MUSI 3351 – Sections 001, 002
Teaching Music to Elementary Students
Fall 2023

Instructor: Dr. Claire Murphy
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Office: Wright Music Building, 252
Office Hours: MWF 10-12 and by appointment. Please email to arrange a time.
Department: School of Music

Class meeting time and place:  
MWF 8:00-8:50  Section 1  WMB Room 275
MWF 9:00-9:50  Section 2  WMB Room 275

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 Contact Hours and Study Hours
This is a 3 credit hour face-to-face course with approximate 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week.

REQUIRED Textbook and Materials:
-Music in Childhood – From Preschool through the Elementary Grades
  by Patricia Shehan Campbell and Carol Scott-Kassner, Fourth Edition
  (you do NOT have to have the web access. USED/WITHOUT WEB KEY is fine, as is the electronic version)
-Soprano recorder (information on this will be given in class)
-Posterboard (large) as needed for lessons (will be told in advance) or PowerPoint
-Copies of lesson plans for instructor when teaching a lesson.
  (DUE WHEN TEACHING OR ASSIGNED DUE DATE)
-Notebook (can be steno pad, college ruled, etc.) for taking notes and written activities in class. There may be times when we will need paper in class so please be prepared.

***Students need to bring their book to class daily unless otherwise instructed. Be prepared to discuss chapter scenarios and chapter “takeaways” or be called upon to read specific sections in the chapter so that we foster a community of learners rather than a lecture-based environment.***

Teacher Education Dispositions (what is expected of future and current educators and those admitted into the Educator Preparation Program):
- Attends regularly
- Meets timeline commitments (turning in assignments by deadline)
- Dress/appearance is appropriate
- Maintains appropriate relationship with peers
- Scholar-practitioner demonstrates adequate content knowledge that is current
- Engaged, full participation and takes initiative (completing assigned readings prior to class is the key)
- Maintains confidentiality and is ethical
- Maintains appropriate relationships with students
- Committed to and facilitates student’s learning in a safe climate
- Maintains appropriate relationships with teachers, administration, parents, and community members
• Respects and advocates for diversity
• Responds appropriately to feedback and is flexible
• Written work communicates clearly and accurately, and is in standard English
• Verbal communication is clear, accurate, and appropriate to the situation, and conventions used are standard for speaking situations

STANDARDS AND COMPETENCIES COVERED (these show how we are aligning with the expectations in music teacher preparation for Texas, known as the Texas Music Standards):

TEXAS MUSIC STANDARDS (found in your CFA handbook)

Standard II. The music teacher sings and plays a musical instrument.

The beginning teacher knows and understands:
2.1k methods and techniques for singing and for playing a musical instrument;**

The beginning teacher is able to:
2.1s sing and play an instrument, demonstrating accurate intonation and rhythm;**
2.6s demonstrate basic performance skills on a range of instruments, including voice

Standard III. The music teacher has a comprehensive knowledge of music notation.

The beginning teacher knows and understands:
3.1k how to read, recognize aurally, and interpret music notation;* and
3.2k how to write standard music notation.*

The beginning teacher is able to:
3.1s read and write standard music notation;*
3.2s recognize clefs, keys, and meters;*
3.3s interpret rhythmic and melodic phrases both aurally and from notation;
3.4s interpret music symbols and terms both aurally and from notation;

Standard IV. The music teacher creates and arranges music (Domain II: Competency 004-005)

The beginning teacher knows and understands:
4.2k how to arrange music for specific purposes and settings

The beginning teacher is able to:
4.3s compose and arrange simple vocal and instrumental music

Standard V. The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.

The beginning teacher knows and understands:
5.1k music of diverse genres, styles, and cultures;
5.2k major periods, styles, and individuals in the history of music and their significance
5.3k how music can reflect elements of a specific society or culture;* and

The beginning teacher is able to:
5.2s analyze various purposes and roles of music in society and culture;*
5.3s analyze the effects music can have on society, culture, and technology;
5.5s recognize and describe music that reflects the heritage of the United States and Texas* 
5.6s identify concepts from other fine arts and their relationships to music concepts
5.7s define the relationships between the content, concepts, and processes of music, the other fine arts, and other subjects.

Standard VI. The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.

The beginning teacher knows and understands:
6.2k the criteria used to evaluate and critique musical performances and experiences.*

The beginning teacher is able to:
6.4s recognize accurate pitch, intonation, rhythm, and characteristic tone quality;*
6.5s diagnose performance problems and detect errors accurately*
6.6s offer meaningful prescriptions for correcting performance problems and errors

Updated: August 2023
Standard VII. 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.

The beginning teacher knows and understands:

7.1k content and performance standards for music that comprise the Texas Essential Knowledge and Skills (TEKS) and the significance of the TEKS in developing a music curriculum;*
7.2k appropriate sequencing of music instruction and how to deliver developmentally appropriate music instruction;*
7.3k a variety of methods for developing an appropriate and effective curriculum and lesson plans for the music class;*
7.4k learning theory as it applies to music education;*
7.5k the importance of helping students develop music skills that are relevant to their own lives;*
7.6k the importance of providing each student with a level of musical self-sufficiency to encourage lifelong enjoyment of music;*
7.7k strategies and benefits of promoting students’ critical-thinking and problem-solving skills in relation to music;*
7.8k procedures and criteria for selecting an appropriate repertoire for the music class*
7.9k various materials and resources available for use in music education*
7.10k how to use technology as a tool in the music class;*
7.11k the value of and techniques for integrating music instruction with instruction in other subject areas;*
7.12k proper health techniques for use during rehearsals and performances*
7.13k appropriate literature to enhance technical skills and provide musical challenges*
7.14k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;
7.15k strategies that students with diverse strengths and needs can use to develop content-area vocabulary; and
7.16k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts.

* Generalists for grades EC–4 will be expected to have a basic understanding of this content.

The beginning teacher is able to:

7.1s use the TEKS to develop appropriate instructional goals and objectives for student learning and performance, and provide students with multiple opportunities to develop music skills specified in the TEKS;*
7.2s provide students with developmentally appropriate music instruction that is sequenced and delivered in ways that encourage active engagement in learning and make instructional content meaningful;*
7.3s adapt instructional methods to provide appropriate learning experiences for students with varied needs, learning modalities, and levels of development and musical experience;*
7.4s provide instruction that promotes students’ understanding and application of fundamental principles of music;*
7.6s use varied materials, resources, and technology to promote students’ creativity, learning, and performance;*
7.7s teach students to apply skills for forming and communicating critical judgements about music and musical performance using appropriate terminology*
7.8s provide each student with frequent opportunities to use critical-thinking and problem-solving skills in analyzing, creating, and responding to music*
7.9s provide each student with opportunities to contribute to the music class by drawing from their personal experiences;*
7.11s help students develop an understanding and appreciation of various cultures through instruction related to music history and discussion of current events related to music;*
7.12s incorporate a diverse musical repertoire into instruction, including music from both Western and non-Western traditions;*
7.13s integrate music instruction with other subject areas;*

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7.17s use a variety of instructional strategies to ensure all students’ reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;

**Standard VIII.** The music teacher understands and applies appropriate management and discipline strategies for the music class.

**The beginning teacher knows and understands:**
- 8.1k strategies and procedures for effectively managing and organizing the music class in various settings (e.g., rehearsal room, concert hall, marching field); and

**The beginning teacher is able to:**
- 8.1s manage time, instructional resources, and physical space effectively for the music class;
- 8.2s establish clear behavior guidelines for students and apply appropriate discipline strategies for the music class in various settings;
- 8.3s manage and document the use and condition of musical instruments and other materials in the music program

**Standard IX.** The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.

**The beginning teacher knows and understands:**
- 9.1k the skills needed to form critical judgments about music;*
- 9.2k techniques and criteria for ongoing assessment of students’ musical knowledge and skills;* and
- 9.3k the constructive use of criticism when evaluating musical skills or performances.*

**The beginning teacher is able to:**
- 9.1s use multiple forms of assessment and knowledge of the TEKS to help determine students’ progress in developing music skills and understanding;*
- 9.2s use ongoing assessment results to help develop instructional plans;*
- 9.3s use standard terminology in communicating about students’ musical skills and performances;*
- 9.4s offer meaningful prescriptions to correct problems or errors in musical performances*

**Standard X.** The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.

**The beginning teacher knows and understands:**
- 10.1k legal and ethical issues related to the use or performance of music in an educational setting*  
- 10.2k strategies for maintaining effective communication with other music educators;*
- 10.3k strategies for communicating with students and others in the school and community about the music program*  
- 10.4k the value of continuing professional education for the music educator*  
- 10.5k types of professional development opportunities that are available to music educators.*

**The beginning teacher is able to:**
- 10.1s comply with copyright laws to make appropriate and ethical decisions about the use of music in an additional setting*  
- 10.2s comply with federal, state, and local polices for regulations concerning the use or performance of music*  
- 10.3s establish and maintain effective communication with other music educators;  
- 10.4s collaborate professionally with other music educators to strengthen and promote music education;  
- 10.5s maintain ongoing communication with students, parents/caregivers, school personnel, and the community about the music program and its benefits*  
- 10.6s serve as an advocate on behalf of a music program  
- 10.7s serve as an active member of professional music education organizations.
INTASC (Interstate New Teachers Assessment and Support Consortium) Standards Required for this Course:

You will be expected to DO these when you are teaching. We will become familiar with them in this class and begin practicing how to meet each of these standards. Note that ALL chapters from the textbook (except 14) connect with the standards. Therefore, reading and comprehending each chapter is critical. You should then take what you have learned from reading and lectures and apply it to class discussions, teaching segments, and lesson planning/reflective writing.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Lesson plans/teaching segments
- Reflective writing/self-evaluation
- Chapter 2, Chapter 16

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Lesson plans/teaching segments
- Chapter 15, Chapter 16

Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Lesson plans/teaching segments
- Group discussions
- Chapter 2, Chapter 11, Chapter 12

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Lesson plans/teaching segments
- Group discussions
- Chapter 1, Chapter 3, Chapter 4, Chapter 5, Chapter 6, Chapter 7, Chapter 8, Chapter 9, Chapter 10

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Lesson plans/teaching segments
- Chapter 1, Chapter 2, Chapter 11

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
- Lesson plans/teaching segments
- Reflective writing/self-evaluation
- Chapter 13

Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
- Lesson plans/teaching segments
Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- Lesson plans/teaching segments
- Chapter 2

Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Participation
- Teaching segments
- Self-reflective writing

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- Participation
- Group assignments

Program Learning Outcomes from the School of Music
PLO 2: Students will develop and demonstrate comprehensive capabilities in rehearsing and preparing instruction, and high-level engagement and performance in classroom and ensembles.

GOALS AND OBJECTIVES COVERED (including edTPA)

edTPA: Through active learning in this course, by the end of the semester you should have greater competency in the following skills, understandings and appreciations. This course will outline Task 1, Task 2, and Task 3 in edTPA.

Task 1: Planning for Instruction and Assessment;
Task 2: Instructing and Engaging Students in Learning;
Task 3: Assessing Student Learning

Course Learning Outcomes with INTASC, NASM, and TMTS
The course addresses INTASC, NASM, and Texas Music Teacher Standards by providing students with the ability to:

1. Discuss the factors, other than formal education, that influence their future students’ lives and will relate these to how the societal (and the teacher’s personal) values may conflict with an individual student’s values
2. Identify, plan, implement and assess the appropriate instructional models, strategies, tool/resources for various instructional settings and types of learners.
3. Empathetically communicate with diverse student learners, professional colleagues and parents; and to teach learners communication skills in standard English using written, technological and oral forms.
4. Identify and utilize Texas Essential Knowledge and Skills (TEKS), National Standards for Music Education, and Texas Student Achievement Standards to identify content.
5. Develop, use, and integrate content representing diverse perspectives that include cultural differences, ethnic backgrounds, family lifestyles, and disabilities.
6. Assess individual and group performance in order to design and modify instruction that aligns with curriculum goals and objectives.
7. Establishes student assessments that align with curriculum goals and objectives.
8. Understand and use multiple types of assessment strategies to assess student progress
9. Identify and design instruction appropriate for students’ developmental levels, and cultural backgrounds.

Updated: August 2023
10. Plan and prepare instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.
11. Use a variety of sources for reflecting and evaluation teaching as a means to improve instruction.
12. Discuss classroom management plans that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities.
13. Explore, analyze and reflect on the profession of elementary music teaching through verbal and written communication.

**Course Objectives**

Students in this course will:

- Identify classroom instructional strategies, modifications in instruction to meet student needs, and applications of classroom management policies within elementary music classrooms through verbal communication and application.
- Study and apply learning theory and content from reading assignments and classroom discussion in the music classroom through teaching demonstrations, lesson planning, and assessment.
- Develop and demonstrate a repertoire of classroom management techniques and strategies.
- Demonstrate an understanding of the process of writing a standards-based lesson plan, ways to teach the plan that incorporate varying modalities, assess student learning through various modalities, and revise lesson plan as needed.
- Create and present lessons that reflect an appropriate application of content, developmental/age level appropriateness, and meeting student needs through engagement and clear instructional strategies. These lessons will utilize technology to record the lesson and create a written self-reflection that aligns with the rubric embedded in edTPA.
- Demonstrate an understanding of major approaches/methodologies in elementary music.
- Demonstrate an understanding of instructional strategies and approaches to meet the needs of special populations, including special education, cultural diversity and learning styles.

**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 apply knowledge from chapter readings through written assessment or practice/application. (2 hours to complete per chapter)
- Prepare in-class teaching demonstrations with lesson plans (follow lesson plan guidelines) and copies for instructor. (2 hours each)
- Type and submit reflection (based on the Academic Language/Differentiated Instruction questions/edTPA for the above teaching demonstrations) (<1 hour each)
- Type and submit reflections on teacher professional dispositions and growth plans (<1 hour each)
- Work independently and collaboratively on group projects (grade level assessments) (<3 hours)
- Practice recorder and take a test to demonstrate understanding and technique (<1 hour weekly)
- Review and explore resources to use in the elementary music classroom (3 hours)
- Review and explore assessment tools to use in the elementary music classroom (3 hours)
- Complete observations in public schools (as able)
- Incorporate technology in various formats within lessons as the teacher and as the student in the classroom. This includes student assessments, embedded links, resources, PowerPoints, etc. to align with Texas technology standards. Students will be able to use new technology (Vibe board) in class and share ideas on how to incorporate technology in new and creative ways in the elementary music classroom.
**GRADING**

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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.*

*Students are expected to turn in assignments on the day they are due. This is professional practice for the field in education. Students who are absent due to sickness or on university excused trips may submit assignments late and due dates must be discussed with the professor. All other late work will not be graded higher than a C.*

*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.*

*Assignments may be changed or deleted based on the discretion of the professor.*

**COURSE ASSIGNMENTS**

(May vary based on number of students / time allotment. Determined by the instructor and may be changed/deleted based on the discretion of the instructor.)

1. Chapter readings (Scenario and Review)  
   (10pts. x 14)  ____/140

2. Teaching Demonstrations with Lesson Plans
   - Simple song with lesson plan (whole class)  ____/20
   - 4-part rhythm with lesson plan (partial class)  ____/20
   - Game/activity (literacy assessment) with lesson plan (technology incorporated into assessment)  ____/25
   - Listening  ____/20
   - The whole lesson plan incorporating all of the above  ____/25

3. Typed PRE-TEACHING attached to simple song lesson plan on day of teaching  ____/10

4. Resources and assessments group assignment  ____/15

5. Recorder  ____/10

6. Typed reflection (based on edtpa) on FINAL lesson  ____/10

7. Professional Growth Plan (5) and Reflection (5)  ____/10

8. Final  ____/40

**TOTAL POINTS**  ____/300
PLEASE READ:
Students should complete assigned readings, chapter review questions, papers, reflections, etc. by the scheduled due dates and by/at the beginning of the class meeting time. 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.

SPECIFICS ON ASSIGNMENTS
(Instructor may add more specific instructions as necessary or change due dates and assignments (including deletion) as needed):

Chapter readings (Scenario and Review)
Submit to dropbox by the start of class. Submitting after class will be counted as late. Chapter reading assignments will not be accepted after 1 class meeting after the original due date.
There are 14 chapters we will discuss, with each review equaling 10 points. For each chapter, you will read the chapter and take any notes you wish. At the end of the chapter, respond to the Scenario questions and Review questions. These may vary with each chapter so be sure to follow class instructions.

Responses should reflect what you have learned and be in-depth. Think of these as notes for an exam. Be clear and detailed. Do not copy/paste from the text or from a former classmate. Your responses will be used for class discussions and you should be prepared to share these in class. Therefore, any chapter Scenarios and Reviews submitted after class and on the same day will receive nothing higher than a B. Those submitted after the next class meeting will receive nothing higher than a C. Exceptions must be approved by the professor or if the student has a university excuse or doctor’s note.

Teaching Demonstrations with Lesson Plans
Print these and bring a copy for Murphy to class. Your copy may be in print form or electronic.

- **Simple song** with lesson plan (teach: whole class)
  For this lesson you will select a simple song (approved by the professor) that you will teach to the entire class. You will create a lesson plan for the lesson (lesson plan provided) and complete all components of the lesson plan. You will have 5 -7 minutes to teach. You must sing the song in the correct range of the children. Rubric will be provided. You must have a copy of your lesson plan for yourself and one printed copy for the professor when you get up to teach. You will teach the song rote style, video record yourself, dress professionally.
  On the day you teach you will submit the following in PRINTED FORMAT TO MURPHY:
  - Lesson plan
  - Pre-teaching assignment
  - Copy of music
  After you teach you will watch your video and type your 2-page, double spaced reflection based on the three tasks of edtpa. (See the 15 prompt rubric) Work to respond briefly to the 15 prompts in the edTPA rubric. This will be due 1 week after you teach. Submit to dropbox Simple Song Reflection.

- **4-part rhythm** with lesson plan (teach: partial class)
  For this lesson, you will create a four-part rhythm to connect with the grade level of your simple song. Additionally, you will make connections with either the text, origin of the song, or rhythms to further build connections in music literacy for your students. Be sure to refer to the textbook for what note values are learned at specific grade levels and as discussed in class. You will create a posterboard with your 4-part rhythm and a lesson plan with all components of the plan completed. You will have 5 -7 minutes to teach. You must also incorporate instruments and teach rote style. Teachers will be expected to cue students for entrances, maintain all parts, and ensure students are developing part independency. Rubric will be provided. You must have a copy of your lesson plan for yourself when you

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get up to teach. This lesson plan should be an extension from your Simple Song lesson. You will teach rote style, video record yourself, dress professionally.

- **Game/activity** (literacy assessment) and **Listening activity** with lesson plan (technology incorporated into assessment)
  For this lesson you will continue to add to your simple song/4 part rhythm lesson and further develop students’ musical literacy skills with technology. You will find or create an activity that will connect with what you have already taught (make connections with the text, origin of the song, rhythms, pitches, solfege) and allow students to demonstrate their understanding of their knowledge through application of skills with the use of technology. This activity should result in individual student artifacts to show how each student understands and applies that understanding. Examples will be given in class. In the lesson you will give opportunity where you work as a whole class together on the activity and then students can work independently. You will also include a listening selection that ties in with what you have taught in this lesson. In the lesson plan, include a link to the listening selection and BE SPECIFIC in what your students are listening for and what type of assessment you will use.

**SUBMIT THIS LESSON PLAN AS A PRINTED COPY TO DR. MURPHY ON THE DATE ASSIGNED.**

Reflecting – FINAL PRINTED LESSON

Attach to your final lesson plan that includes your simple song, rhythm, game, and listening
After you write the final lesson you will copy/paste each of these questions below into a document and then respond specifically to each question. (You will be asked to do this with your edTPA so this is good practice now to start thinking about these questions and how to respond to them!). Type your answers to each question and then print and attach to your lesson plan.

**Academic Language Questions to Use When Planning and Reflecting:**
1) Language function: Choose one objective from your lesson. What does it ask students to do?
2) Learning task: Where in the lesson do students practice doing this? (question above)
3) Language demands: What language do students need to do this successfully? (words/symbols, sentences that offer clarification to students)
4) Instructional supports: Describe the supports needed to help your students meet this objective

**Differentiated Instruction.** Think about your students with IEP’s, 504’s, ELL, underperforming, GT.
1) How will your lesson meet the varying needs of your students?
2) What are some specific needs you addressed in your lesson?
3) What supports did you put in place to ensure these students attain academic success?
4) How will you know your students have met the objective?

**Resources and assessments group assignment**

Work on this with your grade level team and have 1 person submit a PowerPoint to the discussion board.
Use the handout given in class on the scope and sequence for each grade level for pitch, rhythm, vocabulary, etc. Each person in the group will come up with 1 assessment or activity for each category, totaling 6 per person. Then the group will compile all of the assessments/activities into a PowerPoint, organized by category, and upload to the discussion board. For the title include your grade level. Include all members of the group in the title as well.

**Recorder**

This will be graded in class and students will be expected to have their recorder in class.
Students must purchase a soprano recorder. Yamaha, Peripole, Angel are all fine. See the professor if yours is a different brand.
TSW demonstrate correct fingering and recorder technique and be able to play pieces chosen by the instructor. Recorder tests will take place during class and students will be expected to practice outside of class and use the PowerPoints available in d2l to help practice and prepare.

**Professional Growth Plan (5) and Reflection (5)**

Type and submit to dropbox Professional Growth Plan and Professional Reflection

For the **PGP** you will look at the Teacher Education Dispositions (the beginning of the syllabus) and the table of contents of the textbook. As a future professional music educator, reflect on your strengths and areas for needed improvement in teacher education dispositions. Then look at the table of contents and reflect on areas you are most curious to learn about in this course and why. Write a 2-page, double spaced paper on these two main areas. This will be your Professional Growth Plan. Underline these areas for improvement and where you want to grow/learn this semester.

For the **PR** you will look back at your PGP and write a 2-page, double spaced paper on the areas you chose to Focus on for your growth plan and write about what you did to grow in each of those areas. Did you meet your goal? If not, why and what could you do to continue to work toward that goal? If so, what did you do to help you accomplish that goal? How does goal-setting and reflecting help you as a future educator? How will setting goals for your students and reflecting on those help your students when you are teaching?

**ADDITIONAL INFORMATION ON ASSIGNMENTS AND EXPECTATIONS**

- **Turn in assignments on time.** It is late if it is not turned in at the beginning of class. Late work will not get a grade higher than a C unless approved by the professor or with a doctors note or university excuse.
- **Raise your hand.** Participate. Volunteer to answer questions. Share your ideas and thoughts. Be engaged. Be the student you want to have in your classroom.
- **Show up with a positive attitude.**
- **Do not wait until the last minute to start or print an assignment.** 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. You are practicing professionalism now. Will you tell a principal who is coming to observe you at 8:00 to watch your class because you didn’t get your lesson plan printed and you need to run to the office to see if you can print a copy….on the day he is there to observe you?
- **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 unless using them for note-taking. 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.**
- **All typed assignments must be in 12- pt. Times New Roman or Arial font, 1-in. margins and you must spell check and proofread each document to ensure that you are using correct grammar and punctuation. Assignments submitted to dropbox must be in PDF format with the same expectations. Turn in professional assignments. Grammarly is an excellent resource!**
- **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. Please email me with any questions you may have but give me at least 24 hours to respond to your questions. 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. This will result in a “0” grade for that lesson. 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! Be engaging. Be adaptable. Be a problem-solver. Your attitude and energy will determine the attitude and energy of your class.
• You must use the Lesson Plan Template for lessons and fill in ALL areas, including accommodations when asked. DO NOT HAND WRITE YOUR LESSON PLANS.
• 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.
• Dress professionally when teaching. This means no jeans, hats, sweatshirts/hoodies. Failure to do so will impact your grade.
• Plan to video record every time you teach.
  • If you have a question, ASK. If you need help, ASK. I am here to help!
  • 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.

Attendance and 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 unless you drop the course or have special permission from the professor due to extenuating circumstances.

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, on the hour.

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5)
Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)
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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

Updated: August 2023
The Health and Wellness Hub "The Hub"
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741