Course Information

Course Description:
A study of materials, literature and developmental concepts appropriate for children in elementary schools. Emphasis will be placed on critical thinking skills, adapting instruction and environment to meet the needs of learners, and developing teacher identity. Students will observe master teachers in the field of elementary music education and gain a deeper understanding regarding the classroom experience.

Course Goals

Program Learning Outcomes:
1. Students will demonstrate the ability to hear, identify, and work conceptually with the melodic, harmonic, and rhythmic elements of music, including sight-singing and analysis.
2. Students will demonstrate comprehensive capabilities in rehearsing and preparing a high-level performance in ensembles.
3. Students will demonstrate knowledge of applicable solo materials, an orientation and comprehensive capabilities in preparing and performing a solo at a high level.
4. Students will successfully complete an academic capstone project that demonstrates written language skills, citations, analysis, musical examples, and organization.
5. Students will demonstrate a working knowledge of music history and literature from the Western art tradition, with supporting related studies in non-wester traditions, practices, and cultures.
6. Students will demonstrate functional keyboard proficiency including scales, techniques, basic accompanying, and sight reading.

Student Learning Outcomes:
After completion of this course, students should be able to:
1. Demonstrate understanding of developmentally appropriate practice for teaching musical skills in the elementary grades. (PLO 1, 2)
2. Demonstrate understanding of sequential teaching (k-6) in instruction through lesson planning and teaching. (PLO 1, 2)
3. Develop necessary skills to plan, prepare, and implement long-range, mid-range, and short-range (daily) instruction. (PLO 1, 2, 5)
4. Discuss, identify and implement contemporary approaches and methodologies in elementary music education. (PLO 1, 2, 5)
5. Develop and evaluate the role of teacher identity in the classroom (PLO 1, 2)
6. Understand T-TESS rubric and evaluation system and evaluate lesson and teaching modules using four domains of T-TESS:
1. Planning

- Standards and Alignment
- Data and Assessment
- Knowledge of Students
- Activities

2. Instruction

- Achieving Expectations
- Content Knowledge and Expertise
- Communication
- Differentiation
- Monitor and Adjust

3. Learning Environment

- Classroom Environment, Routines and Procedures
- Managing Student Behavior
- Classroom Culture

4. Professional Practices and Responsibilities

- Professional Demeanor and Ethics
- Goal Setting
- Professional Development
- School Community Involvement

REQUIRED Text and Materials:

- *Music in Childhood – From Preschool through the Elementary Grades*  
  by Patricia Shehan Campbell and Carol Scott-Kassner  
  (you do NOT have to have the web access. USED/WITHOUT WEB KEY is fine)

- *Posterboard* (large) as needed for lessons (will be told in advance)-

- *PRINTED copy of TEKS for K-5 music* (Supplied. Bring to class daily)

- *PRINTED copy of T-TESS rubric* (Supplied. Bring to class daily)

- *Notebook* (can be steno pad, college ruled, etc.) for taking notes and written activities in class

***Students need to bring their book to class daily unless otherwise instructed. Be prepared to discuss chapter scenarios.***

OPTIONAL Materials:

- Materials for teaching such as index cards, paper plates, construction paper, glue, manipulatives, tape, etc.
Course Requirements: (see Specifics on Assignments for more details)

Course intended for music majors enrolled in the Music Education Program.
- Attend and participate 150 minutes in class each week or in an elementary music classroom as specified by the instructor
- Complete weekly readings, submit written assignments based on the readings, and take a quiz on each chapter (2 hours to complete per chapter)
- Type and submit a reflection regarding a focus area in the elementary music classroom (based on the T-TESS model) (<1 hour each)
- Write a 4-part spoken rhythmic composition (that can be converted to classroom instruments) that is aligned with developmental abilities and TEKS for an assigned grade level. (1-2 hours)
- Prepare for and teach a non-musical skill (in 5 minutes) to demonstrate and acquire effective communication skills. (1 hour)
- Type a 2 page paper (double space) on what you feel are your strengths and weaknesses in the classroom and as a teacher at the beginning of the semester. What is your teacher identity? (1 hour)
- Type a 2 page paper (double space) on how your strengths and weaknesses have changed throughout the semester. What is your teacher identity now? (1 hour)
- You are expected to be present and prepared with all materials on your days in the university and elementary classroom (as assigned). If you will be absent due to a school related event or notify me in advance. It is your responsibility to communicate to any elementary music specialist YOU'RE YOUR instructor if you are unable to attend a scheduled observation.

Absences:
An excused absence is a university sanctioned event, documented illness with a doctor’s note stating you may not attend class due to an illness, or death in immediate family. With excused absences, you must notify me in advance, present documentation upon return, and are still responsible for any missed work or assignments (due dates still apply). Do not schedule regular doctor or dental appointments, lessons, auditions, juries, meetings with other professors, etc. during this class as they will not be excused. If you are well enough to attend your major ensemble or private lesson, you are well enough to attend this class.

After two unexcused absences you are required to schedule a conference with the instructor, within the week of your second unexcused absence, to discuss your ability for continued success in the class. After three unexcused absences you automatically fail the class.

Tardies:
Be on time. In the professional world your job is at risk when you are late for work. If you show up late for work in the school system, it is documented with consequences. We will be professional in this course. Therefore, the consequence of 3 tardies = 1 unexcused absence. Attendance is taken at the beginning of class.

Academic Integrity (A-9.1):

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty:
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Personal Thoughts on Academic Integrity/Dishonesty:**
Materials created for this class should be original to you, created for the purposes of this class and for you to use in your future classroom.

**Withheld Grades Semester Grades Policy (A-54):**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703

**Course Assignments:** (May vary based on number of students / time allotment. Determined by instructor.)

1. **Attendance and Participation**
   
   To ensure success in this class, attendance and participation is paramount. As we develop our teacher identity, we will understand that not only being present but being engaged is crucial in the classroom, both as a student and a teacher. You are expected to be ON TIME for class. Attendance will be taken at the beginning of class. Much of the learning from this class comes from assimilating
what we have learned (weekly reading assignments) into kinesthetic experiences (classroom activities).

2. Oral Roll Call/Echo Clapping _____/10
3. Weekly readings (chapter reviews) _____/195

There are 13 chapters we will discuss, with each review equaling 15 points.

4. Weekly quizzes (based on chapters read, class discussions and lessons) Randomly given within the first five minutes of class. NO makeups allowed. 10 quizzes/10 points each.

5. 3-4 Observations/Reflections paper (50 pts. each) _____/150 or /200

Will use observation form- see instructor for copy

6. 4-part spoken rhythmic composition _____/20

7. Non-musical skill teaching demonstration _____/20

8. Teacher Identity paper 1 _____/25
9. Teacher Identity paper 2 _____/25
10. Final Exam _____/100pts

TOTAL POINTS _____/645 or ____/695

PLEASE READ:
Students should complete assigned readings, chapter review questions, papers, reflections, etc. by the scheduled due dates. Student work including written responses and/or discussions should demonstrate evidence of familiarity with the assigned materials. Work should be proofread and professional. Please submit work you are proud of.

All assignments are due at the assigned time in the format outlined by instructor via D2L/Brightspace, handout, or verbal instructions. NOT ALL assignments will be submitted via D2L, so follow instructions carefully. Ex: Showing up to teach with the instructors copy of your lesson plan in Brightspace will cause you to lose points on your teaching lesson. Lesson plans are to be printed and handed to the instructor upon time of teaching.

Do not wait until the last minute to start, print, or upload an assignment. You cannot show up in the classroom when you are the instructor with no lesson plan or preparation. Again, we will follow those same rules of professionalism.

Students are responsible for obtaining notes or learning songs, games, and other materials covered in class. Students missing class should seek notes and explanations from their classmates.

As being prepared for class and paying attention/being engaged in class are also part of attendance requirements, any student who falls asleep, is actively engaged on a smart phone, or otherwise distracted by technology will also be marked absent for the day.

Please keep cell phones on silent during class and keep electronics in your bag.

Assignments and Expectations

• All assignments are due at the beginning of class on the scheduled date. Late assignments will be lowered by one letter grade for each day the assignment is late.
• All assignments must be typed in 12- pt. font, and you must spell check and proofread each document to ensure that you are using correct grammar and punctuation. Turn in
professional assignments.

- Details for assignments and due dates will be given in class, in addition to what is included in this syllabus. You are responsible for finding out any information discussed/assigned in class in the event that you need to miss and for turning it in on the assigned due date.
- Be an elementary/general music student in this class so that we can gain as much “real” practice as possible.
- Offensive language/behavior is inappropriate. Please leave it outside of class. We will be practicing how to create an atmosphere of respect.
- Encourage one another. Offer constructive criticism when appropriate AND praise. Remember that we are all here to learn and grow as teachers.
- If you have a question, ASK. If you need help, ASK. I am here to help!
- Listen.
- Try.
- Communicate.

TTW: The Teacher Will…

TSW: The Student Will….

ANY TIME A MEMBER OF THIS CLASS IS LEADING A LESSON OR EXERCISE HE OR SHE IS THE TEACHER. THE TEACHER WILL ACT IN A PROFESSIONAL MANNER, MANAGE CLASSROOM BEHAVIOR, DRESS PROFESSIONALLY, AND BE PREPARED. IF THE TEACHER DOES NOT MEET ANY OF THE ABOVE EXPECTATIONS HIS OR HER GRADE WILL BE LOWERED ON THE ASSIGNMENT.

Specifics on Assignments (instructor may add more specific instructions as necessary or change due dates and assignments as needed):

**ORC/EC**

Opening Roll Call and Echo Clapping Exercise. TTW use echo method of taking roll of class members. TTW use solfege syllables and pitch them in appropriate range and intervals for students. TTW use a minimum of three and a maximum of five different intervals, with unison being appropriate for students struggling with pitch matching. TTW type what intervals he or she will use and also include examples of his or her echo clapping exercises for the class. A copy of this will be submitted to Murphy prior to leading the exercise. This copy will be attached to the grading rubric and will be returned after being graded.

**ALL CHAPTER REVIEW QUESTIONS WILL BE SUBMITTED TO DROPBOX IN D2L BY THE DUE DATE GIVEN.**

**PAY CLOSE ATTENTION ON HOW TO SUBMIT OTHER WORK FROM THE CHAPTER READINGS.**

**CH. 1**

TSW read chapter 1 thoroughly and type REVIEW questions/answers on page 15 and answer in complete sentences. Dropbox.
CH. 16  TSW read chapter 16 thoroughly and type REVIEW questions 1, 2, 4/answers on page 428 and answer in complete sentences. Dropbox.

CH. 11  TSW read chapter 11 thoroughly and type REVIEW questions/answers on p. 313 and answer in complete sentences. Dropbox.

CH. 12  TSW read chapter 12 thoroughly and type REVIEW questions 2, 3, 5, 6/answers on page 338 and answer in complete sentences. Dropbox.

CH. 13  TSW read chapter 13 thoroughly and type REVIEW questions 1-5/answers on page 355 and answer in complete sentences. Dropbox.

CH. 15  TSW read chapter 15 thoroughly and type REVIEW questions 1, 3/answers on page 403 and answer in complete sentences. Dropbox.

CH. 2   TSW read chapter 2 thoroughly and type REVIEW questions 3, 4, 6/answers on p.46 and answer in complete sentences. Dropbox. 
Also, type OR write PROJECT 5 and bring to class on due date.

CH. 3   TSW read chapter 3 thoroughly and type REVIEW questions 1,2/answers on p.70 in complete sentences, and CT #1 (chart form is fine). Dropbox.

CH. 4   TSW read chapter 4 thoroughly and type REVIEW questions/answers on page 110 and answer in complete sentences. Dropbox.

CH. 5   TSW read chapter 5 thoroughly and type question/answers CT #2 on page 126 and answer in complete sentences. Dropbox.

CH. 6   TSW read chapter 6 thoroughly and type REVIEW questions 1,3, 4/answers and CT #1 on p. 164 and answer in complete sentences. Dropbox.

CH. 7   TSW read chapter 7 thoroughly and type REVIEW questions 1, 2/answers on page 206 and answer in complete sentences. Dropbox.

CH. 8   TSW read chapter 8 thoroughly and type REVIEW questions/answers on page 237 and answer in complete sentences. Dropbox.

TEACHER OBSERVATIONS:  The student will be a guest in several elementary music classrooms. There will be specific areas that the student will be asked to focus on in each observation, including communication skills, classroom management, appropriateness and variety of repertoire, accommodations/differentiation, etc.

TEACHER REFLECTIONS:  In addition to filling out information from the above list regarding observations, the student will write a description and reflection on the observation.

TEACHER IDENTITY 1:  This is a 2-page, typed, double-space paper that will address you as an educator. The teacher will discuss his/her perceptions on necessary characteristics of a good teacher, an effective classroom/learning environment, and how his/her own strengths and weaknesses play into that vision. Ask and
reflect “in the classroom, who am I? What will I bring to instruction and the learning environment? Where might I struggle?”

**TEACHER IDENTITY 2:** This is a 2-page, typed, double-space reflection on the TI 1, but will also include ways you have grown in knowledge, connection with students, classroom management, etc. How have your strengths helped and improved? How have you worked through your weaknesses to develop into a stronger, more effective educator? How would your students benefit from you now?

**FINAL** Study guide will be given. Will be based off of the chapter readings.

*Assignments and dates may change upon the discretion of the instructor.*

<table>
<thead>
<tr>
<th>Grade</th>
<th>645 points</th>
<th>695 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>580-645</td>
<td>625-695</td>
</tr>
<tr>
<td>B</td>
<td>516-579</td>
<td>556-624</td>
</tr>
<tr>
<td>C</td>
<td>452-515</td>
<td>487-555</td>
</tr>
<tr>
<td>D</td>
<td>387-451</td>
<td>417-486</td>
</tr>
<tr>
<td>F</td>
<td>0-386</td>
<td>0-416</td>
</tr>
</tbody>
</table>

*Grading is on a 10 point scale. If the instructor needs to change assignments or the number of points, 90% of the total points will equal an A.*

*Any late work will be lowered one letter grade for each day it is late. If an assignment is due on a Monday and you submit it on a Wednesday, that equals two letter grades. If you miss a teaching day due to an unexcused absence, you will not be allowed to make it up.*

*ALL assignments are relevant to your future in the classroom as an educator and align with content on professional examinations. Please do your best – every day.*