Playing by Ear: Foundation or Frill?</i></li> <li>4. "Field" Experience 6 (Video 6: Amy Rangel Jazz Rehearsal). Please see Canvas for more specific details. Observe the lesson by Friday, 11/20 and submit the observation form to the assignment in Canvas by 11:59 pm. Post your initial reaction to the lesson in FlipGrid by Friday, 11/20 at 11:59 pm. Respond to at least 2 peers in FlipGrid by Sunday 11/22 at 11:59 pm.</li> </ol>
<b>Module 13</b>	<p style="text-align: center;"><u>Monday 11/23</u> 9:35-10:35 am</p> <p style="text-align: center;">Teaching with a Philosophy in Mind</p>	<ol style="list-style-type: none"> <li>1. Digital Sandbox discussion prompt if you're stuck is: "How do you decide what does and does not get included in your philosophy?"</li> <li>2. Perusall reading assignment; <i>Philosophy + Advocacy = Success.</i></li> <li>3. Begin working on your Music Education Philosophy assignment. This should be at least 2 pages long and use APA formatting. You will need to use outside sources, so begin finding articles, books, resources, etc. that you feel work with your philosophy! This assignment will be due by Wednesday, 12/9 at 11:59 pm.</li> </ol> <p style="text-align: center;">Happy Thanksgiving!</p>
<b>Module 14</b>	<p style="text-align: center;"><u>Monday 11/30</u> 9:35-10:35 am</p>	<ol style="list-style-type: none"> <li>1. Digital Sandbox discussion prompt if you're stuck is: Share any "ah-ha"</li> </ol>



	<p>Educational Psychology, Sociology, and Student Learning</p>	<p>moments you have experienced related to educational psychology, sociology, and music education. Have you made any big picture connections? What are they?</p> <ol style="list-style-type: none"> <li>2. Perusall reading assignment; <i>Their Own Best Teachers</i>.</li> <li>3. “Field” Experience 7 (Video 7: May.8.2013 Chamber Rehearsal part 1). Please see Canvas for more specific details. Observe the lesson by Friday, 12/4 and submit the observation form to the assignment in Canvas by 11:59 pm. Post your initial reaction to the lesson in FlipGrid by Friday, 12/4 at 11:59 pm. Respond to at least 2 peers in FlipGrid by Sunday 12/6 at 11:59 pm.</li> <li>4. Teaching Episode 3 initial video link in the Canvas Discussion will be due by Friday, 12/4 at 11:59 pm. More specific details can be found in Canvas. Your lesson plan will be due to the assignment in Canvas by Friday, 12/4 at 11:59 pm. By Sunday, 12/6 at 11:59 pm you will respond to at least 2 peers’ videos in the Discussion board by following along to their lesson and writing about your experience.</li> <li>5. Submit 1 or 2 questions in Canvas for our CNAfME meeting on Friday, 12/4 with questions you have about attending FMEA (this year or in the future).</li> </ol>
<p><b>Module 15</b></p>	<p><u>Monday 12/7</u> 9:35-10:35 am</p> <p>What Makes up a Teacher Identity</p>	<ol style="list-style-type: none"> <li>1. Digital Sandbox discussion prompt if you’re stuck is: “What is a part of your teacher identity?” and/or “How do you think your teacher identity can/will change?”</li> <li>2. Perusall reading assignment; <i>Mapping your Place</i>.</li> <li>3. Philosophy of Music Education is due by Wednesday, 12/9 at 11:59</li> </ol>

		<p>pm. This should respond to the posed questions in Canvas and be at least 2 pages long. You will need at least 2 sources in addition to your book. This paper should be in APA format (which will include a cover page).</p> <p>4. Begin studying and completing your take-home portion of your final exam essay questions. Though you will receive these questions prior to class, you are still expected to complete them on your own. Essays will become available to you after class on Monday, 12/7. The Exam itself will open up for you to complete starting on Monday, 12/14 at 7:00 am and will remain open until Thursday, 12/17 at 2:30 pm.</p>
<p><b>Module 16</b></p>	<p><u>FINAL EXAM</u></p>	<ol style="list-style-type: none"> <li>1. Turn in proof of you having taken the GKT exam by Thursday, 12/17 at 2:30 pm (the end of our exam window).</li> <li>2. Work on your final exam essay questions (available after class on Monday, 12/7). The exam itself will open on Monday, 12/14 at 7:00 am and close on Thursday, 12/17 at 2:30 pm. You will be expected to work on this exam yourself. This exam will be a mix of longer essays to upload, short answer questions to respond to, and multiple choice options. This essay will contain information from the entire semester. You will be using Honorlock to complete the “live” portion of this exam. Please make sure that you take this in a place with a stable Wi-Fi connection and on a computer with an active webcam.</li> </ol>

*This syllabus is a guide and may be adjusted as needed during the semester.*