

**KEEP ON GOING: Enjoy Teaching No Matter What  
Spring 2023**

**Course Code: 7403**

**Mickey Smith Jr., MMed**

**February 13-May 7, 2023**

[msmith@vandercook.edu](mailto:msmith@vandercook.edu)

[info@mickeysmithjr.com](mailto:info@mickeysmithjr.com)

**337.802.1093 mobile**

[www.mickeysmithjr.com](http://www.mickeysmithjr.com)

This course is a practical, reflective, and community-building educational experience based on the classroom practices and professional development presentations from GRAMMY Music Educator and 7-time Teacher of the Year, Mickey Smith, Jr.

*KEEP ON GOING: Enjoy Teaching No Matter What* is a study of sound Mindset, Management, & Motivation that centers around what Mickey Smith calls the Teaching-Triad. This *Teaching-Triad* helps educators develop the ability to identify, research, and explain the motives behind the strategies that teachers employ in their classrooms. In this course, educators will have the opportunity to discuss and study meaningful topics that can help them engage, educate, and elevate every learner to excellence while at the same time create a sound quality of life, as well as a renewed professional fulfillment that creates a sound one hundred and eighty days (SOUND180) of classroom instruction and harmony. Divided into three parts—The Sound, The Stage, and The Spectator—*KEEP ON GOING* is a course that will take you on a journey from internal self-reflection to outward expressions (Sonority) of what it means to be a sound adult for the children we teach in today’s classrooms, and to operate with the significance, resilience, and brilliance necessary for the challenges of this unprecedented era of teaching.

This course will address topics such as:

- I Am Who? (Authenticity & Transparency in Teaching)
- Pivotal Moments & Teachable Moments
- It’s Only a Crisis
- Teachers Are NOT Heroes
- Why NOT Teach?
- What Teaching Really Is (Trust in Teaching)
- Don’t Start Standard
- Win By Ten
- First Days Lasting Ways
- Creating a Teacher M.A.P. (Management Action Plan)
- What My Wife Taught Me About Teaching
- Healthy Habits, Boundaries & Balance for a SOUND180
- What’s Your “Sound-Quality?”
- Compose Your Legacy “Song”

**VanderCook College of Music, 3140 S. Federal St., Chicago, IL 60616**

**312.788.1133**

[meca@vandercook.edu](mailto:meca@vandercook.edu)

## MECA Course Syllabus

- The “Sound” of Teaching

The course will consist of reading, discussions, visioning, virtual chat sessions, supplemental material, and practical projects to work for both your personal and professional development. Developing vision, intentionality, and consistency to keep on going starts with having a plan, applying the strategies in this course into your classroom, and reflecting on the journal questions in this course to ensure that *KEEP ON GOING: Enjoy Teaching No Matter What* goes beyond simply being a course you take to becoming an experience for positively transforming and balancing how you live and work.

### **Note:**

Non-music educators are also invited and welcome to register for this course. This course is open to everyone, and it applies to all teachers no matter what they teach. There are no pre-requisites.

### **Required Text:**

*KOG: Enjoy Teaching No Matter What* by Mickey Smith Jr. (Available through Amazon).

Supplemental readings, web links and/or videos will be provided by the instructor

***This Syllabus is subject to change upon notification to the students in a regular class session.***

### Course Learning Objectives

Students should learn and be able to demonstrate an understanding and implement elements of a:

- *KEEP ON GOING-VISION* consisting of mindset, mindfulness, wellness, and self-care into your own life. (PERSONAL M.A.P., DISCUSSION POSTS & FINAL REFLECTIVE PAPER)
- *KEEP ON GOING-INTENTIONALITY* consisting of curriculum, climate, and culture creation for your classroom. (CLASSROOM M.A.P., DISCUSSION POSTS & FINAL REFLECTIVE PAPER)
- *KEEP ON GOING-CONSISTENCY* for student-to-teacher connectivity developed through personal principles, and action/response systems. (STUDENT BEHAVIOR M.A.P., DISCUSSION POSTS & FINAL REFLECTIVE PAPER)

### Course Requirements

- Weekly participation in online group message board reflections (public) = 30%
  - o Every student is to respond to the public discussion on a particular topic. Students are to actively respond and engage with classmates' posts. I will not mandate a certain number of posts, but please be as active as possible in this virtual discussion. Submit your original post by Thursday at 11:59 pm. Please have your responses submitted online by Sunday at 11:59 pm of the week posted.
- 3 M.A.P.s (Management Action Plans) = 30% (10% each)
  - o Author 3 Management Action Plans at the end of each part of the course.

VanderCook College of Music, 3140 S. Federal St., Chicago, IL 60616

312.788.1133

meca@vandercook.edu

## MECA Course Syllabus

- Attend a minimum of 4 out of 7 online Zoom Class sessions. (If you have to miss a class, watch the recording of any online class sessions and submit to Mr. Smith a reflection/summary within five days of the class) = 25%.  
Dates for Zoom classes are the following Mondays, 6:00-7:00 pm Central Time: February 13, February 20, March 6, March 20, April 3, April 24, May 1.
- Exit Assessment = 15%
  - Write a BRIEF reflection of the course (no more than 3-5 pages double spaced). Included with the reflection should be a brief outline of the concepts you found most relevant and a discussion on how this material will be implemented in your personal life, classroom, and beyond. Draw from your three Intention and Action Plan Assignments plans, readings, viewings, discussion posts, and Zoom Class sessions, plus experiences outside of this course. What do you foresee as your next steps to integrate what you have experienced and learned in this class? **SUBMIT ON SCHOOLGY. ALTERNATE ASSIGNMENTS WILL BE CONSIDERED. PROPOSE IN A PERSONAL MESSAGE THROUGH SCHOOLGY or email [msmith@vandercook.edu](mailto:msmith@vandercook.edu).** – submit to Schoology by 11:59 pm on Sunday, May 7<sup>th</sup>.

### Grading Scale

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

### **Discussion Posts:**

For Discussion posts each week, every student is to respond to the public discussion on a particular topic. Students are to actively engage and question each other. I will not mandate a certain number of posts, but please be as active as possible in this virtual discussion. Do your best to have your initial post made by Thursday at 11:59 pm so that you can engage with other posts and the students can interact with your post. Please have your responses to classmates submitted online 11:59 pm on Sunday night of the week posted.

## **COURSE CALENDAR**

### **PART 1: SEE THE SOUND (ELEVATE)**

#### Week 1

- February 13 – 19
- READ:
  - *KEEP ON GOING* Prelude, Intro, and Chapter 1 - I Am Who?
  - Supplemental S.O.U.N.D. Check Handout

VanderCook College of Music, 3140 S. Federal St., Chicago, IL 60616

312.788.1133

[meca@vandercook.edu](mailto:meca@vandercook.edu)

## MECA Course Syllabus

- ASSIGNMENTS
  - Discussion post and responses to classmates in Schoology
  - Application and Journal Questions
  - Morning or evening S.O.U.N.D. Check
- **GROUP ONLINE ZOOM CLASS #1: 2/13, 6:00-7:00 pm Central Time**

### Week 2

- February 20 – February 26
- READ
  - *KEEP ON GOING* Chapter 2 – Healthy Habits, Boundaries & Balance
  - Supplemental video
- ASSIGNMENTS
  - Discussion post and responses to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening S.O.U.N.D. Check
- **GROUP ONLINE ZOOM CLASS #2: 2/20, 6:00-7:00pm Central Time**

### Week 3

- February 27 – March 5
- READ
  - *KEEP ON GOING* Chapter 3 – What’s Your Sound Quality?
  - Supplemental material
- ASSIGNMENTS
  - Discussion post and response to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening S.O.U.N.D. Check

### Week 4

- March 6 – 12
- READ
  - *KEEP ON GOING* Chapter 4 – Make Your M.A.P. (Management Action Plan)
- ASSIGNMENTS
  - Discussion post and response to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening mindfulness/meditation practice
  - **Personal SELF M.A.P. (Management Action Plan) integrating the first 4 chapters of *KEEP ON GOING*** – submit to Schoology by 11:59 pm on Sunday, March 12th.
- **GROUP ONLINE ZOOM CLASS #3: 3/6, 6:00-7:00pm Central Time**

## **PART 2: SET THE STAGE (EDUCATE)**

### Week 5

## MECA Course Syllabus

- March 13 – 19
- READ
  - *KEEP ON GOING* Chapter 5 – First Days Lasting Ways
  - Supplemental reading and video
- ASSIGNMENTS
  - Discussion post and responses to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening S.O.U.N.D. Check

### Week 6

- March 20 – 26
- READ
  - *KEEP ON GOING* Chapter 6 – Win By Ten
  - Supplemental reading and video
- ASSIGNMENTS
  - Discussion post and responses to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening S.O.U.N.D. Check
- **GROUP ONLINE ZOOM CLASS #4: 3/20, 6:00-7:00pm Central Time**

### Week 7

- March 27 – April 2
- READ:
  - *KEEP ON GOING* Chapter 7– Habit-Stacked Teaching
  - Supplemental reading and video
- ASSIGNMENTS
  - Discussion post and responses to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening mindfulness/meditation practice
  - **Classroom M.A.P. (Management Action Plan) integrating chapters 5-7 of *KEEP ON GOING*** – submit to Schoology by 11:59 pm on Sunday, April 2nd.

## **PART 3: SEIZE THE SPECTATORS (CAPTIVATE)**

### Week 8

- April 3 – 9
- READ:
  - *KEEP ON GOING* Chapter 8 – I See You
  - Supplemental reading and video
- ASSIGNMENTS
  - Discussion post and responses to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening S.O.U.N.D. Check

## MECA Course Syllabus

- **GROUP ONLINE ZOOM CLASS #5: 4/3, 6:00-7:00 pm Central Time**

### Week 9

- April 10 – 16
- READ:
  - *KEEP ON GOING* Chapter 9 – Being a Behavior Detective
  - Supplemental reading and video
- ASSIGNMENTS
  - Discussion post and responses to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening S.O.U.N.D. Check

### Week 10

- April 17 – 23
- READ:
  - *KEEP ON GOING* Chapter 10 – Creative Redundancy
  - Supplemental reading and video
- ASSIGNMENTS
  - Discussion post and responses to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening S.O.U.N.D. Check

### Week 11

- April 24 – 30
- READ:
  - *KEEP ON GOING* Chapter 11 – Language of Learning
  - Supplemental reading and video
- ASSIGNMENTS
  - Discussion post and responses to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening S.O.U.N.D. Check
- **GROUP ONLINE ZOOM CLASS #6: 4/24, 6:00-7:00 pm Central Time**

### Week 12

- May 1 – 7
- READ:
  - *KEEP ON GOING* Chapter 12 – Sonority
  - Supplemental reading and video
- ASSIGNMENTS
  - Discussion post and responses to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening mindfulness/meditation practice

## MECA Course Syllabus

- **Student Behavior M.A.P. (Management Action Plan) integrating chapters 8-12 of KEEP ON GOING** – submit to Schoology by 11:59 pm on Sunday, May 7<sup>th</sup>
  - **EXIT ASSESSMENT (Reflective Paper)**
    - Write a BRIEF reflection of the course (no more than 3-5 pages double spaced). Included with the reflection should be a brief outline of the concepts you found most relevant and a discussion on how this material will be implemented in your personal life, classroom, and beyond. Draw from your three Intention and Action Plan Assignments plans, readings, viewings, discussion posts, and Zoom Class sessions, plus experiences outside of this course. What do you foresee as your next steps to integrate what you have experienced and learned in this class? **SUBMIT ON SCHOOLY. ALTERNATE ASSIGNMENTS WILL BE CONSIDERED. PROPOSE IN A PERSONAL MESSAGE THROUGH SCHOOLY or email msmith@vandercook.edu.** – submit to Schoology by 11:59 pm on Sunday, May 7<sup>th</sup>.
  - **LAST GROUP ONLINE ZOOM CLASS #7: 5/1, 6:00-7:00 pm Central Time**
- Recommended Texts for independent reading during or after this class:**

*The Classroom Instruction Book: The Classroom Instruction Book* by Harry K. Wong & Rosemary T. Wong

*The Playful Classroom: The Power of Play for All Ages* by Jed Dearybury & Julie Jones, PhD

*The Adventures of Little Mickey: Keep On Going* by Mickey Smith Jr.

*The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life* by Parker J. Palmer

*Onward: Cultivating Emotional Resilience in Educators* by Elena Aguilar

*Surrounded by Idiots: The Four Types of Human Behavior (or, How to Understand Those Who Cannot Be Understood)* by Thomas Erikson

*Beginning Woodwind Class: A Manual for College and Middle School Classrooms* by Jan Scott

### Attendance and Conduct

As this is an online course, timely completion of both elements of online engagement will justify attendance. All students must also virtually attend at the online chat sessions.

Professionalism is expected at all times in the online message boards. As the material covered in this book study can be personal and sensitive, please approach your contributions accordingly. Everything posted in the message boards should be considered public. If you would like to receive feedback or communicate privately, please contact me directly.

## MECA Course Syllabus

### MECA courses and ISBE Standards

MECA courses, by their very nature and design, address the ISBE Music Content and Professional Teaching Standards throughout the course content. Music technology courses also incorporate the ISBE Technology Standards.

### VanderCook Candidate Outcomes Addressed

The outcomes that the College strives to develop in its teacher candidates were derived from the institution's Conceptual Framework and are expressed in its core dispositions. This course addresses the following Candidate Outcomes:

1. Academic ability and diligence leading to a lifetime of learning
2. Skill in the process of teaching
3. Self-discipline and persistence
4. Interpersonal and intrapersonal skills
5. Good citizenship and personal integrity
6. Building pragmatic links with educational programs in diverse communities
7. Professionalism in action word, and appearance

### Academic Honesty

Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include:

- Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.

### Plagiarism

Plagiarism means taking someone else's words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.



## MECA Course Syllabus

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations, and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.

### Disability Statement

If a student has a disability which might interfere with that student's ability to function in this course, it is the responsibility of that student to notify the instructor at the beginning of the course.