



Peru State College
MUSC 251 ELEMENTARY MUSIC METHODS
Syllabus – Spring – 2012

Instructor: Debra Wehrmann DeFrain

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Course Meets: T/Th, 930a-1045a, Jindra 119 (T), Choir Room (Th), or as announced.

Textbook/Legal Digital Format:

Herrold, Rebecca. New Approaches to Elementary Classroom Music, 3rd ed.

ISBN: 0132485508, Englewood Cliffs, New Jersey: Prentice Hall, 2001.

Newer editions of the text are allowed.

Recorder purchased from bookstore.

Required Software: none

Instruction Method/Mode of Delivery Campus

Course Description & Objectives

Music 251 concerns the methods and materials used in the teaching of elementary music. It includes the basics of music fundamentals and music literacy and methods and materials that are used in the teaching of music in the elementary classroom.

Objectives:

1. Learn basic skills of reading music (both pitch and rhythm).
2. Apply basic music reading skills to playing instruments and singing.
3. Learn elements of music and apply this to teaching music in elementary grades.
4. Explore skills used in teaching music in elementary grades, i.e. using the recorder, keyboard and other classroom instruments, singing using solfege and Curwen hand signs.
5. Become familiar with methods and materials available to elementary music teachers.
6. Learn to plan and to present lessons via teaching demonstrations.
7. Become aware of the Kodaly, Orff, Dalcroze and other alternative approaches to teaching elementary music and application to teaching in American schools.
8. Become familiar with technology as used in the music classroom.
9. Explore and apply diversity in the classroom through world music and cultures.
10. Learn basic assessment techniques for elementary music.

Student Requirements

The student will adhere to all college policies and requirements. College policies and requirements are provided at registration to each student enrolled in an Internet course.

Prerequisites: None

Upon completion of this course you should be able to:

1. Incorporate a wide variety of musical styles and activities into the classroom.
2. Teach music games and activities using basic music terms.
3. Discuss varying musical genres using music vocabulary and apply to class curricula.
4. Use a variety of media to explore music.
5. Enhance class curricula with a wide variety of music, composers, artists, and performance media.

At the beginning of the course, we will discuss how these objectives fit into the College's and School's mission and goals.

Expectations & Instructional Approach

Classes will include moving, singing, dancing, rhythmic exploration, playing, listening, reading, discussion, debate, and use of technology and various media to present and/or enhance information.

Attendance and participation are vital to the learning experience. Consequently, students enrolled in campus classes are expected to be punctual and present at each class having already read the material and ready to participate in the day's discussions and exercises. In order to foster a climate conducive to learning, and in keeping with the goal of becoming educators, students will join the instructor in treating all classmates, whether online or on campus, with respect. Students are encouraged to ask questions, seek instructor help when needed, and help peers in understanding material.

Assessment and Grading

Class Assessment

260 points (52%): 26 class attendance summaries/lesson plan presentations/attendance teaching evaluations (10 points each)

40 points (8%): 4 Student/Faculty Recital commentaries/class use (10 points each)

20 points (4%): music technology unit

100 points (20%): student project, to be announced: 50 points project/presentation, 50 points project evaluations

40 points (8%): self assessment & class assessment (20 points each)

40 points (8%): FINAL NOTEBOOK: summaries/plans, teaching evaluations, performance commentaries, software, project.

Additional bonus or extra credit may be offered at the discretion of the instructor.

Class Attendance and Participation: Two excused absences per semester are allowed. Class tardies result in lowered attendance grades at the discretion of the instructor. No make-up opportunities for missed class are offered. *Active class participation* in

classroom discussion and all activities. The student will discuss and answer questions and submit class responses/summaries from an informed point of view within the specified time frame and in the required format.

Weekly Assignments: Music songs and games, lessons plans, discussion board forums, class summaries created using a required written format, music technology, quizzes, and chapter readings.

Project/Paper: Student projects are required and the format is assigned by the instructor. Required formats are described in this document. Projects are in written form, various media, and are presented to class peers.

Exams: While Quizzes/Exams are not required of each chapter, students may be assigned unannounced quizzes at the discretion of the instructor. These are delivered via Blackboard for both online and on-campus courses and on paper for campus courses if the instructor chooses.

Late Assignment Policy: Due dates are strictly followed. Extenuating circumstances brought to the immediate attention of the instructor may or may not result in late work being accepted entirely at the discretion of the instructor.

Grading Scale The college grading scale provides that

A	90-100	B+	85-89	B	80-84	C+	75-79
C	70-74	D+	65-69	D	60-64	F	59 and below

Your final grade will be based on 1) **Active class participation** (discussion board, classroom discussion, willing and appropriate response to teacher and student generated lessons and activities). The student will discuss and answer questions and submit class summaries from an informed point of view within the specified time frame and in the required format.. 2) **Satisfactory performance on all quizzes, student projects, assignments and finals.** There will be projects and quizzes.

Guide to Essay Answers: The student will include the following in all examination answers and all written work:

1. Writing should be honest. State what you know using terms/descriptions you understand.
2. Writing must be in your own words. Stated plagiarism policies will be strictly followed.
3. Be specific in facts and details as a critical reader and as an effective writer.
4. Do not repeat points.
5. Use a scholarly tone.
6. Take a stand on issues: state a point, organize facts to prove or illustrate it.
7. Use review format page setup/paragraph setup, substituting information as needed.

Mistakes in spelling, grammar, word usage, etc. will result in lower grades. Relying on computer "spell check" is not enough. Take pride in your abilities.

Tentative course calendar appears on next page.

Tentative Course Calendar If serious illness/ emergency prevents timely completion of work, contact the instructor immediately. Online course calendar will be an accelerated version as distributed to students. **The stated course syllabus reserves the right for the instructor to change, add, delete, or alter the course requirements during the semester. Students will be notified in writing via email and/or in class. Students will accept all such notifications as sufficient for any and all changes.**

**Throughout the course, students evaluate activities as per developmentally appropriate practices.*

w1T Jan 10 Part V/Ch. 22, Part I/Chapters 1-4; activities, assignments, discussions.	w1Th Jan 12
w2T Jan 17 w2 Part II/Chapters 5-6; activities, assignments, discussions.	w2Th Jan 19
w3T Jan 24 CLASS INFO TBA. w3 Part III/Chapters 7-8; activities, assignments, discussions.	w3Th Jan 26 CLASS INFO TBA
w4T Jan 31 CLASS INFO TBA w4 Part III/Chapters 9-10; activities, assignments, discussions.	w4Th Feb 2 Required Attendance 11a Student Recital.
w5T Feb 7 BONUS Attendance 730p Faculty Recital. w5 Part III/Chapters 11-12; activities, assignments, discussions.	w5Th Feb 9
w6T Feb 14 w6 Part IV/Chapters 13-14; activities, assignments, discussions.	w6Th Feb 16 Required Attendance 11a Student Recital.
w7T Feb 21 Honor Choir/Choral Festival info TBA. w7 Part IV/Chapters 15-16; activities, assignments, discussions.	w7Th Feb 23
w8T Feb 28 Dr. Seuss Birthday Activities info TBA. w8 Part IV/Chapters 17-18. Midterm assessment, activities, assignments, discussions.	w8Th Mar 1
w9T Mar 13 w9 Holiday Exploration; activities, assignments, discussions.	w9ThMar 15 Jazz Festival. More info TBA. Career Day 11a-3p.
w10T Mar 20 w10 Part V/Chapters 19-20; activities, assignments, discussions.	w10Th Mar 22 Required Attendance 11a Student Recital.
w11T Mar 27 w11 Part V/Chapters 21 & 23; activities, assignments, discussions.	w11Th Mar 29
w12T Apr 3 w12 Part V/Chapter 24; activities, assignments, discussions.	w12Th Apr 5
w13T Apr 10 w13 Part V/Chapter 25; other resources, activities, assignments, discussions.	w13Th Apr 12
w14T Apr 17 w14 Part V/Chapter 26; other resources, activities, assignments, discussions.	w14Th Apr 19 Required Attendance 11a Student Recital.
w15T Apr 24 w15 Present/evaluate final project. Performance Exploration, assessments, final notebook due. Final exam info TBA.	w15Th Apr 26 1130a Jazz on the Green. More info TBA.
w16T May 1 w16 Final Exam Date/Time as set by college.	w16Th May 3 NONE. Class ends with T final.

College's Incomplete Coursework Policy

To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

College's Academic Integrity Policy

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

NSCS Board of Trustees Policy 4220 states that each College “. . . will establish a distance learning assessment policy that will include, at a minimum, a substantial culminating experience that is proctored.” Peru State College’s policy is that each course that is offered entirely online will feature a proctored final exam that substantially measures the extent the course’s stated learning objectives are achieved. Online course syllabi will clearly state that, regardless of grades earned previously, the proctored final exam must be passed in order to receive credit for the course. Courses which feature graded site-based activities (e.g., teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by web-cam, phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student’s transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

Title IX Compliance Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College’s nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding

non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

Required Format and page setup:

- a. Due via Blackboard or email as directed by instructor
- b. Typed: top, R, L margins 1", **bottom .5"**, single spaced
- c. Times New Roman font, **size 10** on headings and information listings
- d. Times New Roman font, **size 12** on paragraphs
- e. Correct spelling, grammar, proper/contextual word usage (*"there, their, they're", "then, than", "your, you're", etc.*)
- f. Use of appropriate music terms
- g. Original work of the student (as per college policies on plagiarism)
- h. **Required format** for heading and body are also available on Blackboard.