MUED 5900: World Music Pedagogy

University of North Texas College of Music
Summer MMEd
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Class Zoom Link: https://unt.zoom.us/j/9070251022
Class Time: Mondays–Thursdays, 9–11:50am
*(*Most days we will meet 9–10:30am, with the remaining time for completing asynchronous work. We may extend for the full class session as needed (e.g., presentations, guest speakers, etc.). This will be announced in advance.)*
Office Hours: By appointment

COURSE DESCRIPTION

Introduction to world music culture, including both sonic and sociocultural dimensions of music-in-culture through the World Music Pedagogy approach.

GENERAL INFORMATION & TIPS

1. **This will be a "Choose Your Own Adventure" course**, where you will choose either (1) a broad musical culture/geographic area, or (2) a current events topic to closely study for the entirety of the semester. This way, you will become the "class expert" on your chosen musical culture/topic through personal research. The majority of your assignments will feature your chosen culture/topic, so that by the end of the three weeks we will be more deeply knowledgeable about over two dozen different musical cultures/topics. See additional information below:
    i) You do not already need to have prerequisite expertise in your chosen area. You are more than welcome to choose something that is completely new to you, or choose a familiar culture/topic (especially if you can consider yourself an expert/culture bearer of a particular musical practice!)
    ii) Some possible ideas. You might choose to explore:
        (1) several genres within a geographic location (e.g., Tanzanian *taarab, bongo flava*, and *Wagogo* music)
        (2) several examples of a broad musical concept (e.g., Middle Eastern *maqam*; or Carnaval celebrations around the world; or Popular vs. Classical music in India)
        (3) several selections related to a current events / social justice theme, such as (a) Protest songs around the world; (b) Music of immigrant/migrant communities; (c) Music of Indigenous Peoples around the world; (d) Marginalized musicians/composers around the world; (e) Music and gender/sexuality; (f) Music and environmental sustainability
    iii) Your culture/topic choice needs to be approved by Dr. Coppola by Wednesday, July 1 (first come, first served, no repeats!).
2. This course was *originally* designed to be interactive and experience-based. But with courses taking place fully online this summer, there are obviously fewer opportunities for us to practice our teaching skills interactively. So, to make sure you get the most out of this class, it's important that you *participate fully on Canvas and Zoom*, and complete your work *in advance of* your weekly scheduled Zoom meeting so you can participate meaningfully in discussions.
3. Assignments are expected to be submitted to Canvas by the due date. ***Late work will not be accepted.***
4. **Attendance Policy:** Students are expected to attend all virtual Zoom classes. More than one absence will result in a failing grade for the course.
5. **E-mail Policy**: Please be sure to use proper e-mail etiquette when sending emails (i.e., greetings, salutations, grammar, politeness). Not sure what that should look like? Read this (I'm not as picky as this author, but it's still good to read!) Please allow up to 24 hours for a

response. In the rare occasion that you have not received a response within 24 hours, please feel free to send a follow-up email.

REQUIRED RESOURCES

- ***Choose One Volume*** from the ***Routledge World Music Pedagogy Series*** (depending on your teaching concentration/interest):
  - *Early Childhood* (Watts)
  - *Elementary Music Education* (Watts & Beegle)
  - *Secondary School Innovations* (Howard & Kelley)
    - Geared toward secondary classroom music (e.g., group piano, guitar, theory)
  - *Instrumental Music Education* (Montemayor, Coppola, & Mena)
  - *Choral Music Education* (Bartolome)
- **Recommended** (if focusing on a specific musical culture):
  - Choose any one book from the **Oxford Global Music Series**

EVALUATION CRITERIA*

Peer Teaching Episodes (3)		30%
World Music Creativity Performance		10%
Final Contribution		45%
In-Class Presentation	*10%*	
Podcast	*15%*	
Unit Plan	*20%*	
Participation		15%
Total:		100%

GRADE CALCULATION*

90–100% = A
80–89% = B
70–79% = C
60–69% = D
Below 60% = F

****NOTE**: In line with Division of Music Education policy, you must earn a minimum of a B (80%) in order to pass this required course.*

DETAILS OF COURSE ASSIGNMENTS

1. **Peer Teaching Episodes (PTE) & Reflections (3)**
   You will have three opportunities to peer teach the first three dimensions of the WMP framework. Please use the same selection for all three peer teachings, so that we develop a deeper understanding of your piece over time.
   - **Peer Teaching #1: Attentive Listening**
     - In a 5-minute episode, introduce your selection to us through a series of Attentive Listening questions. Remember, we're looking for simple *Ask-Listen-Respond* teaching frames that bring us closer to specific sonic qualities of the music (timbre, instrumentation, form, contour, etc.)
   - **Peer Teaching #2: Engaged Listening**
     - In a second 5-minute episode, share your same selection through Engaged Listening questions. Now is the time for participatory musicking—active participation while listening. *This PTE can be specific to your instrumental/vocal groups.*
       NOTE: Provided notation can help facilitate efficient learning, even if we would prefer students to engage in aural learning in "real life."
   - **Peer Teaching #3: Enactive Listening**

        - In a final 5-minute episode, share your same selection through Enactive Listening questions. Now we're moving closer to the level of performance—with and without the recording. *This PTE can be specific to your instrumental/vocal groups.*
    - **Reflections (after PTE episodes #1 and #3)**
        - Watching your videos of your peer teaching episodes, write a brief (informal) reflection about how you think your teaching went. You are welcome to submit a **written reflection** (1–2 pages, double spaced) OR a **video reflection** (3–4 minutes).

2. **Music Culture/Topic PowerPoint Presentations**
   Present a brief, 5-minute PowerPoint presentation outlining the cultural/social/political context of your musical culture/topic. You may use maps, images, embedded video, embedded audio, etc. to bring your musical culture/topic to life through the Integrating World Music dimension. The PowerPoint slides will be shared along with your final Unit Plan and Podcast as your "contribution to the field."

3. **World Music Pedagogy Unit Plan**
   Develop a full unit plan featuring your chosen musical culture or topic. It should feature the full spectrum of the WMP framework, including Attentive Listening, Engaged Listening, Enactive Listening, Creating World Music, Performing World Music, and Integrating World Music. The unit should feature at least 3–5 musical selections (including your Peer Teaching selection) that together represent the broad entirety of the musical culture or topic you wish to feature.

4. **World Music Creativity Performance**
   In small groups, develop a brief, **3–5-minute asynchronous musical experience** inspired by your PTE selection. It should feature some sort of extension, improvisation, composition, arranging, or other creative musical development. You may use your own voices or instruments, or software/apps like *Acapella*, *GarageBand*, *Soundtrap,* etc. Your group members will join you in making your creative product come to life—make sure you give them sufficient time to complete their portions!

5. **World Music Pedagogy Podcast**
   Write and record a 10–15-minute podcast sharing your attained expertise on your chosen musical culture/topic. The podcast should describe the musical culture in depth, including the people, the geographic location, the social/political climate, how the music functions within society, who makes it (and who doesn't), how it's transmitted, and any other important feature of the musical culture/topic you're featuring. Your podcast, unit plan, and PowerPoint slides will be uploaded for public use (optional) so that other teachers can benefit from the resources you've developed. **A written outline of your podcast is due on Monday, July 13.**

6. **Participation**
   This grade represents a "catch all" for your participation expectations within the course. This grade will include the following:
    1. Contributing meaningfully to class discussions (whenever possible)
    2. Preparedness and professionalism during peer-teaching assignments
    3. Arriving to Zoom meetings on-time and prepared

SCHEDULE OF EVENTS AND ASSIGNMENTS

(subject to change; check Canvas for updates)

Date	Topic	Meeting Type	Readings	Assignments **Bold = Assignment due** *Italics = in-class activity*
Mon, June 29	Cultural Appropriation, Appreciation, Authenticity, & Common Pitfalls	*Synchronous (full class)*	Howard (2020)	
Tues, June 30	The WMP Framework; Accessing resources	*Synchronous (full class)*	WMP Ch. 1	**Submit Music Culture / Topic for approval** *(by start of class)*
Weds, July 1	Attentive Listening; Patricia Shehan Campbell (guest speaker)	*Synchronous*	WMP Ch. 2	
Thurs, July 2	*Peer Teaching #1: Attentive Listening*	*Synchronous (full class)*		*PTE #1* **PTE #1 Reflection**
Mon, July 6	Participatory Musicking; Juliana Cantarelli Vita (guest speaker)	*Synchronous (full class)*	WMP Ch. 3	
Tues, July 7	*Peer Teaching #2: Engaged Listening*	*Synchronous (in groups)*		*PTE #2* **PTE #2 Reflection**
Weds, July 8	*Music Culture / Topic Presentations*	*Synchronous (only need to attend your day)*	WMP Ch. 6	**Culture / Topic Presentations Day 1**
Thurs, July 9	*Music Culture / Topic Presentations*	*Synchronous (only need to attend your day)*		**Culture / Topic Presentations Day 2** **Podcast Script / Outline**
Mon, July 13	*Peer Teaching #3: Enactive Listening*	*Synchronous (in groups)*		*PTE #3;* **PTE #3 Reflection**
Tues, July 14	Creating World Music; Amanda Soto (guest speaker)	*Synchronous (full class)*	WMP Ch. 4–5	**Unit Plan** *(due 11:59pm)*
Weds, July 15	Surmountable Challenges & Worthy Outcomes	*Synchronous (full class)*	WMP Ch. 7	**CWM Performances** *(due 11:59pm)*
Thurs, July 16	Showcase: Creating World Music Performances	*Synchronous (full class)*		**Podcast Recording** *(due 11:59pm)*

OTHER IMPORTANT INFORMATION

DIVISION OF MUSIC EDUCATION ATTENDANCE POLICY:
Students are expected to attend **ALL** classes. Given the shortened semester, **more than ONE absence 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.

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.
http://vpaa.unt.edu/dcgcover/resources/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.
Student Code of Conduct: 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: 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

FINANCIAL AID AND SATISFACTORY ACADEMIC PROGRESS
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/

COUNSELING AND TESTING
UNT's Center for Counseling and Testing has an available counselor whose position includes 16 hours per week of dedicated service to students in the College of Music and the College of Visual Arts and Design. Please visit the Center's website for further information: http://studentaffairs.unt.edu/counseling-and-testing-services. For more information on mental health issues, please visit: https://speakout.unt.edu.

The counselor for music students is:
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