

*This document serves as a supplement to your class syllabus for Dr. Acevedo's course.
Information may be subject to change. **Most recent update: August 28, 2022***

The University Office of Equity and Inclusion has also created a centralized resource guide [available here](#).

INSTRUCTOR INFORMATION

Professor: Dr. Stefanie Acevedo (she/her/hers)
Email: stefanie.acevedo@uconn.edu
Website: <https://www.stefanieacevedo.com>

Office: MUSB 104
Office Hours: By appointment ([schedule here](#))

ACADEMIC DISHONESTY

Academic dishonesty of any kind is absolutely prohibited in this course. ***If there's doubt, ASK.***

All members of the University community have a responsibility to uphold the [highest standards of scholarship](#), which encompasses activities of teaching, research, and service, and to report any violation of scholarly integrity of which they have knowledge.

Academic Dishonesty Includes

- **Copying or sharing** answers on homework and quizzes.
- **Consulting each other** on quizzes or exams.
- **Copying or recycling YOUR OWN** work without permission or citation. This includes submitting previously composed music for assignments or projects without express permission of the instructor.
- **Not citing or giving credit** for someone else's thoughts, ideas, or music.
- **Deceitful practices** such as using fake research/articles or modifying font sizes/page layout/etc. to meet minimum assignment requirements.
- **Submitting work that's not your own** including contract cheating (paying someone to do your work for you).

Penalties

- Academically dishonest work will receive a failing grade and the student may be subject to: receiving a failing grade for the course, academic probation, suspension or expulsion from the University.
- Penalties will be applied to the person who copied and the person who provided the work to copy.
- All instances of academic dishonesty will be reported. The instructor reserves the right to determine proper the disciplinary penalty for any instance of plagiarism or cheating.

Avoiding Academic Dishonesty

- **Do not share your work**
- **Do not "cross-check" homework:** this can prevent you from learning the material if you're simply just copying the correct answer. *If you have a question about an assignment, ask me.*
- If you're helping someone, come up with a similar example to illustrate the method but never give them the answer (this is good teaching practice for music education majors!).

- **Cite all words, music, or ideas from other sources (including from your own previous work):** Words or ideas that come from someplace or someone else must be cited (this includes music!):
 - “A good rule of thumb is this: Whenever you consciously borrow any important element from someone else, any sentence, any colorful phrase or original term, any plan or idea —say so, either in a footnote, bibliography, or parenthesis” (from “Academic Honesty in the Writing of Essays and Other Papers,” Carleton College, 1990).
- For more tips and advice, see [UConn Libraries’ Plagiarism Resources](#)

IMPORTANT DATES - FALL 2022

These dates correspond to [UConn’s Academic Calendar](#).

Week 1	Monday, Oct 29: First Day of Class
Week 2	Monday, Sep 5: No Class, Labor Day Tuesday, Sep 6: Deadline to File Petitions for Credit By Exam
Week 3	Monday, Sep 12: Drop/Add Deadline with no transcript record
Week 4	Monday, Sep 19: Incomplete Grades for Spring 2022 Due Friday, Sep 23: Graduation Application Due for Fall 2022
Week 5	Tuesday, Sep 27: Begins - Dean’s signature required for adding courses
Week 6	Friday, Oct 7: Deadline for Mid-Semester Reports
Week 7	Tuesday, Mar 1: Graduation Application Due for Summer 2022
Week 8	
Week 9	Monday, Oct 24: Begin Winter 2023 and Spring 2023 Registration
Week 10	
Week 11	
Week 12	Monday, Nov 14: Course Withdrawal Deadline (for W grade)
THANKSGIVING BREAK (Nov. 20-Nov 26)	
Week 13	Friday, Dec 2: Fall 2022 Graduation Theses Due
Week 14	Friday, Dec 9: Last day of Classes

Week 15	Saturday, Dec 10- Sunday, Dec 11; Thursday Dec 15: Reading Days Monday, Dec 12 - Saturday, Dec 18: Finals Week
Week 16	Sunday, Dec 18: Fall 2022 Degree Conferral Wednesday, Dec 21: Grades Due @4pm

Dropping/withdrawing from a course:

- [Drop/Add](#): You may drop a course via the web through the second week of the semester with no mark on your record.
- [Withdrawing](#): After the second week, all drops are done in the Registrar's Office in accordance with catalog regulations. If you drop a course between the second week and twelfth weeks of the semester, a 'W' for withdrawal is recorded on your transcript.

Incompletes: An instructor may assign a temporary grade for a course when student work is not completed within the semester. An incomplete is given when a not completed all of the assessments but work completed is of passing quality and a make-up schedule has been agreed upon with the instructor.

CLASSROOM GUIDELINES

Getting Course Help

- Dr. Acevedo's Office Hours: Sign up for an appointment to meet with me [here](#).
- [Music Theory Tutoring](#): Free online tutoring from the Journal for Music Theory Pedagogy

Classroom Expectations

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#).

Electronic Devices

We may require the use of electronic devices in class. Please be respectful and mindful of those around you: Put your phones on silent and do not engage in online activities that are distracting to those sitting near you (watching videos, texting, social media scrolling, etc.). As participation in class is crucial for your own learning, the instructor bears no responsibility for any choices that you may make regarding the use of electronic devices in class. *Recordings may be taken with instructor permission only.*

Accommodations

Please visit www.accessibility.uconn.edu for general information regarding accessibility and accommodations on campus.

Student accommodations

This course is designed with accessibility in mind. However, (dis)abilities range in severity, timescale, and visibility. A variety of situations may necessitate accommodation, from chronic health conditions and impairments (including anxiety and depression) to temporary conditions such as pregnancy, concussions, or broken bones. A [variety of accommodations](#) (academic, residential, or other) may be

available depending on your individual situation.

If you think you may require an accommodation, please contact the Center for Students with Disabilities (CSD):

Location: Wilbur Cross Building Room 204

Phone: (860) 486-2020

Website: <http://csd.uconn.edu/> (includes online accommodation request)

If you have an accommodation letter provided by CSD, please provide it to me as soon as possible so that I can accommodate you accordingly (via [MyAccess](#)).

Employment accommodations

With regard to your employment (i.e. TA or GA-ships, student workers), please contact the human resources office to request accommodations that may not be under the purview of CSD (see student accommodations above).

HR resources for employees: <https://hr.uconn.edu/ada-compliance/>

Retroactivity

Disability accommodations cannot be retroactively applied. As such, you should contact CSD as soon as you are able to. I cannot assist with accommodation as I am not a medical professional, and FERPA/HIPAA guidelines forbid me from engaging in certain matters without your consent/permission. Once CSD is contacted, they will provide guidelines for accommodation.

Print Materials and Alternate Media

If you need assistance accessing print material including textbooks and electronic material such as PDF documents, please review the [CSD website information about alternative media](#).

I will provide printouts of class materials as needed even without an accommodation notice. Please let me know in advance.

Online Standards

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](#))

Religious Accommodations

If religious observance impedes your ability to participate fully in classroom activities or a principal holiday from your religious tradition occurs during the semester and conflicts with class meetings or activities, please contact Dr. Acevedo immediately to determine a reasonable accommodation.

Campus Emergencies

In case of inclement weather, a natural disaster, or a campus emergency, the University communicates through email and text message. Students are encouraged to sign up for alerts through <http://alert.uconn.edu>. Students should be aware of emergency procedures, and further information is available through the Office of Emergency Management at <http://publicsafety.uconn.edu/emergency/>.

Privacy and Intellectual Rights

Some class sessions may be recorded. I will let the class know at the beginning of a session if I plan to record the session. In order to protect student privacy and intellectual property rights, students are prohibited from recording any portions of the class unless given prior permission.

At my discretion and in accordance with University policies and guidelines, I may share one or more of the recorded sessions with the class to provide students with an additional opportunity to review course content. The sharing of any recorded content without my written permission is prohibited. Please alert me to any concerns so that I may take steps to help ensure that you are not recorded. Please remember that the unauthorized recording or sharing of course content may be considered a violation of the law, University policy, and/or The Student Code.

Recordings are the sole use of the students enrolled in this course. Any other use of these class videos or any pictures or derivatives of the class videos without the written consent of the course's professor is prohibited.

The lectures, notes, handouts, and displays shown in this class are protected by state common law and federal copyright law. They are my own original expression (unless otherwise cited). Students are authorized to take notes in class; however, this authorization extends only to making a set of notes for your own personal use, but no other use. If I give permission to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

NOTE: This course has NOT been designed for use with exclusively mobile devices. You are required to have a desktop computer/laptop for work completion as per UConn's [technology requirements](#).

MISCONDUCT OR DISCRIMINATION

UConn as an institution, and the Music Department as an integral part of it, are not immune to problems encountered by BIPOC, LGBTQIA+, or otherwise marginalized students. As a community, we must become more conscious of issues of racism, inequality, and sexual harassment and misconduct. I strive to make the classroom a welcome place of inquiry, exploration, and critical thinking. I encourage you to ask questions, make comments, challenge ideas, and participate fully in the class. My guiding principle is mutual respect for and between all students, faculty, and staff.

What is Discrimination?

Discrimination is adverse action against someone that is based on protected classes, which include: race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disabilities (including learning disabilities, intellectual disabilities, past/present history of a mental disorder), prior conviction of a crime (or similar characteristic), workplace hazards to reproductive systems, gender identity or expression, or other factors which cannot lawfully be the basis for employment.

Who can I talk to?

If there is an emergency and/or someone is in danger, please call 911.
Immediate care available via [Student Health and Wellness's Immediate Care Resources](#) (SART)

If you experience or observe any acts of discrimination or misconduct, we encourage you to speak out about this. Do not be afraid to report; the appropriate offices will also help you find support and resources.

There are numerous avenues for reporting, including but not limited to:

- Myself as an instructor: Please come to me if you ever feel uncomfortable with situations or materials we encounter in class.
- [Your Academic Advisor](#)
- [Your Resident Assistant](#)
- Undergrads: [The Dean of Students](#)
- Graduate Students: [Graduate School Office of Student Affairs](#)
- Graduate Student Employees: [Graduate Employee Union](#)
- [The Music Department Head](#)[The School of Fine Arts Dean](#)
- [INFORM - UConn's centralized reporting system](#) (inform.uconn.edu)
UConn Reportline: 1-888-685-2637

Please note the people above are “responsible employees” - we must legally report details of any situation to the appropriate agencies (OIE or Human Resources) regarding sexual assault, intimate partner violence, and stalking. Directors and Deans must also report any Prohibited Conduct (based on The University Code of Conduct).

Confidential and exempt employees include:

- [Student Health Center](#) (SHaW)
- [Cultural Centers](#)
- Graduate Students/Employees: [University Ombuds](#)

Reporting by incident type

[INFORM - UConn's centralized reporting system](#) (inform.uconn.edu)

UConn Reportline: 1-888-685-2637

- Discrimination, sexual harassment/violence, interpersonal/relationship violence, stalking, sexual exploitation: The Office of Institutional Equity (OIE) which includes [Title IX office](#).
 - [OIE Report a Bias Incident Form](#)
 - SHaW Immediate care: [Sexual Assault Response Team \(SART\)](#)
- Mental or physical health issues: [Student Health Services](#)
- Threatening/harming/disruptive behavior: [Student Care Team](#)
- Residence hall issues: [UConn Residential Life](#)
- General campus safety/facilities problems: [UConn Public Safety](#)

Download the [LifeSafe](#) app to report incidents directly to UConn police

TUTORING, UNIVERSITY, AND LEARNING RESOURCES

Technical Help

- [University Information Technology Support](#)
- Help with HuskyCT: [HuskyCT24x7 Course Support](#) - This service offers live chat and phone support for students enrolled in online courses at UConn.
- [Student Technology Training](#): Student technology training as a HuskyCT short course created by students for students. It will prepare you to use the IT systems and services that you will use

throughout your time at UConn, whether learning online or on-campus.

UConn Help

- [Academic & Student Life Support Page](#): Guide to student assistance resources.
- [Academic Achievement Center](#): Academic coaching (time management, note-taking, transitioning to college life, and other ways to succeed academically).
- [Academic Achievement Center UConn Connects Program](#): Mentoring
- [Beyond Access](#): For-pay student coaching/mentoring services (financial aid available)

University & Academic Coaching

- [Your Advisor](#): Great for understanding the requirements of your major & your academic needs.
- [Registrar Student Services](#): Help with administrative duties and general UConn information
- [Center for Academic Program: SSS](#): Academic support for low-income or first generation students.
- [Student Athlete Success Program](#)
- [Center for Career Development](#): Help with career goals, shaping your major, etc.

General Tutoring

- [Uconn Advising Academic Support](#): Links to various tutoring programs on campus
- [Quantitative and Second Language Course Support](#): Tutoring with Q courses and Second Language learning.
- [Writing Center](#): Online tutoring and resources for writing help.
- [Quantitative Learning Center](#): Tutoring and resources for quantitative courses (check tutoring for PHYS1075Q Physics of Music for help with acoustics).

Husky Study Groups

Are you interested in forming a study group with other students in the class? There is a [study group application in Nexus](#) that can help you get started.

Borrowing Materials

Library Resources

- The main campus library, [Babbidge Library](#) provides various resources, including [technology lending](#) (computers, chargers, etc.), scanning/copying services, and much more.
- The [Music & Dramatic Arts Library](#) holds our music and dramatic arts collections (books, scores, media) and has listening stations for various media.
 - Check out our [music subject library guide](#) and visit with our subject specialist Sam Boss.

SELF CARE

- [Academic & Student Life Support Page](#): Guide to student assistance
- [uKindness](#): Resources for making social connections.
- [UConncontact](#): Student clubs and organizations
- [UConn Diversity, Equity, and Inclusion Resource Page](#)

Mental Health

If you or someone you know is experiencing a **mental health emergency**, contact the following:

- Dial 911 for an emergency or 211 in Connecticut to get connected to critical health/human services.
- [Immediate help resources through Student Health and Wellness](#)
- National Suicide Prevention Lifeline: 1-800-273-8255
- Crisis Text Line: 741741

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health](#) (SHaW-MH) office.

- **Location:** Storrs on the main campus in the Arjona Building, 4th Floor
- **Phone:** (860) 486-4705
- **Website:** <https://studenthealth.uconn.edu/mental-health/>

Mental health services are included as part of the university's student health insurance plan partially funded through university fees. Most major insurance plans are also accepted.

General Health

- [Student Health Center](#): mental and physical health (many services covered by your student fees).
- [UConn Resources for Neurodiversity](#)
- [Rainbow Center](#): LGBTQIA+ resources including STD testing, safe-sex supplies, transgender care resources.
 - [Gender-inclusive restroom map](#)
 - Gender-inclusive bathrooms in ZAF/MLib 2nd floor rooms RR2A & RR2B
 - Non-gendered restroom in basement across from the recording studio ZFA 007 (use stairwell across from faculty lounge).
- [GloveBox](#): Free safe-sex supply box delivery from student health.
- SHaW: [Alcohol & Other Substance Abuse & Support](#)

Basic Needs Resources

If life circumstances are affecting your ability to focus on courses and your UConn experience, undergraduate students can contact the [Dean of Students](#) to request support:

Email: dos@uconn.edu

Phone: 860-486-3426

Hours: Monday-Friday, 8:00am - 5:00pm

Drop-in hours: M-F 1:00-3:30pm

[Make an appointment via Nexus](#)

Graduate students, please contact your [office of academic affairs](#).

Financial Services

- Emergency Funding
 - Undergraduates: [Short Term Emergency Loan](#) (STELF) - Available to Storrs undergraduate degree-seeking students.
 - Graduates: [GSS Short-Term Loans](#)
 - [Student First Fund](#) - Fund for students experiencing an unanticipated hardship.
- [American Rescue Plan Emergency COVID-19 Grants](#).
- International Students: [Financial Hardship Application for Employment Authorization](#)
- Student Support Services [List of financial resources](#)

Food & Housing Services

- **Housing:**

- [UConn Off-Campus and Commuter Student Services](#) - Housing Resources
- [Connecticut Tenant Law](#)
- **Food Assistance:**
 - Contact Dean of Students for [UConn Swipes program](#): access to free campus dining hall meals (scroll to bottom for more information)
 - Area Food pantries: [Mansfield Food Programs](#), [My Brother's Keeper](#), [Storrs Congregational Church Food Pantry](#)
 - [CT 211.org database of services](#)
 - [Hartford Courant List of Covid-19 Aid Services \(includes food, housing, utilities, etc.\)](#)
- **Dietary Restrictions:**
 - [UConn Dining Dietary Restrictions Information](#)
 - [Center for Disabilities Meal Plan Accommodations](#)

Immigration-Related

- [UConn undocumented student resources](#)
- [UConn International Student & Scholar Services](#)
- [UConn English Language Support Services](#)

Minority/Affinity Communities

- [Anti-Racism Resources](#)
- [Office of Career Development: Affinities communities](#)
- [Mental Health Resources for BIPOC/AAPI/ LGBTQ+ Communities](#)
- [UConn Cultural Centers](#) (AFAM, Asian-American, Latin American, Rainbow Center, Women's Center, Native American, Middle Eastern)
- [UConn Veterans Affairs and Military Programs](#)

Parenting

- [UConn OIE Pregnant and Parenting Resources for Undergraduate Students](#)
- [UConn Lactation/Wellness Rooms Directory](#) (PDF) -
 - **One lactation room is located in NKT 802.**
 - **If you ever need a safe/secure place and cannot find one, reach out and you can always use my office.**
- [ISSS Child Care Resources](#)

COURSE EVALUATIONS

To share feedback about the course, please contact me at any time! Additional informal formative surveys may be administered within the course.

You will be given an opportunity to provide feedback on your course experience and instruction using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE). The University of Connecticut is dedicated to supporting and enhancing teaching effectiveness and student learning using a variety of methods. The Student Evaluation of Teaching (SET) is just one tool used to help faculty enhance their teaching. The SET is used for both formative (self-improvement) and summative (evaluation) purposes.

Why should I do my SETs?

Thoughtful student feedback (see constructive criticism below) is necessary to make sure our education systems are supportive and to help you learn. This is an opportunity to reflect on the course and how your professors can help build a better environment for you to learn in.

Also, at UConn, SETs are required for professor's teaching portfolios. These, in turn, are used to assess faculty teaching, merit pay (i.e. raises), and other important professional advancement. That is to say, if you dislike a course, it's important to give positive criticism for class improvement, and if you like a course, it's important to give your feedback so that faculty are rewarded for their course design and commitment to teaching.

Unconscious Bias

[From the Kirwan Institute for the Study of Race and Diversity:](#)

"[I]mplicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control...The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance."

Why is this important?

Research has shown that implicit bias leads to disparities in student evaluations of courses taught by minority faculty members (including women, people of color, those with disabilities, etc.).

Sample research:

Storage D., Z. Horne, A. Cimpian, S-J. Leslie (2016). "The Frequency of "Brilliant" and "Genius" in Teaching Evaluations Predicts the Representation of Women and African Americans across Fields." *PLoS ONE* 11(3): e0150194. <https://doi.org/10.1371/journal.pone.0150194>

"We found that fields in which the words "brilliant" and "genius" were used more frequently on RateMyProfessors.com also had fewer female and African American PhDs."

Friederike M., J. Sauermann, U. Zölitz (2019). "Gender Bias in Teaching Evaluations." *Journal of the European Economic Association* 17(2): 535–566, <https://doi.org/10.1093/jeea/jvx057>

"We exploit...19,952 student evaluations of university faculty...we find that women receive systematically lower teaching evaluations than their male colleagues. This bias is driven by male students' evaluations, is larger for mathematical courses, and particularly pronounced for junior women."

MacNell, L., A. Driscoll. A.N. Hunt. (2015). "What's in a Name: Exposing Gender Bias in Student Ratings of Teaching." *Innov High Educ* 40: 291–303. <https://doi.org/10.1007/s10755-014-9313-4>

"In our experiment, assistant instructors in an online class each operated under two different gender identities. Students rated the male identity significantly higher than the female identity, regardless of the instructor's actual gender, demonstrating gender bias."

Fan Y., L.J. Shepherd, E. Slavich, D. Waters, M. Stone, et al. (2019) "Gender and cultural bias in student evaluations: Why representation matters." *PLOS ONE* 14(2): e0209749. <https://doi.org/10.1371/journal.pone.0209749>

"With unprecedented access to institution-wide student survey data from a large public university in Australia, we investigated the role of conscious or unconscious bias in terms of gender and cultural background. We found potential bias against women and teachers with non-English speaking backgrounds."

Avoiding Implicit Bias in Evaluations

Adapted from [Avoiding biases in Course Evaluations: A Guide for Students](#)

- Provide objective facts (types of feedback, exercises performed in class).
- Avoid adjectives associated with stereotypes (i.e. 'smart,' 'intellect', and 'genius' are often used for men, while 'bossy', 'nurturing', 'strict', and 'frumpy' are often used for women).
- Keep it professional
- Add details, supporting evidence
- Emphasize accomplishments, not effort
- Be honest and mindful about raising doubts
- Use proper titles/show respect

In some cases, you can ask yourself “would I write this on an evaluation if the class was taught by a (man/white person/able individual/etc.)?”

For instance, would you ever write something saying “Our professor, Dr. (cisgender man) dressed frumpy and was shrill”? Probably not, as those adjectives are often used to stereotype women. Even more important, would the qualities of being poorly-dressed and loud ever be something that would influence your teaching evaluation of a man? If not, it probably should not be in your evaluation, no matter the person’s gender, race, or other minority status!

Also be mindful of your own prejudices against a *course* - a specific subject may not be your favorite, you may have a specific requirement for your major, etc. How has this influenced your participation, engagement, etc. in the course and how does that also affect your perception/evaluation of the course as a whole? Is that something the instructor can change?

Constructive Criticism

Remember these evaluations are meant to provide feedback for your professor on how to create a better learning experience.

Some of the tips below are taken/adapted from: <https://www.mcgill.ca/mercury/students/feedback>

1. **Be respectful** (comments or criticisms based on race, religion, gender, sexual orientation, etc. are not appropriate - see avoiding implicit bias above).
2. **Provide examples**, focus on your own experiences (Don’t make generalizations about the class without evidence: i.e. “everyone hated this class”).
3. **Focus on observable behaviors & specific aspects of the course**
 - a. Bad: “She was disorganized.”
 - b. Better: “She often forgot to print our homework, which led us to start class late.”
4. **Avoid personal or emotional comments**, describe actual incidents (though be mindful of anonymity).
 - a. Bad: “The professor is mean.”
 - b. Better: “The professor called a student out in class for being late and docked their grade despite their car breaking down.”
 - c. Best: Read the syllabus and make sure that you know what class policies are. If you disagree with a policy, make a *constructive* suggestion:
 - “We are human so we might be late to class once or twice. It may be useful to revise class policy so that we are allowed one-or-two tardies for emergencies.”
5. **Describe how the instructor’s behavior or elements of the course affect you**
 - a. Bad: “The exams are too hard.”

- b. Better: "I felt unprepared for the exams despite completing all of the assignments with high grades and attending study sessions."
 - This shows how your work in other aspects of the course is satisfactory but even so, you are not doing well on the test!
- 6. **Offer solutions or suggestions to address your critiques**
 - a. Bad: "It's stupid that we have to learn this."
 - b. Better: "I'm not quite sure how this material fits into my training. It may be useful to spend some time discussing how this directly interfaces or impacts the field of music education."
- 7. **Provide both positive and negative comments in a constructive manner.** You should provide specific reasons for judgment and try to provide positive feedback as well.
 - a. Bad: "I cannot believe we spent an entire course section on X topic. What a waste of time!"
 - b. Better: "While overall the curriculum was well-balanced, I think we spent a week on topic X and only one day on topic Y which is more applicable for music education students. Maybe assignment X could be a choice between analyzing topic X and topic Y for those of us who want to focus more on topic Y."
 - c. Best: In some cases, the instructor/department/etc. may have some insights that you may not - this is okay, that's why we're here! You may think something is not important, but we deem it is - instead of bringing it up on a SET, ask questions and discuss this during class! We want to be able to address these types of things with you so that we can engage your curiosities and also make our classes more applicable to your needs!
- 8. **Consider area of responsibility** (some professors cannot change course content)
- 9. **Comments on personal traits** (for example, accent or apparent unfriendliness) of the instructor elicit strong emotions, should be made with sensitivity, and should only be made when they affect your learning environment.
 - a. Bad: She is soft spoken.
 - b. Better: It is difficult to hear her toward the back of the room.
 - c. Best: Talk to the professor early in the course so that the professor is aware of the issue and can remedy it!

Ultimately remember: professors are people with feelings, are experts in their field, and want you to succeed. We try to be fair but also have to have expectations so that you get the best education possible! *Please don't use SETs like Yelp reviews!*