Instructor: Kara E. Ireland D’Ambrosio

Office Location: M203

Telephone: (408) 924-4656 *It is difficult for me to receive phone messages.

Email: Kara.IrelandD’Ambrosio@sjsu.edu *Preferred contact.

Office Hours: By appointment (Thursdays 3-4 PM)

Class Days/Time: Thursdays 4-6:30 PM

Classroom: Music Building, M250

Course Fees:
1) You also need a 2-3 inch 3-hole binder – please bring one by week 2.
2) $10/Harmonica (or purchase your own C Major/Diatonic)-Payable to Kara (Articles/Materials/Harmonic Lessons provided)
3) $31 to join NAfME – online or send directly to NAfME if you are a music education or music major. OR
$25 to attend the JAM! CASMEC Day Conference (in SJ)
Either required for your MIDTERM

Course Description
This survey course will introduce the education and music education majors to music activities in K-6 classrooms. The focus is on state and national standards, overview of methodology (including Kodaly, Orff, Dalcroze, and other approaches to music learning), philosophy of music education in public school, curriculum development, lesson planning, field observation, and issues in music education. Students will learn how to use music to support learning in the K-6 classroom (cross-curricula studies). Students will learn to apply teaching strategies from various sources, will become familiar with a variety of methodologies, and will explore K-6 music software (Room 124, School of Music Computer Lab is available to students in this course for review of elementary level music software.). Classroom management, learning theories, cross-curricular strategies, multi-cultural music, and assessment will be explored. Peer teaching/Pre-School teaching will be developed through theoretical knowledge, observation and modeling to provide practical applications in the teaching and learning process. Students will develop confidence and a positive outlook about singing and playing the harmonica.
Course Goals and Student/Course Learning Outcomes

Upon successful completion of this course, students will be able to:

- The students will be able to speak to the benefits of music education for children.
- The students will be able to discuss learning theory/psychology as it applies to a child’s musical development.
- The students will explore various methodologies and be able to implement the activities/methods in their classrooms.
- The students will be able to analyze music curriculum series and use this resource in the classroom.
- The students will be able to comfortably sing a song to teach students and implement the harmonica into a classroom situation.
- The students will be able to design and implement cross-curricula lessons which use music to support the classroom studies (reading, literacy, math, science and/or social studies..etc)
- The students will evaluate current software for K-6 computer-assisted music instruction and use the technology in the classroom.
- The students will explore the CMEA and NAfME websites (as well as other relevant websites) and be able to understand the resources they offer.
- The students will be able to use the University library to access current research in music education through ERIC and the Journal of Research in Music Education.

Required Texts/Readings

Textbook

MUSIC/MUSIC ED MAJORS
Conference, CASMEC Feb 11-14, 2016, San Jose MIDTERM
NAfME Membership & conference fees.

NON-MUSIC MAJORS
Conference “Just Add Music!!!” Day 8-5 PM February 13, 2016. MIDTERM
$25--Registration form: https://form.jotform.com/52850722608153

Reader
Ireland D’Ambrosio, Kara Music Packet for SJSU MUSC 185 A (includes: Harmonica, Kara’s compiled Harmonica Method/Resources, CMEA Articles about the Harmonica, and other music education items including CA and National Standards.)
Side Note: Please pay Kara directly CASH by the second class in the amount of $10 if you need to purchase a C-Major Diatonic Harmonica from her. Harmonicas are nonreturnable.
Required Memberships:

Music Majors:
National Association for Music Education (NAfME) publication: Music Educator’s Journal  
http://www.nafme.org/
When you sign up for your NAfME membership, mark off California/Bay Section as your state affiliation and will automatically be a CMEA member = $31.  
California Association for Music Education (CMEA) publication: Tempo  
www.calmusiced.com  www.cmeabaysection.org

Non-Music Majors:
CASMEC JAM Conference registration – see under Midterm.

Encouraged memberships/Resources: (Optional)
Organization of American Kodály Educators (OAKE) publication: The Envoy  
www.oake.org  www.ncake.oake.org
American Choral Directors Association (ACDA) publication: The American Choral Journal  
www.acdaonline.org
American Orff-Schulwerk Association (AOSA) publication: The Orff Echo  
www.aosa.org  www.ncaosa.org
Dalcroze Society of America (DSA) publication: American Dalcroze Journal  
www.dalcrozeusa.org
Free Software – please download and install the following (Free and available for Optional Windows and Mac OS) – to help write out songs for your lesson plans.  
♫ Final Notepad 2006 (www.finalemusic.com)

Classroom Protocol/Requirements & Assignments
SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

a. Projects:
♫ Final project – Notebook of all class notes, lesson plans, handouts, bibliographies, song collections, games, and other resources pertaining to classroom music. AND bring your favorite song from your Silver Burdett/School Foreman (Or another Textbook series) Music Curriculum to present and share on the final day.

b. Exams:
♫ Midterm– Essay on the JAM!! CONFERENCE. In-class Harmonica/Singing.  
♫ Final - Write an Overview Cross-Curricular Integrated Unit of Study (See p.141 of textbook) & a lesson plan for PK and 3rd grade level that would be in this Unit of Study; harmonica, and singing; Pre-school cross-curricular lesson presentation.

c. Teaching Episodes:
♫ 1 Pre-school music & 1 pre-school cross-curricular lesson presentation  
♫ In-class Peer teaching (TBC).
d. Homework:
   - Weekly reading, written assignments/technology review, teaching episodes (2-Pk lessons and the midterm and final lessons), and presentations. May include written reviews of reading, class presentations of material, or class discussions in which everyone participates.
   - All Assignments need to be typed, 12-font, New Times Roman, 1 inch margins (Top, bottom, right and left); Header = Your Name, Name of SJSU Class, Due Date of assignment, Title of Assignment, your email address; Footer = Page Number, Your Last Name.
   - All Lesson Plans, Demonstration, and Oral Presentation Assignments - you must bring copies TWO for instructor. Your instructor will make copies of the lesson for the rest of the class. All students must keep these lessons organized in their notebooks – in order of dated due dates. (Notebooks are the final project).
   - Teaching plans and peer teaching.

e. Active Class Participation:
   - Class participation and preparation.
   - Active participation is essential to insure maximum benefit for all members of the class – this mean participating in discussion (online and in class), supporting others in small group work & fully participating in all songs, dances and instrumental playing.
   - No cell phones in class; No gum in class.
   - Arrive on time to each class and remain for the entire class period. Arrive 10 minutes early if you are teaching (in class or at the pre-school). Where appropriate attire when presenting a lesson. (no jeans, no writing on your clothes…etc.) It is important to notify the instructor of any absences. Unexcused absences are conflicts within the control of the student (i.e. had another performance/rehearsal, had to study, had another appointment). Each unexcused absence will be considered in your semester evaluation.
   - Be attentive and constructive when participating in discussions.
   - Be safe.

Penalty (if any) for late or missed work:
   - Regular preparation and participation are required. Students are expected to treat this class as a professional commitment. There will be regular discussions, peer teaching, and presentations. Active and positive participation is a must.
   - Assignments are due on the dates assigned.
   - Assignments, midterm and final missed due to unexcused absences cannot be made up. Midterm, Final and assignments missed due to an excused absence (verified illness/family emergency) may be made up at a time designated by the instructor.

University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”
Assignments and Grading Policy

<table>
<thead>
<tr>
<th>Participation/Assignments (Preschool Teaching)</th>
<th>40%</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>30%</td>
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<td>Final &amp; Notebook</td>
<td>30%</td>
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Grading Percentage Breakdown

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<th>Percentage</th>
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<tr>
<td>94% and above</td>
<td>A</td>
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<tr>
<td>93% - 90%</td>
<td>A-</td>
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<tr>
<td>89% - 87%</td>
<td>B+</td>
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<td>86% - 84%</td>
<td>B</td>
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<td>83% - 80%</td>
<td>B-</td>
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<td>76% - 74%</td>
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<td>73% - 70%</td>
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<td>66% - 64%</td>
<td>D</td>
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<tr>
<td>63% - 60%</td>
<td>D-</td>
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<tr>
<td>below 60%</td>
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Extra credit options, if available: - you may do 1. See handout for details.

Observation of a local music teacher (see list) or attendance to Dr. Benson’s choral workshop with my students on March 17, 2016. See handout for details. Each paper that is properly written (meeting these objectives) will be added as “A” assignments to your assignment grade/percentage.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester’s, at http://info.sjsu.edu/static/catalog/policies.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.
Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.
Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling.

School of Music & Dance Policies and Procedures:

Music Use Fee:
Music majors and minors must pay a music equipment use fee of $30* each semester. The fee must be paid directly to the Cashier’s Office, and you must bring the receipt to the Music Office before completing registration. Applied music instruction will not be authorized until this fee is paid. Music 10B students, or students enrolled in any sound recording course, must pay a fee of $22* each semester that they are enrolled in one or more of these classes. The fees are included in the student’s bill, with other registration fees. *Fees may change – please check with music office to confirm amounts.
# MUSC 185A / Music for Children, Spring 2016

## Course Schedule – M250

Please note that the course calendar is “subject to change with fair notice.” You will be notified of any changes in class, by an email from the instructor, or posting on the classroom door.

<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | 1/28/16    | **Topic:** Why is Music Education Important? Typical Elem. Music Lesson/Lesson Plans, “Typical Lesson” based on p. 9-14 Burnsed  
Due: In class article/discussion/harmonica article (HW); Ch 1; Please - EMAIL Assignment #1 by 2/1/16 – to my SJSU EMAIL, please! |
| 2    | 2/4/16     | **Topic:** Start Harmonica; Ch 3-development-(focus p.75); KWL Chart; Prior Knowledge, National & State Standards/Common Core/Cross Curr., Unit of Study/Final  
Due: Review In-Class Reader, Ch 1, Ch 3 p.59-64 and p. 75-79; Payment for Harmonica; Begin Unit of Study Topic Page (in-class)-Ch 5. **Sign up for JAM!/CASMEC-bring in Registration Form/Confirmation; PK Volunteer Form & Copy of your DR. LIC** |
| 3    | 2/11/16    | **CMEA STATE CONFERENCE (CASMEC) – in San Jose, CA**  
No class this week – you may attend the conference if you wish.  
It is required that you attend the JAM!! Saturday Mini-Conference:  
Registration: [https://form.jotform.com/52850722608153](https://form.jotform.com/52850722608153)  
Due: Work on your Unit of Study Topic Page (find 6 songs that are connected to themes/musical concepts), Rough Draft of your Developmental/Background Page for Unit of Study; Practice harmonica, read articles on harmonica in reader. |
| 4    | 2/18/16    | **Topic** Online work-Canvas & Exploration of Music Teaching apps and websites online. See email/Canvas for details for this online Technology Assignment. Work on Midterm.  
Due: Tech Article, Complete your Unit of Study KWL, Development/Prior Knowledge work, Set up a document with Lesson Plan format (all sections listed) – 2 lessons (Preschool & 3rd Gr levels – one of each); Add bibliography Chicago Style; Practice Harmonica work. |
| 5    | 2/25/16    | **Topic:** Pre-School Music-Little visitors!!; Pk assignment; PK Music Concepts & Standards; Harmonica, CSET/Theory Packet, Exceptional Children; ELL Standards/Techniques;  
Due: Text: Ch. 1-3, 5, NAfME Harmonica Article in your Reader (p.1-4), Harmonica – review pages covered, read one page ahead; Read Exceptional Needs Articles; MIDTERM DUE (ESSAY on JAM!!! – sent through CANVAS, turned in through Canvas) |
| 6    | 3/3/16     | **Topic:** 4-5 PM=Preschool 1/2 or 1/3 class; HARINI – Multi-cultural Music connections.  
Due: 2-copies-PK Lesson Plan #1, Harmonica – review pages covered, read one page ahead; Multi-Cultural Articles in Reader; Add Exceptional Needs & ELL requirement to the lesson plans & Address in Prior Knowledge section |

Go to next page
<table>
<thead>
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<th>Week</th>
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| 7    | 3/10/16  | **Topic:** 4-5 PM=Preschool 1/2 or 1/3 class; Teaching music through Kodaly (Ch 4 p. 83-89).  
**Due:** 2-copies-PK Lesson Plan #1; Unit of Study (bring for check in), Harmonica-read one page ahead; Music Methods articles; CH 1-5; add multi-cultural song to your repertoire list for the Unit of Study. |
| 8    | 3/17/16  | **Topic:** 4-5 PM=Preschool 1/2 or 1/3 class?; Teaching music through Orff (CH 3 p. 90-96) (Casey!) & Full-Group Harmonica/Singing MIDTERM  
**Due:** 2-copies-PK Lesson Plan #1; (Extra Credit -12:45-2 Choral Workshop) |
| 9    | 3/24/16  | **Topic:** Teaching music through Dalcroze & Textbook series (CH 3 p. 97-104); ELA Cross Curr.; Pick your 2 Music Standards -add to your FINAL document.  
**Due:** Harmonica – review pages covered, read one page ahead; Textbook CH 5, Read all Cross-Curr Articles/Review, |
| 10   | 3/31/16  | **SPRING BREAK! – No Class Today** |
| 11   | 4/7/16   | **Topic:** Cross Curr: Math: PK Assignment #2-Review; Exception Learners (Low-SES, ELL, Special Needs); Pick your ELA, Math (Science or Soc. St. Standards) & add to your FINAL document.  
**Due:** Ch 5; Unit of Study –Write your lesson plans – add music & other subject objectives & assessments to your FINAL |
| 12   | 4/14/16  | **Topic:** Anna-Singing Games; Check in on Unit Of Study Progress (rough drafts = feedback!!)  
**Due:** Practice Harmonica & Singing for MIDTERM, Unit of Study (Gather all extra materials-worksheets, listening charts..etc/organize) & add your ELL Standards/goals and Special Needs accommodations/modifications to your lesson plans. |
| 13   | 4/21/16  | **Topic:** Final Part 3: 4-5 PM=Preschool; Science & Soc. St.; Oh Suzanna-example lesson of Cross-Curr. For 3rd  
**Due:** Unit of Study (Continue work), Practice Harmonica |
| 14   | 4/28/16  | **Topic:** Final Part 3: 4-5 PM=Preschool; Final Part 1 (sing/harmonica – 5 PM)  
**Due:** 2 copies Lesson Plan #2, Practice Harmonica, Unit of Study (Add Other Subject to your (2) lesson plans); Edit/Finish Unit of Study |
| 15   | 5/5/16   | **Topic:** Final Part 3: 4-5 PM=Preschool?; Final Part 2 is due at 4 PM. (Unit of Study); Possible Notebooks?  
**Due:** Final Part 1 & 2 (Part 2 CANNOT BE LATE.); Unit of Study is Due 4 PM.; Extra Credit (if applicable) due. |
| 16   | 5/12/16  | **Due:** SOTE (online) & Notebooks “Scavenger Hunt,” Kara will EMAIL/Google Drive of all Part 2 Finals to share with all; **BRING your favorite song** from your Unit Of Study –**and present it** (share a little/we sing through it). |
| Final Exam | 5/19/16 | 5:15-7:30 PM – Instead you will have the above final schedule. **WE DO NOT MEET FOR A FINAL – Just regular 16 weeks.** |

**Important Class Information:** The preschool that we will be working with is the:  
ASSOCIATED STUDENTS CHILD DEVELOPMENT CENTER  
460 S. 8th St, San Jose, CA 95112  (408) 924-6988  
Maria Davis, Director  
Park in the 7th St Garage or on the street. DO NOT park in their parking lot.
**ALWAYS** be 10 minutes **EARLY** to a preschool class visit & Dress Appropriately!
Following a preschool class visit – we WILL meet in our SJSU Music Building Classroom.
Please do your best to be back to our classroom within 15 minutes following the preschool visit.