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Office: Wright Music Building, 127  
Office Hours: MWF 10:00-11:00 am, TR 9:00-10:00; other hours available by appointment  
Department: School of Music  
Class meeting time and place: TBD  
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 354.

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.

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 that include cross-curricular content or connection, SEL, ELPS, TEKS  
Identify available resources to meet TEKS standards in elementary music education and analyze/write about the content of the resource, designated grade level for use, cost, purpose of, and populations of learners that may and may not benefit from the resource.

Course Requirements:  
-Students will spend three hours in class each week, but not always in a face-to-face context.  
One hour minimum will be spent face-to-face with instructor during class meeting time. Other hours may be used for classroom observations, research, face-to-face, etc. at the discretion of the instructor.
- Students will develop several full-length elementary lesson plans and demonstrate/teach the lessons for the class, which should take a minimum of 1 hour to 1.5 hours for each assignment, equaling approximately 4 - 6 hours over the course of the semester.
- Students will also observe local elementary teachers for a minimum of 10-15 hours (schools permitting) and write reflections, accounting for another 3-5 hours.
- Students will examine classroom resources and develop a catalog of resources (final project notebook) for personal reference, which should account for 20-25 hours of work inside and outside of class.
- Students will also read, discuss, and develop classroom management and discipline materials, rules, and procedures.
- Students will participate in brainstorming/share sessions with professor on materials that could be used in the classroom. Students will start making class sets of manipulatives for rhythm and melodic activity in class, including games and activities that teach or reinforce musical concepts and skills as outlined in the TEKS, but will complete the sets outside of class, which will take approximately 8-10 hours. Students will bring, share and demonstrate use of materials and activities for the class. This will require students purchasing materials for the sessions outside of class.

Text and Materials:
1. Black sharpies, 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. Will be discussed in advance. Materials may be available at the Dollar Tree or Walmart. Purchased items will be shared by the class for lessons but will be returned for future use by the purchaser (student).
2. 3-ring binder
3. Use of laminating services

Consider Joining Organizations:
National Association for Music Educators (NAfME) nafme.org (July 1 – June 30)
TMEA (collegiate membership)

Course Assignments:
1. Homework Assignments/Class Participation (100-200 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. Students should plan to attend every face-to-face class and must email instructor in advance if you must miss. Assignments may include reading and reflecting on assigned articles, reviewing materials, creating a classroom procedures and policies document, and TEK related assignments.
   All written assignments will be submitted during class, using 12 pt. font, single spaced (unless otherwise instructed) and 1 in. margins.

2. Observations and Reflections (200-300 points (20 pts. each))
   Students will observe local teachers for (upon approval of school district) 10-15 hours (as determined by instructor) 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. Final Project (200 points)
Students will compile a notebook of materials and resources for the elementary music classroom. Main categories will include:
resources for recorder, resources for bucket drumming/world drumming, resources for ukulele, resources for elementary general music curriculum (overall), resources for music history, resources for music of other cultures, resources for music theory/literacy, resources for elementary choir, resources for folk dancing, resources for other area of interest (chosen by student). Each resource will be correctly sited, including where to find resource and cost, and a 1-2 paragraph description of EACH resource, including what you like, how you would use it, what grade levels is it suited for, any areas of concern or question, and what skills it addresses for the elementary music student.

Approximately 700-900 points available

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

Course Calendar: Subject to Modification


Week 2 Jan. 20-24  No class M (holiday). W/F: Daily Planning and Teaching. What are the overall ideas/concepts that you want each grade level to know (in your own words) based on the TEKS? Be able to answer as if another music teacher asks you, the music teacher, “What are you doing with your _____________ this year? What do you feel is most important for each grade level to do?”

Week 3 Jan. 27-31  Peer Teaching Demonstrations PK-4 – 1st. Students teach!

Week 4 Feb. 3-7  Quaver exploration/navigation session. Other materials. What are the strengths? Issues?

Week 5 Feb. 10-14  Continue materials evaluation. No class W or F (TMEA)

Week 6 Feb. 17-21  Peer Teaching Demonstrations 2nd – 3rd. Students teach!


Week 8 Mar. 2-6  Creating Assessments/Developing Rubrics/Technology tools What are multiple forms of assessment you might use and why? Be prepared to share! You must include both technology based and non-technology based assessments.
Week 9 Mar. 9-13  SFA Spring Break

Week 10 Mar. 16-20  Peer Teaching Demonstrations 4th – 5th

Week 11 Mar. 23-27  Making Manipulatives, Games and Activities

Week 12 Mar. 30-Apr. 3  Games and Activities (be prepared to share), Listening and History resources (come prepared on Wednesday to share resources and present to class informally). Plan to use one of the resources shared in your next Peer Teaching Demonstration.

Week 13 Apr. 6-10  M/W: Peer Teaching Demonstration Listening/History

No class F (Easter holiday)

Week 14 Apr. 13-17  Classroom Management/Discipline

What are common issues you see in the classrooms? What ideas might you use? What ideas do you connect least with? What are the differences in classes with few disciplinary/management issues and those with many? Common threads? Takeaways? How does the school support the elementary music teacher regarding this topic?

Week 15 Apr. 20-24  Open Forum (or makeup week) and Special Topics

Week 16 Apr. 27-May 1  Wrap Up/Review/Resource Sharing

Attendance Policy:
Students are expected to attend all meetings and scheduled observations. Should they not be able to attend, they should contact the professor via email in advance (when known) or immediately (in emergency situations).

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/.

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.

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