Texas Tech University School of Music Fall 2020

MUED 6346
Wednesday - 3:00 to 6:00 PM
ROOM 245

Instructor:
Keith G. Dye,
Email: keith.dye@ttu.edu
Phone: 806-438-4316
Office: 247
Office hours by appointment

Required Materials

- Access to the MusicFirst Learning Management System
- *Remixing the Classroom: Toward an Open Philosophy of Music Education* by Randall Everett Allsup (link on Amazon - $15.49 Kindle, $24.93 paperback):
  https://www.amazon.com/Remixing-Classroom-Philosophy-Education-Counterpoints/dp/0253021421/ref=sr_1_1?crid=3186JGBH4JZU6&keywords=remixing+the+classroom+toward+an+open+philosophy+of+music+education&qid=1578588395&sr=8-1

- *College Music Curricula for a New Century* by Robin D. Moore (link on Amazon – $24.99 Kindle, 35.84 paperback):

Course Content

The course of study is an exploration and investigation of content, organization, teaching, and administration of music teacher preparation. This course is designed an active understanding of knowledge and skills necessary for teaching in a music teacher preparatory program.
Course Purpose

This course is designed to provide music education graduate students with the opportunity to extensively examine the elements and strategies of successful music teacher preparatory programs. The course seeks to provide cohesion of ideas and techniques experienced in personal practice and other specific courses, ultimately resulting in a balanced blend of educational philosophy and practical application.

Expected Learning Outcomes

Upon completion of this course, students should be able to:
1. Demonstrate sustained thought about the teaching of and learning of undergraduate music education students;
2. Demonstrate an understanding of the purpose of undergraduate curriculum;
3. Demonstrate awareness of prior research on the topic;
4. Articulate and apply specific music instructional strategies and techniques;
5. Analyze and evaluate music teaching strategies and techniques.

Methods for Assessing the Expected Learning Outcomes for the Course

The expected learning outcomes for the course will be assessed through individual projects and assignments including: assignments, planning, reflections, presentations, and completion of investigative interviews. The student will provide specific, written detail of individual assignments and tasks in a timely manner for successful completion of required work.

Graded Assessment

The grading in this course is designed to reflect, as closely as possible, your potential for success as a music education graduate student. Successful students exhibit the following characteristics:

- They are prompt, reliable, and actively participate;
- They are diligent in completion of paperwork without being reminded;
- They are prepared for class every day;
- They can multitask working on multiple projects at a time;
- They perform to high standards in all aspects of academic expectations;
- They are self-sufficient problem solvers.
Late submissions will NOT be accepted under any circumstances!

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

Assignments

<table>
<thead>
<tr>
<th>POINTS</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>240</td>
<td>Research Reports/Discussion (6 @ 40 pts.)</td>
</tr>
<tr>
<td>540</td>
<td>Reading Entries (18 @ 30 pts.)</td>
</tr>
<tr>
<td>120</td>
<td>Observations Entries (4 @ 30 pts.)</td>
</tr>
<tr>
<td>100</td>
<td>Final Research Project</td>
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</tbody>
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1,000 Total

GRADING SCALE

<table>
<thead>
<tr>
<th>POINTS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>900 – 1000</td>
<td>A</td>
</tr>
<tr>
<td>800 – 899</td>
<td>B</td>
</tr>
<tr>
<td>700 – 799</td>
<td>C</td>
</tr>
<tr>
<td>600 – 699</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 600</td>
<td>F</td>
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(50 points will be deducted for each absence.)

A detailed explanation of all assignments & expectations related to that particular topic will be presented in class. All assignments are due as indicated when assigned.

Expectations

- Show evidence of having thought about issues raised in class through assignments and class discussion.
- Show evidence of having read/prepared assignments by the date assigned.
- Any absences and/or tardies may result in loss of participation/TE credit. See Bulletin or Texas Tech, p. 82 for absence policy.
- Submit work on time. BAD THINGS HAPPEN TO THOSE WHO PROCRASTINATE.
- Credit will be lost for late work.
- Typing is required except on in-class work.
- Perfect attendance and professional attitude are assumed. If you must miss class because of illness, please call or email Dr. Dye PRIOR to class time and leave a message. If you are scheduled to teach on this day, YOU must make arrangements to trade with someone so that class time will not be wasted. This expectation meets with the responsibility of teachers in the schools. When you are sick you will need to make arrangements for a substitute. Failure to do this will result in you forfeiting a teaching episode. Note: you cannot raise your grade through attendance, but lack of attendance will hurt your performance in class and will substantially lower your final grade.
An important note about professionalism:

You will be evaluating each other as well as many music educators and their programs. You will, of course, be critiquing everything you observe; however, a positive, non-judgmental, professional attitude is expected at all times, especially as it relates to in-class discussions. Concerns might be more professionally addressed in private conversations with the instructor.

Late submissions will NOT be accepted under any circumstances!

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

MUED 6346 Course Outline

Spring 2020

January

15   Topic: Exploring a Typical US Music Education Curriculum
     
     Reading Assignment: Moore – Chapter 1

22   Topic: The State of Current Music Education Curricula, is Reform Needed?
     
     Reading Assignment: Moore – Chapters 2 & 3

29   Topic: Student Perspectives
     
     Reading Assignment: Moore Chapter 4

February

5    Topic: Contemporary Trends and Programs
     
     Reading Assignment: Moore – Chapters 5 & 6; Allsup – Preface & Chapter 1

12   TMEA – No Class
19  Topic: The Challenges of Making Content Relevant to Undergraduate Students

    Reading Assignment: Moore Chapters 7 & 8
    Allsup – Chapter 2

26  Topic: Preparing the New Music Educator for the Challenges They Will Face

    Reading Assignment: Moore – Chapters 9 & 10
    Allsup – Chapter 3

March
4   Topic: To Be Determined

    Reading Assignment: Moore – Chapters 11 & 12

11  Topic: To Be Determined

    Reading Assignment: Allsup – Chapter 4

18  **Spring Break**

25  Student Research Reports

    Reading Assignment: Moore – Chapter 13 & 14

April
1   Student Research Reports

8   Student Research Reports

15  Student Research Reports

22  Organization and Codification of all Research Data

29  Presentation of Final Work
Reasonable Accommodation for Students with Disabilities (ADA Compliance)-OP34.22
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, please contact Student Disability Services in West Hall or call 806-742-2405.

Academic Integrity-OP34.12
Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010]

Students must understand the principles of academic integrity, and abide by them in all class and/or course work at the University. Academic Misconduct violations are outlined Part I, section B.1 of the Code of Student Conduct. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question.

Academic misconduct includes cheating, plagiarism, collusing, failing academic records, misrepresenting facts, violations of published professional ethics/standards, and any act or attempted act designed to give unfair academic advantage to oneself or another student. Additional information about academic misconduct is available in the Texas Tech University Handbook in Part II, section B of the Community Policies section in the Student Handbook at http://www.depts.ttu.edu/dos/handbook/.

Cheating
1. Copying from another student's academic work, test, quiz, or other assignment.
2. Receiving assistance from and/or seeking aid from another student or individual to complete academic work, test, quiz, or other assignment without authorization.
3. The use or possession of materials or devices during academic work, test, quiz or other assignment which are not authorized by the person administering the academic work, test, quiz, or other assignment.
4. Possessing, using, buying, stealing, transporting, selling, or soliciting in whole or in part items including, but not limited to, the contents of an unadministered test, test key, homework solution, or computer program/software.
5. Possession, at any time, of current or previous course materials without the instructor's permission.
6. Obtaining by any means, or coercing another person to obtain items including, but not limited to, an unadministered test, test key, homework solution, or computer program/software, or information about an unadministered test, test key, homework solution, or computer program.
7. Transmitting or receiving information about the contents of academic work, test, quiz, or other assignment with another individual who has completed or will complete the academic work, test, quiz, or other assignment without authorization.
8. Substituting for another person, or permitting another person to substitute for oneself, in order to take a course, take a test, quiz, or other assignment or sign in/register attendance.
9. Taking, keeping, misplacing, damaging, or altering 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.
10. Falsifying research data, laboratory reports, and/or other academic work offered for credit.
11. Failing to comply with instructions given by the person administering the academic work, test, quiz, or other assignment.

Plagiarism
1. The representation of words, ideas, illustrations, structure, computer code, other expression, or media of another as one's own and/or failing to properly cite direct, paraphrased, or summarized materials.
2. Self-plagiarism, which involves the submission of the same academic work more than once without the prior permission of the instructor and/or failure to correctly cite previous work written by the same student.

Collusion
The unauthorized collaboration with another individual to complete academic work, test, quiz, or other assignment, providing unauthorized assistance to another student, allowing another student access to completed academic work, and/or conspiring with another person to commit a violation of academic dishonesty.

Falsifying academic records
1. Altering or assisting in the altering of any official records of the University and/or submitting false information.
2. Omitting requested information that is required for, or related to, any official record of the University.

Misrepresenting facts
1. Providing false grades, falsifying information on a resume, or falsifying other academic information.
2. Providing false or misleading information in an effort to injure another student academically or financially.
3. Providing false or misleading information or official documentation in an effort to receive a postponement or an extension on academic work, test, quiz, other assignment, credit for attendance, and/or obtain an academic or financial benefit for oneself or another individual.
4. NOTE: Examples include, but are not limited to, fabricated, altered, misleading, or falsified documentation for medical excuses, family and personal emergencies, and signing into class and failing to remain the entire time.

Violation of Professional Standards
1. Any act or attempted act that violates specific Professional Standards or a published Code of Ethics.

Unfair Academic Advantage
1. Any other action or attempted action that may result in creating an unfair academic advantage for oneself or may result in creating an unfair academic advantage or disadvantage for another student that is not enumerated in items 1-4.

Absence Due to Observance of Religious Holy Day-OP34.19
"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. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Statement of Ethical Principles:
Texas Tech University is committed to an open and diverse society. Each member of the Texas Tech community has the right to be treated with respect and dignity. This right imposes a duty not to infringe upon the rights or personal values of others. Professional relationships among all members of the Texas Tech community deserve attention so that they are not exploited for base motives or personal gain. (http://www.depts.ttu.edu/ethics/matadorchallenge/)

Discrimination, Harassment, and Sexual Violence Statement:
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 24-hour Crisis 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, https://www.depts.ttu.edu/rise/ (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.)

LGBTQIA Statement:
Within the Center for Campus Life, the LGBTQIA Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions. Please note that resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806-742-5433.

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