Independent Study Course Syllabus

Course Number: MUS 902
Course Title: Integrate Music and Reading

☐ Online  X Correspondence

Instructor: Mary Miche
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Units: 3
Grade Level: Pre K-Elm.

Course Description

This course, for preschool and elementary teachers, encourages the integration of music with reading and language arts. Teachers select the songs, create lesson plans to accompany each song, produce a CD, and make a songbook with lyrics to all the songs, tailored to the needs of their students. Teachers are given a large selection of children's songs to choose from in creating a music resource to complement the common core standards at their chosen grade level. Teachers then have a tailored music product that can be used for years to come.

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.

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.
Course Requirements
1) Contact the instructor by email at the beginning, middle and end of the course.
2) Read the textbook, *Music with the Brain in Mind*
3) Answer three essay questions, discussing the information in the text.
4) Print out the state standards in reading and language arts for the particular grade level you chose.
5) Write two personal essays about musical experiences and your current teaching situation.
6) Listen to all of the compact discs, creating a bibliography for each CD, paying special attention to the concepts covered by each song and how the song relates to teaching reading or language arts.
7) Select 20 songs for the chosen grade level to create a CD for classroom use.
8) Make a songbook of the lyrics for the 20 songs to accompany the CD.
9) Write a lesson plan for integrating each song with a reading or language arts lesson, especially outlining the concept taught, the standard that the lesson addresses, and discussion questions for the teacher to explore with the class as an extension of the learning.
10) Write a research paper on the effects of music on learning in other subject areas.

Checklist of completed work
The completed work will consist of a portfolio of
1) the five essay questions (three about the textbook and two personal essays),
2) a list of the standards for the grade level,
3) the annotated bibliography, (listing every song, and the concepts taught)
4) a copy of the 20 selected songs on one compact disc,
5) a songbook containing the lyrics to all the 20 songs on the compact disc.
6) a lesson plan for each song outlining the concepts and standards addressed,
7) a research paper

Completed Materials
Please send your complete packet to: Mary Miche, 750 Clearlake Ave, Lakeport, CA 95453
Allow about 7 business days from the East Coast and about 3 business days from the West Coast. Please do not send your packet by Express Mail, UPS, or Fed Ex, since the packets do not arrive any sooner and they get stuck in the delivery offices over the weekend.

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.
**Instructor/Student Contact** (30 points) 10 points per email sent
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 to assist the student as she/he is working to complete the course. The first contact will inform the instructor of receipt of the materials and give a quick introduction of the student. In the second contact, the student will outline the grade level and reading concepts that the student plans to use for making the CD and lesson plans. In the third contact, the student will send the instructor the research question that the student expects to answer. Students are not limited to three instructor contacts.

**Required Essay Questions about the text**
1) Create a list of at least ten reasons why it is important for children to have musical experiences.
2) Theorize why integrating songs into the reading curriculum would have an impact on your students' reading abilities and test scores. Use examples from the textbook.
3) Compare and contrast your use of music in the classroom with the methods recommended by the author of the textbook.

**Required Essay Questions, personal musical experience**
1) Describe your experiences with young children, such as babysitting, camp counselor, classroom teaching, or children of your own. Discuss how you became interested in teaching children and how long you have been working 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? Discuss your singing experiences when you were a child, and how you feel now 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.

**Grading Policies**
For a grade of Credit, the student must complete all five essays, the annotated song list, the compact disc containing 20 songs, the 20 lesson plans, the songbook with lyrics for all 20 songs and the research paper. Minimum points 400 needed to pass, (see rubrics below) For a grade of "B" the student must complete all five essays, the annotated song list, the compact disc containing 20 songs, the 20 lesson plans, the songbook with the lyrics for all 20 songs and a research paper, with a minimum of 400 points For a grade of "A" the student must complete all five essays, the annotated song list, the compact disc containing 20 songs, the 20 lesson plans, the songbook with the lyrics for all 20 songs and the research paper, with a minimum of 450 points.
Evidence of Learning
This section will describe what the instructor will be looking for in the student’s work to determine whether or not she/he achieved the course objectives

1. Course instructor observed evidence of student's ability to write competently in a reflective writing assignments: two essays.
2. Course instructor observed evidence of critical thinking skills as demonstrated in the three essays discussing the material in the textbook.
3. Course instructor observed evidence of understanding of course objectives as demonstrated through student's presentation of lesson plans, the design of a songbook, and the compact disc.
4. Student demonstrated his/her understanding of appropriate hands-on methods of teaching through his/her presentation of a compact disc and songbook.
5. Student demonstrated his/her understanding of integrating music and reading/language arts through the lesson plans incorporating the songs selected for the compact disc.
6. Student made connections to the state content standards, through the listing of state standards for the chosen grade level and applied these standards to the selection of music, integrated into the course content in the reading and language arts curriculum, to be used in the classroom.

Rubrics: Points will be awarded in the following manner:

Essay Questions for the text: three questions, 20 pts per question, 60 pts possible
Rubric: Students are expected to answer the questions in correct, legible English, with complete sentences. Students are expected to write at least two pages per question, double spaced, with the question listed at the top of the page. The student should include quotes from the text to support assertions made. Quotes must be noted with page numbers in parentheses.

Essays two personal essay questions, 20 pts per essay, 40 points possible
Rubric: Students are expected to answer the required questions (listed above). Students are expected to address all aspects of the questions for each essay. Points are deducted for lack of requested information and for lack of addressing the state standards.

Bibliography (110 points possible) one point for each song
The reason for creating the bibliography is for you to have a listing of the concepts that you want to match up with your reading standards. It is also to indicate to the instructor that you did actually listen to the assigned CDs. This course does not require a lot of reading, but it does require you to listen to the CDs provided. You are also welcome to research other musical artists and other songs to help with your reading program. You are not limited to the CDs provided.
Rubric: The student must list all of the songs on the 5 CDs and write the concepts taught by each song. For every song, the student must list it under the title of the album, with the correct song title, the recording artist, and the writer of the song. Points will be deducted for lack of song

No credit will be given for students with missing components or less than 400 points. Students who enroll in the course for a letter grade need to achieve a grade of “A” or “B.”
idea. For the most efficient listing, songs can be listed by album first, recording artist, song writer, then song title, and concepts. For example: from Shake, Rattle, n'Read, Jack Hartmann, Jack Hartmann, song: “Ready to Read”, concepts: reading books, enjoying literature.

CD Project. (200 pts possible) each song (20 songs) is worth 10 points, 2pts points for the recording, 2pts per page for the lyrics in the song book, 6pts points per lesson plan. A total of 40 pts for the CD, 40 pts for the songbook, and 120 pts for the lesson plans. Rubric: The lesson plan must reflect a common core standard, relating each music choice to a standard. List the title of the song, the album title, the recording artist and the songwriter, at the top of the lesson plan. List the standard and concept being addressed. Outline how the song will be used to promote learning to read. List questions to ask the students. List the vocabulary in the song to be discussed with students. Discuss how you will extend the lesson into language arts. Points will be deducted for lack of song information or a common core standard. Please visit the website: http://www.corestandards.org to download the core standards in English Language for the grade level you have chosen.

Research Paper: (80 pts possible) six pages, 10 pts per page, 10 pts for bibliography. 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 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.

Research Paper Tips: 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 text book unless they are very short and relevant. Look for new research, since 2000 and quote from the research articles that you find. Quote older information but do not base your research on old sources. In writing the paper, start with a thesis statement. 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

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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.

**References for extended study:**
This section is a bibliography of suggested additional readings
Diamond, Marion, *Magic Trees of the Mind*
Jourdain, R. *Music, Ecstasy and the Brain*, ©2003
Levitin, Daniel *This is Your Brain on Music: The Science of Human Obsession* ©2007
Obler, Lorraine, and Fein, Deborah, *The Exceptional Brain*, ©2007
Pinker, S. *How the Mind Works*
Shaw, Gordon, *Keeping Mozart in Mind*, ©2000
Storms, G. *101 Musical Games for Children*

**Recommended Picture Books for Children about music:**
Aliki, L. *As Music!*
Costanza, Stephen, *Mozart Finds a Melody*
Ehrhardt, Karen, *This Jazz Man*
Garriel, Barbara, *I Know a Shy Fellow Who Swallowed a Cello*
Isadora, Rachel, *Ben's Trumpet*
Kuskin, Karla *The Philharmonic gets Dressed*
Raschka, Christopher, *Charlie Parker Played BeBop*
Staines, Bill, *All God’s Critters*
Teis, Kyra, *The Magic Flute*
Williams, Vera B. *Music, Music, for Everyone*
Winter, J. *Follow the Drinkin’ Gourd*
Zelinsky, P.O. *The Wheels on the Bus*

**Recommended Websites**
www.puppyreaders.com
www.literacyconnections.com
www.songsforteaching.com

**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. |

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| 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. |
| 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. |