

COURSE SYLLABUS

Augsburg College

EED 342 Kindergarten-Elementary Curriculum: Music Fall Weekend, 2003

Buffie Eicher 651/308-7368 e mail: eicher@augsborg.edu
Office Hours by appointment only.

Class Schedule:
November 2, 16 and 23, 2003
1:15 – 4:45 pm

Catalog description: Examination and preparation of materials and resources for music experiences in kindergarten and elementary.

Education Department Mission Statement:

The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning by being knowledgeable in their fields, being capable in pedagogy, valuing learning, thinking critically, nurturing self esteem, embracing diversity, and being ethical in their practice.

Applicable Standards of Effective Practice:

Standard 1 - Subject Matter: A teacher must understand the central concepts, tools of inquiry, and structures of the discipline taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.

Standard 3 - Diverse Learning: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

Standard 4 - Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Standard 7 - Planning in Instruction: A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, community, and curriculum goals.

Standard 8 - Assessment: A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.

Standard 9 - Reflection and Professional Development: A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

Course Objectives:

1. The student will gain an understanding of the importance of music in the classroom. (9.D)
2. The student will understand the right of every child to become involved with music. (3.L)
3. The student will become aware of ways to integrate music with other subjects. (7.A)
4. The student will become aware of various curricular resources available to present the basic structural elements and examples of different styles of music. (1.G)
5. The student will gain understanding of ways to assess student musical knowledge and progress. (8. G, H)
6. The student will develop ways to participate in playing basic instruments, in singing, and in creative movement. (4.E)
7. The student will demonstrate awareness of classroom presentation techniques to enhance music education in the classroom. (9.C)

Course Assignments:

Your grade is based on assignments and attendance as follows:

Attendance, Participation - 5%. Instructor's evaluation based on your class attendance and participation. Attendance is required at all class sessions. Each class period is 3.5 hours. **If you miss 4 or more hours of class due to absence, tardiness or leaving early, the highest grade that you can receive is a "2.0."**

Research Project - 20%. State three problems of personal interest to you related to the teaching of music in the classroom. Create a bibliography of books, articles, and/or people who can help you find answers to these problems. Add your own comments after each entry. Each question must have its own bibliography listings. **Due date: November 16, 2003.**

Teaching Project - 35%. Develop and teach a lesson to the class. The lesson must directly incorporate music, either through class performance or listening to recordings (audio or video). Teaching assignment will be taught to the class (15-20 minutes). The lesson plan must contain the following: main outcome or goal(s), objectives, teaching methods, assessment tools, resource list. **Due date: tba.**

Quizzes, Assignments - 20%. Students will be given occasional quizzes or projects to assess your knowledge of material that has been presented or assigned. Quizzes will incorporate objective choices and subjective solutions.

Field Report - 20%. Student will perform 4 hours of classroom observation and evaluation of a classroom teacher(s) during a music lesson. The evaluation form will require you to assess the songs used, the lesson plan, and the teacher's effectiveness. **Due Date: November 23, 2003.**

Assessment Summary:

Assessment Tool	Activities/Documents	Program Standards
Research Project	Research paper, presentation, feedback	1.G, 8.G,H
Teaching Project	Project, presentation, group activity, feedback	9.D, 3.L, 7.A, 4.E
In Class Quizzes	Written recall of pertinent information	9.C, D
Field Report	Teacher evaluation, 1-2 page report	4.E, 9.C

Assignment Policy:

1. All assignments are expected on the due date.
2. ALL ASSIGNMENTS ARE EXPECTED ON THE DUE DATE.
3. Assignments turned in late will be given an automatic grade of 60% and will not be corrected.
4. No make-ups allowed for quizzes. The lowest score quiz is dropped.
5. Fax, email, handwritten or any other reproductions not conforming to college standards will not be accepted.
6. Quizzes will be administered only during the announced class time; no make-ups will be given for quizzes.

Grading:

95-100	4.0	90-94	3.5	85-89	3.0
80-84	2.5	75-79	2.0	70-74	1.5
65-69	1.0	60-64	0.5	0-59	0.0

Text:

Bartholomew, Bennett. *Songworks I*.

Bibliography:

Bartholomew, Bennett. *Songworks II*. Thompson, 1999.
Chosky, Lois. *Teaching Music Effectively in the Elementary School*. Prentice-Hall, 1991.
Gerber, Linda; Haimes, B. Joan E. *Leading Young Children to Music*. Merrill/Prentice-Hall, 2000.
Hackett, Patricia; Lindeman, Carolyn. *The Musical Classroom*. Prentice-Hall, 4th Edition, 1997.
Rozmajzl, Michon; Boyer-Alexander, Rene. *Music Fundamentals--Methods and Materials for the Elementary Classroom Teacher*. Longman, 3rd Edition, 2000.

The Augsburg College honesty policy applies to this course. Special attention should be paid to the section on plagiarism when working on research assignments. Students with diagnosed learning disabilities or physical handicaps may have legal rights to course modifications. Let me know so I can assist you with your course progress. All students have the right to use the College Counseling and Student Development staff services, as well as to receive tutoring assistance.