MHL 471
Music Sources and Materials for Children
Spring 2019

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Office Hours: MWF 10-11:30 am, other hours available by appointment
Department: School of Music
Class meeting time and place: MW(F) 12-12:50
Wright School of Music, Room 275

Course Description:
Individual instruction in finding and selecting sources and materials for the musical
development of children. Emphasis on construction of visual aids and examination of
bibliographic resources. Pre-requisite: MHL 355.

Program Learning Outcomes:
PLO 6 The music teacher understands how to plan and implement effective music instruction and
provides students with learning experiences that enhance their musical knowledge, skills, and
appreciation. (Standard 7 applies to PLO 6 and SLO 6.1 – 6.3)
SLO 6.1 The music teacher provides student with developmentally appropriate music
instruction that is sequenced and delivered in ways that encourage active engagement
in learning and make instructional content meaningful.
SLO 6.2 The music teacher incorporates a diverse musical repertoire into
instruction, including music from both Western and non-Western traditions.
SLO 6.3 The music teacher integrates music instruction with other subject areas
(pages 365 – 381 and assessments – see pages 381).

Student Learning Outcomes:
Students will be able to:
- Observe, analyze, and write about teaching instruction.
- Write an effective daily lesson plan and deliver instruction.
- Identify and define effective classroom management and discipline tools.
- Develop a classroom management and discipline plan based on resources.
- Develop assessments appropriate for their students.
- Construct manipulatives for use in their future classrooms.
- Design activities for their future classrooms.

Course Requirements:
Students will develop a full-length elementary lesson plan and demonstrate/teach the lesson for
the class; observe local elementary teachers and write reflections; examine resources for
classroom management and discipline and develop class rules and procedures; develop their own
worksheets and assessments using Microsoft Word and PowerPoint; and create class sets of
manipulatives for their future classrooms.

Students will participate in several make-and-take sessions with the professor, seeing examples of
materials that could be used in the classroom, and will then be responsible for creating their own
visual aid or game and sharing it with classmates.
Text and Materials:
1 box of 500 Large Craft Sticks (tongue depressor size)
1 box of 500 envelopes (Wal-Mart has a variety of sizes and colors)
1 box Pacon 74170 2” x 3” Flash Card Dispenser Box (Blank flash cards)
1 package (50 sheets minimum) white card stock
1 pair scissors
1 black sharpie
Classroom Management/Discipline Book TBD

Students may need to provide a variety of other small office supplies, arts and crafts materials, or recyclables over the course of the semester including materials such as felt, poster board, popsicle sticks, glue sticks, empty Lysol/Clorox Wipes containers, etc.

Consider Joining Organizations:
Organization of American Kodaly Educators  – oake.org - FREE for full time students, Paper = $20
National Association for Music Educators (NAfME) nafme.org (July 1 – June 30)

Course Assignments

1. **Homework Assignments/Class Participation** (200 points)
   Students should complete assigned readings and homework questions by the scheduled due dates. Student work including written responses and/or discussions should demonstrate evidence of familiarity with the assigned materials. Students are expected to participate fully and be engaged in class.

2. **Observations and Reflections** (300 points)
   Students will observe local teachers for a minimum of 15 hours and write guided reflections.

3. **Peer Teaching** (4 @ 50 points each = 200 points)
   Students will demonstrate a minimum of four in-class teaching demonstrations. Students will be required to submit a written lesson plan and a reflection for each activity.

4. **Assessment Creation** (4@ 50 points = 200 points)
   Students will develop a rhythmic and melodic assessment for both primary and intermediate grades using Microsoft Word or PowerPoint.

5. **Final Project** (100 points)
   Students will create a musical scavenger hunt or a board game as a final project for this class.

   Approximately 1000 points available

   \[
   \text{Grading: } \frac{\text{Points Earned}}{\text{Total Points Available}} = \text{Score}
   \]

Grading Scale
90-100   A
80-89     B
70-79     C
60-69     D
59 & lower  F
Course Calendar: Subject to Modification

Topics to be covered:

Week 1 January 23-25 Introduction, Goal Setting, and Expectations
Week 2 January 28 – February 1 – Daily Planning and Teaching (Primary)
Week 3 February 4-8 – Peer Teaching Demonstrations Primary
Week 4 February 11-15 (TMEA) No Class Wednesday or Friday
Week 5 February 18-22 Daily Planning and Teaching Intermediate
   Begin Classroom Observations/Reflections
Week 6 February 25-March 1 Peer Teaching Demonstrations Intermediate
Week 7 March 4-8 Creating Assessments/Developing Worksheets
Week 8 March 11-15 Creating Assessments/Developing Rubrics
   March 18-22 SFA Spring Break
Week 9 March 25-29 Making Manipulatives
Week 10 April 1-5 Making Manipulatives
Week 11 April 8-12 Classroom Management/Discipline
Week 12 April 15-19 No Class Friday – Easter Holiday
Week 13 April 22 – 26 Classroom Management/Discipline
Week 14 April 29 – May 3 Classroom Management/Discipline
Week 15 May 6 – 10 Wrap Up/Review

Attendance Policy:
Students are expected to attend all meetings. Should they not be able to attend, they should contact the professor to Blackboard Collaborate/FaceTime/Skype/Zoom or attend class virtually.

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
*Although there are several weeks in which the students will be required to use the internet to search for materials and resources, all products and ideas presented by the individual students should be wholly original.

**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.

**Students with Disabilities**

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/](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](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

The contents and assignments of this syllabus are subject to modification including additions, deletions, or revisions.