Independent Study Course Syllabus

Course Number: MUS 900
Course Title: Music for the Classroom

☐ Online X Distance Learning

Instructor: Mary Miché
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Units: 3
Grade Level: Pre K-3

Course Description

This is a course for classroom teachers who want to broaden their knowledge of teaching music in grades pre-K – 3. This course emphasizes using recorded music for teaching children to sing. It addresses the national standards in music by promoting singing, improvising, composing, performing, and listening to music. It focuses helping teachers find time in the busy classroom schedule to fit in musical experiences. It offers ideas for integrating music into other subject areas such as teaching science concepts, foreign languages, social relationships, and reading skills. Included in the course is an overview of research on how music affects the brain and enhances learning in other subject areas. The textbook introduces teachers to a variety of recording artists and performers of children’s music. Though this course is geared toward teachers with no musical training, it offers the teacher with a musical background the benefits of creative curriculum ideas and research information. It is a course designed to assist all teachers in weaving music into the lives of their students.

Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials

Textbook: Weaving Music into Young Minds, Mary Miche
CD: Peace it Together by Mary Miche

To register for courses go to http://ce.fresno.edu/cpd and log in
Course Requirements

- Contact the instructor by email at the beginning, middle and end of the course.
- Read the entire textbook: *Weaving Music into Young Minds*.
- Answer the discussion questions in writing for all ten chapters.
- Listen to both compact discs of music (one is included at the back of the book).
- Complete three essay questions: (Specific questions listed in schedule of topics)
- Write a research paper discussing music and its affect on the brain.
- Complete one or two projects:
  - Required project: Choose a Suggested Learning Activity from Chapter 1 or 3
  - Optional project: Choose a Suggested Learning Activity from Chapter 5, 7, 8, 9, 10.

Schedule of Topics and Assignments

Assignments include a range of strategies and opportunities for graduate level work in:

- **Reflective writing:** two personal essays
- **Critical thinking:** research paper with bibliography
- **Direct application:** completion of a curriculum project for classroom use.
- **Use of current “best practice” learning strategies:** use of music to reinforce concept learning and discussion of current issues in music research
- **Identification of state standards addressed in the assignments:** students use the state standards in music for their chosen grade level and apply that to an essay about a favorite children's music performer

**Required Essay Questions**

1. Describe your experiences with young children, such as babysitting, camping, classroom teaching, counseling, or children of your own. Discuss how you became interested in teaching children, how long you have been working with children, and experiences you have had with them. Describe your musical background. Did you have an elementary teacher who taught music? What was that experience like for you? If you played an instrument as a child, what did you play, for how long did you play and how did you feel about playing an instrument? Discuss your singing experiences, especially when you were a child, and how you feel about singing with children.

2. Describe your current classroom setting, or if you are not currently teaching, your desired setting. Outline the age of your students, their musical background (if any) and the ethnic mix of children. Give the location of your school (rural, suburban, urban, or inner city) as well as the city, state and country. Consider the standards in music. Are there any standards that you already teach in your classroom? What part of the standards in music would you like to incorporate into your curriculum?

3. Visit three web sites and review their information about children’s music. Suggested web sites are:

   - [http://www.songsforteaching.com](http://www.songsforteaching.com)
   - [http://www.childrensmusic.org](http://www.childrensmusic.org)
   - [http://www.mykidstunes.com](http://www.mykidstunes.com)

After visiting the web sites and reading the textbook, select a children’s musician. Give a brief explanation of your reasons for choosing this artist. Describe the songs that you might use from this artist and explain how your choices fit in with the music standards listed on page 7 of this course.
syllabus. If the songs can be integrated into other curriculum areas, such as mathematics, reading, or social studies, explain how the songs can support learning in those areas.

**Research Paper**

Here are some ideas about how to do a research paper. First, pick a topic that is easy to research, such as "music helps students learn to read." Get your topic honed down to a specific question, then take your whole research question and search it on google. It should take about a weekend to look for studies, read them and decide on relevant quotes. Be sure to keep notes for the bibliography at the end. In writing the research paper, do not write you opinion with a bibliography. Do not include quotes from the textbook unless they are very short and relevant. Look for new research, since 2000 and quote from the research articles that you find. In writing the paper, start with an opening sentence, like the one suggested above. Then, in the rest of the first paragraph, state the reasons why you believe this. In the following paragraphs, discuss each reason, in about a paragraph, citing the research that backs up the reason that you gave in your first paragraph. When you get to the end of your reasons and research, summarize your thinking with some ideas of how the research could be implemented in the classroom and what further research is needed on this topic. Be sure to include a bibliography of all the research and where to find it. To receive full points for your paper it must be at least five pages with a clear beginning, middle and end. It must be well written in correct English with good grammar and punctuation. Please be sure to spell check your paper before submitting it. As for format, the paper should be printed in Times Roman 12 point or Arial 10 point, double spaced with one inch margins, five to seven pages in length. You do not need a title page or an abstract.

**Instructor/Student Contact (30 points)**

Students will be expected to make contact with the instructor via email at the beginning, middle and end of the course. The instructor will respond by email with support and reminders for the student as she/he is working to complete the course.

**Grading and Rubrics**

Points will be awarded in the following manner:

**Discussion questions** (10 chapters) 10 pts per chapter, 100 pts possible
Rubric: Students will be expected to answer the questions in correct English. Answers must be accurate, complete and legible. All discussion questions must be answered, none skipped.

**Essays** (three) 20 pts per essay, 60 points possible
Rubric: Students are expected to answer the required essay questions (listed above). Students are expected to address all aspects of the questions for each essay. Points are deducted for lack of requested information. For the second and third essay questions, points are deducted for lack of addressing the state standards in music.

**Research Paper:** 70 pts for paper, 10 pts for bibliography, 80 pts possible
Rubric: Students will write a position paper on a topic of choice beginning with a thesis statement and outlining the supporting information gathered in the research. A research question should be outlined in the opening paragraph. Students will read research articles and select a topic of interest to research. Supporting information should be discussed in the body of the

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research paper. Students will consult websites on music education research. Students will research one topic in depth. Students are also expected to discuss the impact of this research on classroom practice. An appropriate conclusion should close the paper. Students will include a bibliography of sources researched. The quality of the writing and research will be evaluated. Points will be deducted for lack of research references, poor grammar or misspellings, and excessive personal opinions. Points will be deducted for lack of a question, lack of supporting research and rambling on with generalizations and opinions.

Projects (one required; one optional) 40 pts per project, 80 pts possible
Rubric: Curriculum projects must reflect the state standards in music, students are expected to relate each music choice to a state standard. For every song listed in the project, list the title of the song, the recording artist, the writer of the song, and the title of the music album. Points will be deducted for lack of song information or lack of a state standard. Grading Policy
This course may be taken for Credit or a grade. Students who enroll in the course for a letter grade will only earn credit for the course if they achieve a grade of “A” or “B.” No credit will be given for students with missing components or less than 250 points.

Grading Policy
The grade of “A” will be given if all components are completed with a minimum of 315 total points: all ten chapter discussion questions, three instructor contact emails, three essays, a research paper, and two curriculum projects.
The grade of “B” will be given if all components are completed with a minimum of 280 total points: all ten chapter discussion questions, three instructor contact emails, three essays, a research paper, and one curriculum project.

CR/NC basis: Credit will be given if all components are completed with a minimum of 280 total points: all ten chapter discussion questions, three instructor contact emails, three essays, a research paper, and one curriculum project

Checklist
Discussion Questions Chapters 1-10 10 pts per chapter, 100 points total
Essay Questions (3) 60 points
Research Paper (5-7 pages plus bibliography) 80 pts
Curriculum Project 40pts
Optional curriculum Project 40 pts
Instructor contact emails 30 pts

Plagiarism and Academic Honesty
All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

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Submitting Coursework
Please keep any materials made for classroom use, such as sentence strips, song books, cassette tapes, CDs. Please send a description of materials and created photos of the materials with the written project.

Final Course Grade and Transcripts
When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

Learning Objectives / Outcomes
- Students will listen to collections of children’s songs and select 10 to prepare for classroom use. (Standard: Listening To, Analyzing, and Describing Music)
- Students will prepare 10 songs for classroom use, with appropriate supplementary materials, for teaching singing and musical performance. (Standard: Singing and Performance)
- Students will read a chapter on music basics, practice reading rhythmic notation, conducting, learning dynamic levels and expressions for tempo. (Standard: Reading and Notating Music)
- Students will discover new ideas for music education. (Standard: Evaluating Music)
- Students will present a research paper on music learning and the brain. (Standard: Understanding the Relationship between music and other disciplines outside the arts)
- Students will examine connections between national music standards and classroom experiences in music. (Standard: Understanding Music in Relation to History and Culture)

Evidence of Learning
This section will describe what the instructor will be looking for in the student’s work to determine whether or not they achieved the course objectives. It ties to the Grading Rubric and the course objectives listed below.

Course instructor observed evidence of understanding of course objectives as demonstrated through student's reflective writing assignments: two essays.
Course instructor observed evidence of critical thinking skills as demonstrated in the research paper and bibliography.
Course instructor observed evidence of understanding of course objectives as demonstrated through student's answers to discussion questions posed in the textbook.
Student demonstrated his/her understanding of appropriate hands-on methods of teaching through his/her presentation of a curriculum project
Student demonstrated his/her understanding of integrating music throughout other subject areas in the presentation of a curriculum project
Student made connections to music content standards, through the listing of state standards in music for the chosen grade level and applied these

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standards the music taught in their school and to the selection of a favorite performer of children's music.

**About the Standards in Music**

This course has embedded within it a variety of instructional techniques that address the standards in the curriculum area of music. Here is a list of the national standards in music and where you will find each standard addressed in the textbook:

- Singing, Alone and With Others, a Varied Repertoire of Music: Chapter 1 and Chapters 5-10
- Performing on Instruments, Alone and With Others, a Varied Repertoire of Music: Chapter 1
- Improvising Melodies, Variations, and Accompaniments: Chapter 1
- Composing and Arranging Music Within Specified Guidelines: Chapter 10
- Reading and Notating Music: Chapter 2
- Listening To, Analyzing, and Describing Music: Chapter 2
- Evaluating Music and Music Performances: Chapter 8
- Understanding Relationships Between Music and Other Disciplines: Chapters 5-10
- Understanding Music in Relation to History and Culture: Chapter 6 & 7

**References**

Resources for your enjoyment (not required):
- Ardley, N. The Eyewitness Series: Music
- Blood, P. and Patterson, A. Rise Up Singing
- Gardner, H. The Unschooled Mind
- Lazear, D. Seven Ways of Teaching
- Kornhaber, M and Gardner, H. Varieties of Excellence, Identifying and Assessing Children’s Talents
- Diamond, M. Magic Trees of the Mind
- Goleman, D. Emotional Intelligence
- Pogue, D. Classical Music for Dummies
- Earth Works Group, 50 Simple Things Kids can do to Save the Earth
- Pica, R. Experiences in Movement with Music
- Pressnall, D. The Big Book of Musical Games
- Storms, G. 101 Musical Games for Children
- Chroninger, R. Teach Your Kids about Music,

**Recommended Picture Books about Music for Children:**
- Kuskin, K The Philharmonic gets Dressed
- Spier, P. Gobble, Growl, Grunt, A Book of Animal Sounds
- Marzollo, J. Happy Birthday MLK
- Staines, B. All God’s Critters
- Winter, J. Follow the Drinkin’ Gourd
- Zelinsky, P.O. The Wheels on the Bus

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CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.

CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.

CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.

CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.

CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components.

Written Communication: Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others.

Content Knowledge: Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

Reflection: Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement.

Critical Thinking: Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations.

Moral Reasoning: Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view.

Service: Students will demonstrate service and reconciliation as a way of leadership.

Cultural and Global Perspective: Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems.

Quantitative Reasoning: Students will accurately compute calculations and symbolic operations and explain their use in a field of study.

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Information Literacy: Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.