Course Description
Music teaching, emphasizing the elementary school level: materials and techniques of instruction for general music classes; general educational theories and their relevance to music education; computer-assisted instruction and integrated technology; facility with accompanying folk instruments; and exposure to the Orff, Kodaly and Dalcroze approaches to music education. Research on educational trends and professional literature review. Development of research informed practice, Fall. Prerequisites: Successful completion of the Sophomore Evaluation and Piano Proficiency Exam and conditional admission to the MAT program. Departmental approval required.

Course Objectives (Knowledge, Skills, Dispositions)

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<th>KNOWLEDGE (cognitive domain) Students will:</th>
<th>Activities</th>
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<td>• Demonstrate knowledge of music education pedagogies/philosophies and the applications of those theories in the elementary music classroom (InTASC 4,5; NASM IX.O.3.b-d.)</td>
<td>• Topic review paper, lesson plans, teaching segments</td>
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<td>• Understand and begin to develop an eclectic approach to teaching based on a variety of methodologies for teaching music to children (InTASC 7,8; NASM IX.O.3.b-d.)</td>
<td>• Lesson plans, teaching segments, final resource portfolio</td>
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<td>• Reflect upon instructional strategies and how they relate to individual learning styles to meet the needs of exceptional, diverse and culturally diverse learners in the elementary music classroom (InTASC 2,8; NASM IX.O.2.)</td>
<td>• Classroom observation/analysis, reading, discussion</td>
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<td>• Become familiar with current issues and trends in elementary general music (InTASC 9; NASM IX.O.3.a-e.)</td>
<td>• Reflection paper, professional development</td>
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<td>• Become familiar with music resources and materials appropriate to the elementary music classroom (instruments, curriculum, textbook series, assessments, song repertoire, technology, record keeping, arts integration) (InTASC 4,5; NASM IX.O.1.)</td>
<td>• Reading, discussion, instruction, final resource portfolio, professional development</td>
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<td>• Demonstrate a continuing knowledge of Music Education Standards (InTASC 4,7; NASM IX.O.3.d):</td>
<td>• Topic review paper, professional development, lesson plans</td>
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| **SKILLS (psychomotor domain)**  
**Students will:** |  |
| • Create and implement developmentally appropriate objectives and lessons for students in the elementary music classroom (InTASC 6,7,8; NASM IX.O.3.c-e) | • Lesson plans, teaching segments |
| • Demonstrate proficiency in the performance and pedagogy of classroom instruments in the elementary music classroom (pitched and non-pitched instruments) (InTASC 7,8; NASM IX.O.3.a-b.) | • Performing on instruments and singing during class |
| • Demonstrate an understanding of singing, moving, playing, creating, listening and reading – specific to the elementary music classroom (In TASC 1,5; NASM IX.O.3.c-e.) | • Lesson plans, teaching segments, class participation |
| • Reflect critically upon lesson planning and teaching, observations, learners and classmates (InTASC 2, 3, 9; NASM IX.O.3.d-e.) | • Classroom observation/analysis, peer-reviews |
| • Compile a professional development portfolio for elementary music education resources (InTASC 9, 10; NASM IX.O.1.) | • Final resource portfolio |
| **DISPOSITION (affective domain)**  
**Students will:** |  |
| • Explain the goals and objectives of the general music program and its value for student’s present and future lives (In TASC 1, 10; NASM IX.O.3.a) | • Literature review, topic review paper, final resource portfolio |
| • Build the necessary confidence, attitudes and philosophical understandings for teaching music in the elementary music classroom (In TASC 9; NASM IX.O.3.a.) | • Reading, instruction, discussions, lesson plans, teaching segments |
| • Understand the importance of having a command of their own musical skills and knowledge in order to impart musical lessons that are effective in addressing objectives, learning outcomes and being an effective teacher (InTASC 4,5,9; NASM IX.O.3.a-e.) | • Performing on instruments and singing during class, teaching segments |
| • Demonstrate professionalism and collaboration with peers, professors, colleagues and community members (InTASC 9,10; NASM IX.O.3.a,e) | • Professional development, classroom observation/analysis |
| • Value the importance of continued professional development throughout their career as a music educator (InTASC 9,10; NASM IX.O.3.a.e.) | • Professional development, literature review |
Required Textbooks and Materials
- Soprano Recorder
- *Recorder Routes I*, by Carol King (1994, Memphis Musicraft Publications, 0-934017-20-4)
- Three-Ring Binder for Resource Portfolio
- Purchase of Task Stream subscription [https://www1.taskstream.com/](https://www1.taskstream.com/)
- Fingerprint and background check completed with the FSU police department

Recommended Materials

The goals of this course are aligned with:
- 2014 NCCAS Music Standards (PK-8 General Music)
- Maryland Music Fine Arts Standards
- National Association of Schools of Music (NASM) Standards

Contact Information
The instructor will use FSU email addresses to contact students as needed. It is the responsibility of the student to check their FSU email account frequently throughout the semester. In addition, information may be posted on the bulletin board outside the instructor’s office door, PAC 103, or posted on Canvas. The instructor reserves the right to change, add or amend this syllabus as needed, with notification to students by email and/or announcement.

Canvas
Course syllabus, additional handouts, resource information and grades will be posted on Canvas.

Assignments
- All assignments are due at the beginning of class on the specified date due
- Assignments not submitted on the due date will be lowered one grade for each calendar day they are late
- All assignments must include proper punctuation, sentence structure and grammar
- Word processing should include: 12-point font, double-spacing and one-inch margins
- All assignments must be headed with student name, date and assignment title
- Preparation for class is expected and required – the reading of assignments and participation in activities are also considered assignments

Attendance
- Attendance and punctuality are an important part of being a professional music educator.
• Prompt attendance is expected as a demonstration of professional commitment.
• Attendance is mandatory, as many activities are experiential and will be difficult to “make up” on your own.
  • **Excused absences:** must be approved by the instructor in advance of the class to be missed (family emergency, illness, university-approved activity). Documentation may be asked for your absence. Excused absences in excess of three will be noted and may result in the lowering of the final grade.
  • **Unexcused absences:** final grades will be lowered by one for each unexcused absence.
  • Consistent incidences of tardiness (more than three) will be noted and will result in an unexcused absence.
  • It is expected that students will not leave class before the end of each scheduled session.
  • The student is responsible for the content of a missed class, regardless of the reason for absence
  • Make-up assignments/tests will not be given

**Academic Dishonesty**
Academic dishonesty is defined to include any form of cheating and/or plagiarism.
Cheating includes, but is not limited to:
• Stealing or altering testing instruments;
• Falsifying the identity of persons for any academic purpose;
• Offering, giving, or receiving unauthorized assistance on an examination, quiz, or other written or oral material in a course;
• Falsifying information on any type of academic record

Plagiarism is:
• The presentation of written or oral material in a manner which conceals the true source of documentary material; or
• The presentation of materials which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which s/he did not, in fact, do.

In cases involving academic dishonesty, a failing grade or a grade of zero (0) for an assignment and/or a course may be administered. “Students expelled or suspended for reasons of academic dishonesty...shall not be admissible to any other University of Maryland System institution if expelled, or during any period of suspension” (Bylaws, Policies & Procedures of the University System of Maryland, Section III).

**Disruptive Behavior**
The University will not tolerate disorderly conduct which substantially threatens, harms, or interferes with university personnel or orderly university processes and functions. All students are expected to be reasonable and respectful to fellow students, guest speakers, and me. See FSU Student Code of Conduct at [http://static.frostburg.edu/fsu/assets/File/Administration/policies/policystatements.pdf](http://static.frostburg.edu/fsu/assets/File/Administration/policies/policystatements.pdf) for a description of disruptive student behavior and its consequences.

Note: Your instructor has the right to require a student to leave the classroom when his/her behavior disrupts the learning environment of the class. A student found responsible for disruptive behavior in the classroom may be administratively withdrawn from the course.

**Reporting of Child Abuse**
Please be aware that according to state law in Maryland, educators are required to report current and past child abuse and neglect even when the former victim is now an adult and even when the former alleged abuser is deceased. If you disclose current or past abuse/neglect in class, in papers, or to me personally, I am required by law to report it. Please see me if you are interested in more information about this law.

**Beacon Early Warning System**
All students should have a network of people who will support them in their educational journey. For that reason, the University uses a system known as Beacon, whereby your instructors and coaches, if applicable, can post notices about observable behavior. For example, if you are absent repeatedly from a class or are not completing assignments, your instructor may post a notice on Beacon. That information may be shared with your other instructors and/or your athletic coach. Your instructor will be monitoring notices posted on Beacon for issues to be addressed before they become obstacles to your academic success.

**Students with Learning or Physical Disabilities**
If you have a documented disability, please contact the Director of Disability Support Services at 301-687-4483, Pullen Hall 150, to set up an appointment and discuss appropriate accommodations.

**Title IX**
Frostburg State University and its faculty are committed to maintaining a safe learning environment and supporting survivors of violence. To meet this commitment and comply with federal and state law, FSU requires all faculty and staff (other than the confidential employees in CAPS and Brady Health) to report any instances of gender-based harassment, sexual misconduct, relationship violence, or stalking against students. This means if you share your or another FSU student’s experience with gender-based harassment, sexual misconduct, relationship violence, or, stalking, I have a duty to report the information to the University’s Title IX Coordinator. The only exception to my reporting obligation is when such incidents are communicated during class discussion, as part of an assignment for a class, or as part of a University-approved research project.

Faculty and staff are also obligated to report allegations of child abuse and neglect to University Police and to Child Protective Services. This obligation extends to disclosures of past abuse even if the victim is now an adult and the abuser is deceased. My duty to report suspected child abuse and neglect extends to disclosures that are made as part of classroom discussions and in writing assignments.

If you or someone you know has experienced an incident of harassment or violence, please go to www.frostburg.edu/titleix to find information on reporting options and the resources and services available for support.

**Email Etiquette**
Because the course is online communication is done almost exclusively via email. Proper email etiquette and mutual respect is not only expected but required in this course. All emails should include the following:

- A proper subject
- A proper and respectful greeting
-A succinct message
-A respectful “thank you” and your signature

Response time to email is 24 hours. I would recommend you check your email several times throughout the day. Make sure you have a working FSU mailbox – “I didn’t receive your email” is not a viable excuse. The sending of disrespectful emails or not following the above email guidelines will not receive a response and will be subject to a reduction of their final grade of 2% for each instances.
Course Evaluation

50% - Lesson Plans/Teaching Segments
• Create 5 standards-based comprehensive lesson plans utilizing music instruction based on each of the following concepts: movement, playing, singing, creating, and listening. Each student will lead the class in these as teaching segments. *Key Assessment – Baseline Lesson Plan

10% - Final Resource Portfolio
• All class notes, handouts, lesson plans, assignments, and supplemental material organized in a three-ring binder or electronic portfolio that is easy to access.

10% - Class Reading/Discussion/Participation
• Demonstrate awareness of a child’s unique world of sound and music through discussion and participation. Come to each class prepared to discuss reading, and actively participate in teaching segments and lesson demonstrations.

10% - Graduate Level Research – Annotated Bibliography
• Students will write an annotated bibliography on a specific topic regarding elementary music education to be decided on with assistance from instructor.

5% - Demonstrate Skills Needed to Effectively Teach Elementary Music
• Singing, playing, movement, listening/analysis, creativity, and reading skills proficient to lead music learning activities.

5% - Classroom Observations/Analysis (5)
• All required observations completed with an analysis of approximately 500 words each. Include in analysis: materials used, classroom management strategies observed, greatest successes and struggles within the lesson.

5% - Topic Review Papers (2)
• Two papers of approximately three-pages in length that explains the topic and its connection to music education.

5% - Professional Development (Choose 3)
• MMEA conference
• NAfME – attend each meeting
• Student Education Association
• Membership in another professional organization
• Participation/attendance at another professional conference.

Key Assessment
• Baseline Lesson Plan

Grading (graduate scale)
A 90%-100%
B 80%-89%
C 70%-79%
F 0%-69%