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.

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-western 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: (next page)
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)

- **Soprano recorder** (information on this will be given in class)
- **Posterboard** (large) as needed for lessons (will be told in advance)-
- **Copies of lesson plans** for instructor when teaching a lesson.
  (DUE WHEN TEACHING OR ASSIGNED DUE DATE)
- **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.
• Complete weekly readings, submit written assignments based on the readings, and take a quiz on each chapter (2 hours to complete per chapter)
• Prepare 4 in-class teaching demonstrations with lesson plans (follow lesson plan guidelines) and copies for instructor. (1-2 hours each)
• Type and submit 4 reflections (based on the T-TESS model) for the above teaching demonstrations (one reflection per teaching demonstration) (<1 hour each)
• Practice recorder and take a test to demonstrate understanding and technique (<1 hour weekly)
• 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? How would you like to develop as an educator this semester, in addition to knowledge of content for elementary music? (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? How did you develop as an educator and what procedures helped you do so? (1 hour)
• You are expected to be present and prepared with all materials on your assigned days to teach. This means you MUST show up with a:
  1. TWO Typed Lesson Plans (one for you and one for me) that has been proofread and is complete. This lesson plan will be scripted unless instructed otherwise.
  2. Attached copy of music with lesson plan.
  3. Your rubric (distributed in advance) with your name and lesson information written in.

If you will be absent due to a school related event or notify me in advance, it is your responsibility to change teaching dates for that assignment with another classmate. If you fail to attend class on your assigned teaching date without letting me know in advance or without a university excused absence, you will not be allowed to make up the assignment. In the event that you have a university excuse, you are still responsible for changing teaching dates with another classmate.

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.

*If you are having special circumstances that affect your ability to succeed in this course, please set up a conference with your instructor. The success and growth of every student is important!
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). Reminder: 3 unexcused absences mean you fail this course.

2. **Oral Roll Call/Echo Clapping**  
3. **Weekly readings (chapter reviews)**  
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 teaching demonstrations (40 pts. each)** MUST include typed lesson plans that follow requirements
6. **3-4 reflections (from above) (10 pts. each)**
7. **Recorder performance test**
8. **4-part spoken rhythmic composition**
9. **Non-musical skill teaching demonstration**
10. **Teacher Identity paper 1**
11. **Teacher Identity paper 2**
12. **Final Exam**

TOTAL POINTS  
BONUS POINTS (15) FOR PERFECT ATTENDANCE

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. Lesson plans are to be printed and handed to the instructor upon time of teaching, NOT uploaded into D2L. Chapter Reviews will be submitted to D2L. Quizzes will be taken on paper in class.

**Do not wait until the last minute to start, print, or upload an assignment.** If you are in the 8:00 section, you will most likely not be able to print anything on campus because nothing is open yet. Print the night before! You cannot show up in the classroom when you are the instructor with no lesson plan or preparation. Do not expect the professor to pull up your LP’s via email when teaching. LP’s MUST be printed on paper. 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. If you have special circumstances in which you need to utilize your phone (you have children, family circumstances, medical circumstances, etc.) please let the professor know PRIOR to cell phone use.

Assignments and Expectations

- **Turn in assignments on time.** Late assignments will be lowered by one letter grade for each day the assignment is late. If you have to turn in a late assignment, it is YOUR responsibility to email me at claire.murphy@sfasu.edu and let me know you have submitted a late assignment.
- All assignments must be typed in 12-pt. font, 1-in. margins 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. Changes may be made on assignments and due dates at the discretion of the professor and given verbally in class. You are still responsible for missed content when you are absent, which includes verbal information.
- When teaching you must provide copies of your lesson to the instructor prior to teaching. **YOU WILL NOT BE ALLOWED TO TEACH WITHOUT A LESSON PLAN PREPARED or MAKE IT UP.** DO NOT show up for class on a day which you teach and ask to go print your Lesson Plan.
- You will need to have songs/music memorized and be familiar enough with your lesson plan so that you can focus on other things and not the song/music if needed. Be prepared!
- You must use the Lesson Plan Template for lessons and fill in ALL areas, including accommodations.
- Lesson plans will be scripted unless told otherwise. However, you may include an additional page using bullets or main ideas if that is helpful for you.
- Practice recorder outside of class and be prepared for recorder assignments/quizzes. Practice makes perfect!
- Be an elementary/general music student in this class so that we can gain as much “real” practice as possible. Use what you learn in the chapter readings to help you know developmentally, socially, emotionally, and musically what students are capable of at particular grade levels.
- Offensive language/behavior is inappropriate. Please leave it outside of class. We will be practicing how to create an atmosphere of respect and support.
- 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.** Push yourself to be a better educator EVERY DAY of this class.
**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.**

**ALSO, ALL STUDENTS ARE EXPECTED TO BE FULLY ENGAGED AND PARTICIPATORY WHEN OTHERS ARE TEACHING. YOU ARE HELPING THE “TEACHER” PRACTICE HIS/HER TEACHER IDENTITY AND KNOWLEDGE, IN ADDITION TO DEMONSTRATING YOUR UNDERSTANDING OF POTENTIAL STUDENT BEHAVIOR AND ABILITY.**

**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.

RECORDEr  TSW demonstrate correct fingering and recorder technique and be able to play three pieces chosen by the instructor. Students will sign up for individual performance tests.

Teaching Demonstrations: TTW teach 6-10-minute (determined by professor) mini lessons that may focus on rhythm/literacy/instruments/singing/games for assessment. More information regarding each Teaching Demonstration will be given to the class, along with a Lesson Plan template. Students are expected to teach lessons that include TEKS. Evaluations will be based on components of T-TESS. Teachers will be responsible for videoing their teaching demonstrations (may choose a student in class to be responsible for recording).

Teaching Demonstration Reflections: TTW watch his/her teaching video and type a professional reflection that addresses classroom management, eye contact, proximity control, participation from students, energy from teacher and students, what went well, what needs improvement (within the lesson and from the teacher). Areas in which you wish to improve will need to be addressed in your next teaching lesson. Reflections are to be 1-2 pages in length, double spaced, 12pt. font and must be turned in at the class meeting following you teaching, NOT IN DROPBOX. Ex.: if you teach on Monday, your reflection will be turned in on Wednesday (of the same week). Once graded, I will attach the reflection to your Lesson Plan. These will be returned at the end of the semester.

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?” This paper should be a professional written reflection, using professional language, is grammatically correct, and has been proofread for spelling errors.

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? This paper should be a professional written reflection, using professional language, is grammatically correct, and has been proofread for spelling errors.

FINAL Study guide will be given. Will be based off of the chapter readings. The date for the final exam will correspond with the SFA Spring 2020 Final Exam Schedule.

Assignments and dates may change upon the discretion of the instructor

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*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 since you have access to dropbox. Written assignments NOT submitted to dropbox need to be turned in to Professor Murphy’s office, following the same rules as above. 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.

Groups: You will be assigned to a group. The members of the group will teach on the same day throughout the semester. Groups will rotate in being first to teach on a particular lesson.