Introduces music teacher candidates to current instructional technology with integration strategies based on specified learning theories. Limited to music majors; taken concurrently with MUED 3311.

Catalog Description

Introduces music teacher candidates to current instructional technology with integration strategies based on specified learning theories. Limited to music majors; taken concurrently with MUED 3311.

Course Content

This course will focus on the theoretical/psychological underpinnings that inform music educators’ decision-making about curriculum, instruction, assessment and technology practices appropriate for music learners in EC-12. This course will contribute to development of effective teaching including the use of formative assessments and Structured Reflective Analysis. The content and activities of this course, including the teaching of literacy to English language learners, are specifically intended to assist preservice music educators in preparing for the Pedagogy and Professional Responsibility TExES certification exam. Taken concurrently with MUED 3311. Content, organization, and administration of large and small instrumental ensembles, programs of individual applied music, and appreciation of music for adolescent aged students.
Course Purpose

The purpose of this course is to introduce preservice music educators to current instructional technologies and examine how established learning theories and practices can guide the use of technology to improve existing instructional planning, teaching and assessment practices in music settings. Technology integration strategies based on these learning theories will be taught so that students can demonstrate an understanding of pedagogy and how technology can function as a cognitive tool to facilitate learning. The course seeks to provide cohesion of ideas and techniques experienced in other specific methods courses and insight for integration of concepts within future music education instructional methods coursework, ultimately resulting in a balanced blend of educational philosophy and practical application.

Expected Learning Outcomes

Upon completion of this course, preservice music educators will be able to:

1. Demonstrate sustained thought concerning the value of the arts in educational settings
2. Make explicit connections between theory and practice in music classrooms and rehearsals.
3. Demonstrate knowledge of learning and motivational theories
4. Demonstrate knowledge of materials and strategies related to content area reading including ELL/ESL information;
5. Select and implement appropriate instructional strategies and technologies
6. Demonstrate understanding of the principles of assessment, and ways of using assessment to promote student achievement in music settings.
7. Demonstrate effective design and use of current technologies within music educational settings.

Methods for Assessing the Expected Learning Outcomes for the Course

The expected learning outcomes for the course will be assessed through:

Individual and group projects and assignments including: class discussion, examination and appropriate completion of assignments, group activities, technology projects, written work, presentations, and blog entries. The student will be provided with specific, written detail of individual assignments and tasks in a timely manner for successful completion of required work.

Instructional Methods

During this course, a variety of instructional methods will be used including:

1. Direct instruction (lecture)
2. Discussion
3. Cooperative learning
4. Peer teaching feedback
5. Project-based learning

Grading Assessment and Grading Statements

The grading in this course is designed to reflect, as closely as possible, your potential for success as a music educator. Successful teachers exhibit the following characteristics:
1) They are prompt, reliable, and actively participate in school activities.
2) They are diligent in completion of paperwork without being reminded.
3) They are prepared for class every day and NEVER teach without planning an effective lesson.
4) They can multitask working on multiple projects at a time.
5) They perform to high standards in pedagogy and in musicianship.

**Course Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 1 &amp; 2 Rhythm/Tonal Arr.</td>
<td>100</td>
<td>1/23 @ 11:59 pm</td>
</tr>
<tr>
<td>Reading 1 Discussion</td>
<td>50</td>
<td>1/30 @ 11:59 pm</td>
</tr>
<tr>
<td>Assessment Project</td>
<td>100</td>
<td>2/20 @ 8:00 am</td>
</tr>
<tr>
<td>Reading 2 Discussion</td>
<td>50</td>
<td>2/27 @ 11:59 pm</td>
</tr>
<tr>
<td>Digital Teaching Analysis 1</td>
<td>100</td>
<td>3/3 @ 8:00 am</td>
</tr>
<tr>
<td>TE #3 Chorale Arr.</td>
<td>200</td>
<td>3/5 @ 11:59 pm</td>
</tr>
<tr>
<td>Website Project</td>
<td>100</td>
<td>3/26 @ 8:00 am</td>
</tr>
<tr>
<td>TE #4 Folk Song Arr.</td>
<td>200</td>
<td>4/2 @ 11:59 pm</td>
</tr>
<tr>
<td>Reading 3 Discussion</td>
<td>50</td>
<td>4/7 @ 11:59 pm</td>
</tr>
<tr>
<td>Software Analysis &amp; Exploration Presentations</td>
<td>200</td>
<td>4/14 @ 8:00 am</td>
</tr>
<tr>
<td>Digital Teaching Analysis 2</td>
<td>150</td>
<td>4/21 @ 8:00 am</td>
</tr>
<tr>
<td>Google Classroom</td>
<td>200</td>
<td>5/5 @ 8:00 am</td>
</tr>
<tr>
<td>MusicFirst Classroom</td>
<td>200</td>
<td>5/5 @ 8:00 am</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>300</td>
<td></td>
</tr>
</tbody>
</table>

**TTL** 2,000 possible

**Grading Scale:**

- A > 1800
- B 1600-1799
- C 1400-1599

*(Below 1399 = questionable progress as a pre-service music educator)*

- D 1200-1399
- F < 1199

**Guest Speakers**

We may occasionally have guest speakers on campus with music education expertise. If/when that occurs, we may need to delay a due date to accommodate that speaker. We will not, however, ever require an earlier due date than the ones appearing on the Academic Calendar.
Expectations

- Show evidence of having thought about issues raised in class through your emails and class discussion.
- Show evidence of having read the text by the date assigned. Excessive absences may result in loss of participation/discussion credit. See Bulletin for Texas Tech p. 82 for absence policy.
- Class will begin at 9:30 and end at 10:50 on Tuesday & Thursday unless otherwise noted. Roll will be taken at the outset of each class.
- Required concurrent enrollment in MUED 3311 (8-9:20 T/R)
- Submit work on time. BAD THINGS HAPPEN TO THOSE WHO PROCRASTINATE. Credit will be lost for late work.
- Your best work is expected at all times.
- All work should be typed, double space, 12 pt. font; OR in the format requested
- All materials required for TE’s (compositions, lesson plans, etc.) must be completed by the date assigned, otherwise you will forfeit the opportunity to teach the TE

Course Outline

See Course Calendar

Assignments

Assignment specifics will be distributed in class.

Last Day to drop a course: The 45th class day is the last day to drop a course.

Important notes about professionalism:
You will be observing and evaluating many music educators and their programs. A positive, non-critical, professional attitude is expected at all times, especially as it relates to in-class discussions.

If you have to miss class for an officially approved trip, please remember that you will miss what is covered in class during that trip, but you are STILL EXPECTED to complete assignments outlined in the syllabus on or before the due date.

The instructors reserve the right to modify any part of the course as necessary to meet the learning needs of the class.
MUED 4315  Course Calendar
Spring 2020

January

16  Review Syllabus and Purpose of Course
    First Arrangement: Instrumentation and Ranges

21  Noteflight Basics

23  TE #1/2 Arrangements DUE 11:59 pm
    Guided Work on TE #1 Arrangements
    Introduce Reading Assignment – Assessment

28  10:00 am start
    Use of Technology in Elementary Music (Dees)

30  10:00 am start
    Reading Assignment w/ Discussion Entry DUE 8:00 am - Assessment
    Assessment in Secondary Music Education in Texas

February

4   Introduce Arranging Assignments for TE #3 & #4

6   To Be Determined
    *possible jury duty - Dye*

11  Introduce Assessment Project
    Guided Work on Assessment Project

13  (TMEA) No Class

18  10:00 am start
    Teaching Rhythm with Technology

20  10:00 am start
    Assessment Project DUE 8:00 am
    Guided Work on Arranging Assignments for TE #3 & #4
25 Introduce Teaching Analysis Assignment
    Introduce Reading Assignments – Sound Recording

27 **Reading Assignment w/ Discussion Entry Due 8:00 am – Sound Recording**
    Sound Recording and Mixing

March

3 **Teaching Analysis 1 Due 8:00 am**
    Shadow Practicum Experience

5 **TE #3 Chorale Arr. Due 11:59 pm Reading Assignment w/ Discussion Entry**
    Performance Assessments Using Technology

10 **10:00 am start**
    Google Classroom and other Learning Management Systems (LMS)

12 **10:00 am start**
    MusicFirst Classroom LMS

17, 19 Spring Break

24 Website Creation

26 **Individual Presentation of Websites**

31 Guided Work on TE # 4 and Final Project

April

2 **TE #4 Folk Song Arr. Due 11:59 pm**
    Guided Work on Group Software Analysis Presentations

7 **10:00 am start**
    **Reading Assignments w/ Discussion Entry Due 8:00 am – Sound Reinforcement**
    Sound Reinforcement

9 **10:00 am start**
    Copyright Law
14  Software Analysis Due 8:00 am
    Group Software Presentations

16  Group Software Presentations, continued

21  Teaching Analysis 2 Due 8:00 am
    Recap of Semester

23  (Dye UIL Adjudicate)
    To Be Determined

28  Guided Work on Completion of MusicFirst & Google Classrooms

30  TE #5 Score Review (ungraded)
    Semester Recap

May

5    TE #5 (MUED 3311)
    MusicFirst & Google Classroom Assignments Due 8:00 am

8    FINAL: 7:30 TO 10:00 AM – To Be Announced

11   FINAL: 7:30 TO 10:00 AM – To Be Announced

The instructors reserve the right to modify any part of the course as necessary to meet the learning needs of the class.

ADA Compliance
http://www.depts.ttu.edu/opmanual/OP34.22.pdf
Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.
Academic Integrity
http://www.depts.ttu.edu/opmanual/OP34.12.pdf
It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

a. “Cheating” includes, but is not limited to:
   (1) Copying from another student’s test paper;
   (2) Using during a test materials not authorized by the person giving the test;
   (3) Failing to comply with instructions given by the person administering the test;
   (4) Possession or using a test of materials that are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test.
   (5) Using, buying, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test, test key, homework solution, or computer program;
   (6) Collaborating with or seeking aid or receiving assistance from another student or individual during a test or in conjunction with other assignment without authority;
   (7) Discussing the contents of an examination with another student who will take the examination;
   (8) Divulging the contents of an examination for the purpose of preserving questions for use by another when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student;
   (9) Substituting for another person or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
   (10) Paying or offering money or other valuable thing to or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
   (11) Falsifying research data, laboratory reports, and/or other academic work offered for credit; and
   (12) Taking, keeping, misplacing, or damaging the property of the university or of another if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.

b. “Plagiarism” includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one’s own academic work being offered for credit.

c. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit, in collaboration with another person to commit violation of any section of the rules on scholastic dishonesty.

d. “Falsifying academic records” includes, but is not limited to, altering or assisting in the altering of any official record of the university and/or submitting false information or omitting requested information that is required for or related to any academic record of the university.

Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

e. “Misrepresenting facts” to the university or an agent of the university includes, but is not limited to, providing false grades or resumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual; or providing false or misleading information in an effort to injure another student academically or financially.

Last Day to drop a course: The 45th class day is the last day to drop a course.

Student Absence for Observance of Religious Holy Day
http://www.depts.ttu.edu/opmanual/OP34.19.pdf
"Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Absence due to officially approved trips – The Texas Tech University Catalog states that the person responsible for a student missing class due to a trip should notify the instructors of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed.

Civility in the Classroom
Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

Concealed Carry of Handguns on Campus
Resources for Discrimination, Harassment, and Sexual Violence

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674, https://www.depts.ttu.edu/scc/ (Provides confidential support on campus.) TTU Student Counseling Center 24-hour Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, rise.ttu.edu (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742-3931, http://www.depts.ttu.edu/ttpd/ (To report criminal activity that occurs on or near Texas Tech campus.)

Student Handbook and Code of Conduct