



SYLLABUS

MUSC 4562: *Teaching Music in the Elementary School* Fall 2018

Instructor: Dr. A. Jan Taylor

Section # and CRN: P01; CRN 10643

Office Location: Rm. C222, Hobart Taylor Building

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Office Hours: M – 1-2:00 pm; T – 1-1:50 pm, W – 10-11:50 am; 1-2:00 pm; R – 1-1:50 pm; F – by appointment

Mode of Instruction: Face to Face

Course Location: Rm. 1F151 Hobart Taylor Bldg.

Class Days & Times: MW 12-12:50 pm

Catalog Description: A study of music curricula, materials and teaching techniques for general music instruction in the elementary school. For music majors only.

Prerequisites: Co-requisites:

Required Texts: None

Recommended Texts: Hoffer, Charles. *Introduction to Music Education*, 4th ed. Long Grove, IL: Waveland Press, Inc. 2017.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:
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1	Plan developmentally appropriate lesson plans aligned with curriculum for general music classes, grade K-5 [NASM D3]
2	Explore and apply in theory and in practice various music education instructional strategies and methods of teaching general music, including Dalcroze, Orff, Kodaly and Comprehensive Musicianship. [NASM D3]
3	Examine issues pertinent to the field of music education including, but not limited to arts advocacy, the K-5 general music job and classroom, the child voice—use and care.

1

Major Course Requirements Method of Determining Final Course Grade Course Grade Requirement

Value

Total

Attendance, class preparation, and participation	15 %
Written assignments	10 %
Portfolio/Resource Notebook	10 %
Observation reflections	10 %
Quizzes	10 %

Presentations/peer teaching	20 %
Midterm	10 %
Final Teaching Presentation	15 %

Grading Criteria and Conversion:

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = below 60

Detailed Description of Major Assignments: [\[Describe in each assignment valued at 10% of grade or more\]](#) **Assignment Title or**

Grade Requirement

Description

- 1.Written description of TEKS**
- 2.Rote Song teaching presentation**
- 3.Three written lesson plans for grades K-1, 2-3, and 4-5**
- 4.Three teaching presentations: singing, playing instruments, listening**
- 5.Resource Binder (all handouts, graded class assignments)**
- 6.Mid-term project/presentation**
- 7.Final project/presentation**

Course Procedures or Additional Instructor

Policies Taskstream Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be considered an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Grading/Evaluation:

Grades for assignments carry equal weight and will be averaged for final grade on 100% scale. The final grade for the semester will be determined by the following:

- Attendance, class preparation, and participation. More than 3 absences will result in a lowered grade.
- Students are responsible for getting class notes, and making up missed assignments and exams within two class meetings after an absence, whether the absence is excused or unexcused. If you miss a test, you must have a written explanation of your absence in order to schedule a make-up exam.
- Completion of all assignments by due date, and to a satisfactory degree. Points will be deducted from the student's grade for late assignments.
- Detailed explanation of all assignments and exams will be given in class
- Membership in Texas Music Educators Association (TMEA) is highly recommended.

Semester Calendar

Week 1: M, Course Overview, Discuss Place of Music Education; National and State (TEKS) Music Standards, Admission to Teacher Education Program at PVAMU; Assignment: write a description of TEKS, due next class

W, Due: written description of TEKS; Activities through which children learn music – Singing; Rote Singing assignment (read handout “Procedures for teaching rote singing”) The child voice—use and care

Week 2: M, Labor Day – No Class

W, Discuss and practice procedures for teaching rote singing
Assignment: rote- song teaching presentation (assigned song, K-1) due next W

Week 3: M, Review and practice procedures for teaching rote singing

Assignment: rote- song teaching presentation (assigned song, K-1) due next W

W, Rote Singing teaching presentation due, Assignment: Read handout: "Dalcroze Approach, Kodaly Method, Orff Approach, and Comprehensive Musicianship." Make notes about the salient findings and be prepared to collaborate and present in class on Monday

Week 4: M, Due: Presentation on methodology: Dalcroze, Kodaly, Orff, Comprehensive Musicianship

Week 5: W, Review: Dalcroze, Kodaly, Orff, Comprehensive Musicianship approaches

Week 6: M, Designing lesson plans: Madeline Hunter model W, 9/27 Writing objectives Assignment: written objective for a lesson on melody for K-1

Week 7: M, Sample lesson plan objective due

W, Classroom Observation: Brejan Jackson, Jones Elementary School (written observation, reflection due M)

Week 8: M, Written summary of classroom observation due; Grades 2-3 the standards, lessons, application of various methods and approaches. Assign lesson on playing instruments.

Week 9: M Grades 2-3 the standards, lessons, application of various methods and approaches. Assign lesson on playing instruments.

W, Mid-term teaching presentation: lesson on playing instruments, Grade 2-3

Week 10: M, Grades 4-5 The standards, lessons, application of methods and approaches

W, Review, Grades 4-5 the standards, lesson, application of methods and approaches

Week 11: M, Activities for Listening lessons W, 10/25 Lesson plans due: Grade 4-5 Listening

Week 12: M, Teaching presentations: Grade 4-5 Listening W, 11/1
Teaching presentations: Grade 4-5 Listening

Week 13: M, Arts advocacy; curriculum planning, the general music job and classroom W, 11/8 cont'd – arts advocacy; curriculum planning, the general music job and classroom

Week 14: M, Review topics for TeXET Certification Exam: Domain V: Music Education 3 W, Review topics for TeXET Certification Exam: Domain V: Music Education

Week 15: M, Classroom management

W, Multicultural issues; Special Needs

M, Final project review Final Exam TBA

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission "to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service" and to support the University's core values of "access and quality, diversity, leadership, relevance, and social responsibility" through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty.

Center for Academic Support

The Center for Academic Support (CAS) offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Tutoring Center is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library

COMPASS

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus- Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Location: Hilliard Hall 121

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

- 1.Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
- 2.Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- 3.Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

5

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Disability statement (See Student Handbook):

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6

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox **Note:** Be sure to enable Java & pop-ups **Participants should have a basic proficiency of the following computer skills:**
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word (or a program convertible to Word)
 - Proficiency in the Acrobat PDF Reader

- Basic knowledge of Windows or Mac O.S. **Netiquette (online etiquette)**: Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated. **Technical Support**: Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283 **Communication Expectations and Standards**: Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses. **Discussion Requirement**: Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor. **It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.