

Term Information

Effective Term Autumn 2022
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding Distance Learning as a mode of instruction

What is the rationale for the proposed change(s)?

We are looking for more flexibility in offerings for this course.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Music
Fiscal Unit/Academic Org School Of Music - D0262
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3370
Course Title Music for Elementary Teachers
Transcript Abbreviation Mus for Elem Tchr
Course Description Music literature and teaching aids for children, including singing, rhythmic, creative, and listening experiences, and their presentation.
Semester Credit Hours/Units Fixed: 2

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 370.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

13.1312

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Basic musicianship (singing, playing, moving, and listening to music)
- Basic song-leading skills
- Peer to Peer teaching
- Creating learning objectives using state and national standards

Previous Value

Content Topic List

- Music Literature and Teaching Aids for Children
- Singing
- Rhythmic Experiences
- Creative Experiences
- Listening Experiences
- Presentation

Sought Concurrence

No

Attachments

- 3370 DL Syllabus 10 25 21.docx: online syllabus

(Syllabus. Owner: Banks, Eva-Marie)

- MUSIC 3370 Music for Elementary Teachers SPRING in person.docx: in person syllabus

(Syllabus. Owner: Banks, Eva-Marie)

- Music 3370 ASC Distance Learning Technical Review Checklist 9 17 21.docx

(Other Supporting Documentation. Owner: Banks, Eva-Marie)

COURSE CHANGE REQUEST
3370 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/01/2021

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Banks, Eva-Marie	10/25/2021 10:25 AM	Submitted for Approval
Approved	Hedgecoth, David McKinley	10/27/2021 08:53 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/01/2021 02:28 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/01/2021 02:28 PM	ASCCAO Approval



SYLLABUS

MUS 3370

Music for Elementary Classroom Teachers

Spring 2022 (full term)

2 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Prof. Jordan Saul

Email address: saul.52@osu.edu

Office hours: by appointment

Course mission

Our mission is to prepare highly effective educators who teach, lead, and serve. These highly effective educators will apply research-based practices that support academic and social development of all learners and engage in on-going professional development.

As a learning community, we will establish norms, roles, and expectations. The following commitments are for instructor and student, and will provide a starting place from which to develop our learning environment:

- Acquiring the knowledge, skills, and dispositions to interact effectively with all students, peers, and colleagues in diverse learning environments
- Supporting practices with foundational and current research and theory
- Providing learning environments that support the development of all students
- Developing and executing objectives, based on continuous assessment, that supports learning
- Practicing integrity and ethical behavior

Course learning outcomes

We will explore the use of classroom music for an elementary school setting. Throughout the course, you will be given the opportunity to demonstrate the following:

- Basic musicianship (singing, playing, moving, and listening to music)
- Basic song-leading skills
- Peer to Peer teaching
- Individual and small group work
- Creating learning objectives using state and national standards
- Crafting content unique to content, grade level, and accommodating all learners
- Engaging in group discussions

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. Students are required to log in for one live session per week, either on Monday or Wednesday from 1:50-2:45pm EST. The same material will be covered in each session, so it is not necessary to come to both unless you would like to review content (though you are always welcome to attend both). Please note the weeks in yellow (see calendar) when there is only one meeting in that week, which all will attend.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **2-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 1 hour per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 2 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours: OPTIONAL**
Contact instructor for meeting times.
- **Live sessions: 1 TIME PER WEEK**
As part of your participation, each week you can expect to log in to Carmen Zoom and participate and engage with content, peers, and instructors.

COURSE MATERIALS AND TECHNOLOGIES

- Assigned reading and assignment rubrics on our class [CARMEN](#) site
- Web resources
 - [Ohio Music Standards K-12](#)
 - [National Music Standards](#)
 - [APA Style Resource](#)

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

LETTER SCALE

- This learning would be better accomplished without grades, alas it is the professional standard of our time. How would your teaching change if you didn't/couldn't assign grades? How would your learning change?

<input type="radio"/>	93-100%	A+	All requirements met and demonstration of superior scholarship
<input type="radio"/>	88-92%	A	
<input type="radio"/>	83-87%	B+	
<input type="radio"/>	78-82%	B	
<input type="radio"/>	73-77%	C	Most of the course requirements met with adequate success
<input type="radio"/>	68-72%	C-	
<input type="radio"/>	60-67%	D	Significant work late, missed, inadequately prepared
<input type="radio"/>	59-%	E	

ASSIGNMENTS

- Writing
 - [Musical Autobiography](#)
 - [Music in Research Brief](#)

- [Music in Research Full](#)
- Objectives Log
- Lesson Plans
 - [Lyrics](#)
 - [Song Leading](#)
 - [Literature](#)
- Collaboration
 - [Gallery](#)
 - You will create a slide so you're learning community can see and get to know you.
 - [Playlists](#)
 - Throughout the semester you will be asked to given options to listen, create, or contribute to playlists
 - Pinterest/Google
 - You will be asked to log-in to shared resources and navigate and contribute to growth and relevance
 - [Livebinder](#)
 - You will design and organize a digital resource of our class materials for use in your future classroom
- Evaluation
 - Elements of Music exam
 - Literature Teaching Video and Lesson Plan
 - Livebinder Digital Resource

See course calendar below for due dates.

Academic integrity and collaboration:

WRITTEN ASSIGNMENTS

Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

REUSING PAST WORK

In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

FALSIFYING RESEARCH OR RESULTS

All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

COLLABORATION AND INFORMAL PEER-REVIEW

The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that

comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

GROUP PROJECTS

This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Late assignments

Please refer to Carmen for due dates.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **36 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here: <http://advising.osu.edu>

FOR GRADUATE COURSES: List your department's advising resources here.

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available

at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292- 5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1- 800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

SP 2022	Subject	Assigned	Due
Week 1	Same topics covered M and W		
M 1/10	Introduction, Course Overview, Syllabus, Norms and Expectations	Syllabus Gallery Email Musical Autobiography	Email
Week 2	1 -Knowledge and skill building		
W 1/19	Gallery Voice: Singing and Speaking Rhythm: Beat vs. Rhythm	LiveBinder Resource Research in Brief	Gallery Musical Autobiography
Week 3	1 – Knowledge and skill building		
M 1/24 or W 1/26	Musical Elements Vocabulary	Research in Full Elements of Music Evaluation	Research in Brief
Week 4	1 – Knowledge and skill building		
M 1/31 or W 2/2	State learning standards Lesson Planning	Objectives Assignment (zoom) Objectives Log (OL)	Research in Full OL 1
Week 5	1 – Knowledge and skill building		
M 2/7 or W 2/9	Elements of Music	Lyrics Lesson Plan	Elements of Music Eva OL 2
Week 6	1 – Knowledge and skill building		
M 2/14	Stress Management #1		OL 3
Week 7	2 – Applications and analyses		
M 2/21 or W 2/23	Rhythm as Representation of People and Place	RPP 1-6 Small group – share Lyrics	Lyrics Lesson Plan Share Lyrics Plan discu OL 4
Week 8	2 – Applications and analyses		
M 2/28 or W 3/2	Vocal Health	Song Leading Lesson	OL 5

Week 9	2- Applications and analyses		
M 3/7 or W 3/9	Song leading		OL 6
Week 10	SPRING BREAK		
Week 11	2- Applications and analyses		
M 3/21 or W 3/23	Song Leading Teaching Episodes		Song Leading Lesson P OL 7
Week 11	2 – Applications and analyses		
M 3/28 or W 3/30	Using music to support L.O.'s Assessment supporting all learners		OL 8
Week 12	3 – Synthesis		
M 4/4 or W 4/6	Music to other subjects Music Listening and Literature	Literature Lesson Plan	-OL 9
Week 13	3 – Synthesis		
M 4/11	Stress Management #2		OL 10
Week 14	3 – Synthesis		
M 4/18 or W 4/20	Understanding music in relation to culture	Mood Playlists	Mood Playlists
Week 15	3 – Synthesis		
M 4/25 or W 4/27	Literature Teaching Episodes		Literature Lesson Plan
FINAL			
T 5/3 4:00 pm	Submit URL by this date and time		LiveBinder Resource

MUSIC 3370: Music for Elementary Teachers
Spring 2020 Hughes Hall 213
M 10:20-11:15/1:50-2:45 p.m.
W 10:20-11:15/1:50-2:45 p.m.

INSTRUCTOR: Prof. Jordan Saul

106 Hughes Hall

saul.52@osu.edu

OFFICE HOURS: 2:00-3:30 T/Th and by appointment

COURSE MATERIALS

- Assigned Reading & Assignment Rubrics on CARMEN

REQUIRED TEXTS

- Lindeman, C. A. (2011). Musical Children: Engaging children in musical experiences. Upper Saddle River, NJ: Pearson Education, Inc.

RECOMMENDED TEXTS

- Feierabend, J. M. (1989). Music for little people. Boosey & Hawkes. Accompanying CD recommended. Available at Stanton's Music - <http://www.stantons.com>

WEB RESOURCES

- Ohio Music Standards:
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1700&ContentID=1388&Content=72455>
- National Core Music Standards: <https://nafme.org/wp-content/files/2014/06/1-Core-Music-Standards-PreK-81.pdf>
- APA Style Resource:
<http://owl.english.purdue.edu/owl/section/2/10/>

MISSION

Our mission is to prepare highly effective educators who teach, lead and serve. These highly effective educators will apply research-based practices that support academic and social development of all learners and engage in ongoing professional development. [L][SEP]

As a class, we will establish norms and roles. The following commitments are for instructor and student, and will provide a starting place to develop our learning environment. [L][SEP]

- Acquiring the knowledge, skills, and dispositions to interact effectively with all students, peers, and colleagues in diverse learning environments [L][SEP]
- Supporting practices with foundational and current research and theory [L][SEP]
- Providing learning environments that support the development of all students [L][SEP]
- Developing and executing objectives, based on continuous assessment, that supports learning [L][SEP]
- Practicing integrity and ethical behavior

[L][SEP]**PURPOSE**

[L][SEP]School music education is designed to introduce learners to the music making process. However, many music educators, music therapists, and special educators use music to assist learners' communication, academic, motor and social skill development. This course is designed to help non-music majors to become familiar with the various uses for music in an elementary classroom. [L][SEP]

OBJECTIVES

We will explore the use of classroom music for an elementary school setting. Throughout the course, you will be given the opportunity to demonstrate the following:

- Basic musicianship (singing, moving, playing, and listening to music). [L] [SEP]
- Basic song-leading skills. [L] [SEP]
- Collect appropriate materials and strategies to incorporate music into the elementary [L] [SEP]classroom. [L] [SEP]

EVALUATION [L] [SEP]

- **IN-CLASS ASSIGNMENTS AND PARTICIPATION:** In addition to completing the following assignments, you are expected to participate in the in-class activities and discussions
- **OUT OF CLASS ASSIGNMENTS**
- **PEER TEACHING**

ASSIGNMENTS

- **PARTICIPATION:** Includes attendance, participation during class, and in-class assignments.
- **RESOURCE LIST:**
 - Create a list of musical resources that can be used in your classroom. Suggested sections include: Singing, Movement, Instruments, Culture, Games, Children's Literature, Recordings, and Integrated Subjects. Resources listed should include material presented in class, materials from the textbook, and materials from assignments. Please include available links or notation as well as a short description and target grade level(s). Start immediately and add to it throughout the semester.

- MUSIC IN RESEARCH
 - Write a one-page summary of an article referencing specific research exploring the benefits of music for students (social, emotional, physiological, intellectual, etc).

- SONG-LEADING ACTIVITY:
 - Choose a short children’s song or chant to teach by rote.
 - You may present alone or with a partner.
 - List each step for teaching the song.
 - Teach the song to the class.
 - Refer to class notes and syllabus guidelines for “Teaching a Song by Rote.”

- OBJECTIVES ASSIGNMENT: (in class, small group project)
 - Choose a grade level and look at the corresponding Ohio State Music Standards.
 - Choose one standard, and create an activity that would help children develop that skill or understand that concept. Outline your procedures for the activity.
 - Include an informal assessment for the students to show what they learned.

- INCORPORATING MUSIC INTO ANOTHER ACADEMIC AREA LESSON PLAN:
 - Write a few sentences describing your classroom setting for the project (i.e. grade level, number of student, special needs students).
 - Choose one or tow songs or a recorded piece of music that you can make connections to content in social studies, science, math, or world cultures.
 - Identify the music objectives and the objective of the

- chosen academic area that apply to the lesson.
 - Develop a lesson plan that includes detailed procedures of what you will do, and what the students will do.
 - Be sure to include adaptations made for students with special needs.
- LYRICS Composition: (in class, small group project)
 - Choose a well-known children's song or chant that is age-appropriate
 - Write new lyrics to help students review, summarize, practice a nonmusical concept.
 - Indicate the appropriate grade level(s).
 - Present the song to the class, accompanied or unaccompanied.
- UKULELE PROFICIENCY:
 - Learn the C, F, and G chords. In groups of four, accompany the class on a children's song (can be a song previously learned in class).
- CHILDREN'S LITERATURE LESSON:
 - Choose a specific grade level and learning environment (number of students and ability levels)
 - Choose a children's book you love.
 - Incorporate music into an activity based on the book. Some ideas – Use rhythm instruments to create sound effects. Act out the book using singsong voices. Use instruments to create a backdrop, or to create the mood of the story. Sing the book, drawing attention to following the words on the page (big book). Use voices in various registers to portray the characters. Call and response – teacher sings the solos with the class responding. Use your imagination!
 - Your lesson plan must include the following:
 - Purpose/Rationale

- Grade level
 - A musical objective
 - A language arts objective
 - A non-musical objective (academic, social, motor, other)
 - List of materials needed
 - Procedures (sequence of instruction based on task analysis)
 - Assessment of student learning
 -
 - Write a summary describing the benefits of integrating music with the literature and how it will enhance your students' learning.
 - You may organize your project alone or in a group. If you organize in a group, you will present together in the same final teaching episode, but you must submit individual, separate lesson plans and a summary for your own grade.
- TEACHING EPISODE:
 - Prepare a portion of the Children's Literature lesson to present to the class.
 - You must complete the presentation within 5-8 minutes. The presenter(s) must lead the class through the musical activity and demonstrate at least one of your objectives. Due to time restrictions, you must prepare all materials (even those that are to be made by the students) ahead of time.
 - If in a group, each person must present at least one part of the lesson.

GRADING SCALE (Below is %)

93-100 A+ (All requirements met and demonstration of superior scholarship)

88-92 A

83-87 A- (Course requirements adequately met)

78-82 B

73-77 B- (Most of the course requirements met with adequate success)

68-72 C-

60-67 D (Significant work late, missed, or poorly prepared)

59- E

- You are responsible for obtaining information and assignments given in class. If you miss an in-class group assignment, you will need to complete it on your own outside of class.^[SEP] The grade received for out-of-class assignments will reflect a deduction of one half letter grade for each class period the assignment (or exam) is late.

CLASS PARTICIPATION & ABSENCE POLICY

- As learning music is an active process, participation is an important part of the grade for this course.
- Please refrain from texting or cell phone use during class unless it is specifically requested by the instructor.
- After two missed classes, each future absence will decrease your overall grade by 3 ^[SEP]pts. Exceptions may be made for illness and emergencies. ^[SEP]

- If an assignment is due on the day of your absence, you may email an electronic copy ^{[[]]}_{SEP} of the assignment on the due date, but must turn in a paper copy of the assignment at the following class if a paper copy is requested for that particular assignment. ^{[[]]}_{SEP}

A note about inclusion and diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

A note about accommodations:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as

soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

A note from the OSU Office of Academic Affairs^[L]_[SEP]:

Preserving Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, students are expected to complete all academic and scholarly assignments with fairness and honesty. The following suggestions will help you preserve academic integrity by avoiding situations where you might be tempted to cheat or you might be perceived to be cheating.^[L]_[SEP]

See Eight Cardinal Rules of Academic Integrity
(<http://www.northwestern.edu/uacc/8cards.html>)^[L]_[SEP]

A note about hearing health:

Hearing Wellness: Protection and preservation of your hearing is an important responsibility as a mature musician. All students are encouraged to schedule annual hearing examinations to monitor subtle changes in hearing over time. Additionally, the acquisition and regular use of custom-fitted “musician’s ear plugs” will help ensure preservation of hearing. Audiology examinations and custom-fitted hearing protection can be attained through the Ohio State Department of Speech and Hearing Science on west campus. More information is available at <https://sphs.osu.edu/clinic/audiology-services>.

A note about mental health:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

A note about sexual misconduct/relationship violence:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

A note about concert attendance:

All fulltime undergraduate music majors must demonstrate a persistent pattern of professional and musical growth through the regular attendance and support for faculty and student recitals, concerts, and academic presentations in the School of Music and Greater Columbus community. An additional demonstration of persistent growth through concert attendance may include, but is not limited to, the student's informed reflections in the studio or classroom on various School of Music performances and presentations.

TEACHING A SONG (two approaches)

For younger learners, select songs that use a lot of repetition.

Rhyming is also extremely helpful. Repetition = words, rhythmic or melodic content

I. ROTE APPROACH

Procedure:^[]_[SEP]

1. SING THROUGH ONCE

- Use confident manner^[]_[SEP]
- Map melodic contour if needed^[]_[SEP]
- Identify difficult passages: words? rhythmic pattern?
- ^[]_[SEP]-Remind learners of repetitions in melodic and rhythmic patterns
- Use visual cues to aid retention (poster w/ symbols, key words, pictures...)

2. GIVE DEFINITE PITCH AND TEMPO INDICATION

^[]_[SEP]Always be sure of tempo and pitch before beginning the piece. Be sure to sing it in your head, first. Adjust one or both when needed (it's okay!)

3. SING PHRASE BY PHRASE AND CLASS REPEAT

- Think in musical sentences

4. SING ENTIRE SECTION; CLASS REPEAT (CHAINING A FEW PHRASES TOGETHER)

Goal: At least 80% participation before assuming the piece is "learned" and before adding movement or instruments.

5. WHEN TO BEGIN?

Give "breathing" motion to help students or count them in (ex., "1, 2, 3, sing" or "Ready, here you go")

Items to consider:^[]_[SEP]

- a. Is it a song or a chant? Will I use my speaking voice or singing voice?
- b. How will I start the singing?^[]_[SEP]

- c. How will I get them through the song?
- d. How will I stop the singing?
- e. Are there any tricky rhythmic or melodic patterns?

Adapted from Standley, Jayne (1991). Music techniques in therapy, counseling, and special education. MO: MMB Music.

II. ACTIVE LISTENING APPROACH

Procedure: 1. ASK ACTIVE LISTENING QUESTIONS (maximum of two—with a bonus question if older children need the challenge)

2. SPEAK/SING THROUGH ONCE

3. GET ANSWERS TO QUESTIONS

4. ASK 1 OR 2 MORE ACTIVE LISTENING QUESTIONS (if applicable)

5. SPEAK/SING THROUGH A SECOND TIME

6. GET ANSWERS TO QUESTIONS

7. SPEAK/SING THROUGH A THIRD TIME AND ASK STUDENTS TO FILL IN THE WORDS THAT YOU “FORGET” (Leave out the words at the end of lines—these will usually be rhyming words)

8. ALTERNATE LINES/PHRASES: For example, Teacher sings the first phrase and then motions to Students to do the second phrase, etc. until the end.

9. SWITCH PARTS AND ALTERNATE LINES: Give Students a prep to begin. Students do the first phrase, then Teacher does the second phrase, etc. until the end.

10. CHALLENGE STUDENTS TO DO THE ENTIRE

SONG/CHANT: Depending upon the difficulty, the Teacher could sing with them or give them a prep and then have them do it without the Teacher singing along. If the Teacher sings with them the first time, then repeat again without the Teacher's help.

11. FIX ANY PROBLEMS: Go directly to the difficult or inaccurate spot and sing/say it correctly and have the students echo you.

12. STUDENTS DO THE ENTIRE SONG/CHANT WITH 100%ACCURACY Although, you will need to give them a prep and start them together (ex. "Ready, here you sing" on pitch and in rhythm.

VARIATIONS TO APPROACHES:^[SEP]

1. Call/Response Songs (Students sing the same response when indicated.)

2. Echo Songs (Students sing the same line after the teacher.)^[SEP]

3. Game Songs (Learn a song by playing the game.)^[SEP]

4. Improvisation within songs. (Make up words within a song.)

Adapted from Dr. Sandra Mathias

Week of	MONDAY	WEDNESDAY
JANUARY 6	<p>Introductions and Overview</p> <p>Discuss Reflection Paper and Resource List</p>	<p>Singing vs. Speaking Beat vs. Rhythm</p> <p>Discuss Music in Research Assignment - Brief</p>

JANUARY 13	<p>Reflection Paper due on Your Own Musical Self</p> <p>Musicianship: Elements of Music ^[L]_[SEP]</p> <p>Discuss Music in Research Assignment - Full</p>	<p>Musicianship: Elements of Music</p> <p>Music Vocabulary In-class group assignment</p> <p>Music in Research – Brief due</p>
JANUARY 20	<p>MLK</p>	<p>State Learning Standards Introduction</p> <p>Discuss Lesson Planning & Objectives Assignment^[L]_[SEP]</p> <p>Music in Research- Full Assignment Due</p>
JANUARY 27	<p>State Learning Standards Rhythm, Stress, Rhyming and Composition^[L]_[SEP]</p> <p>Discuss Lyrics Composition Assignment</p>	<p>Musicianship: Analyzing Songs Ukulele</p>
FEBRUARY 3	<p>Musicianship: Analyzing Songs and Creating Lesson Plans Ukulele</p>	<p>Singing and Practical Applications Ukulele</p>
FEBRUARY 10	<p>**Ukulele Proficiency Assessment</p> <p>Composing Lyrics to Support L.O.s Group Work</p>	<p>** Lyrics Composition Assignment Due</p>
FEBRUARY 17	<p>** Lyrics Composition Sharing ^[L]_[SEP] Singing and Practical Applications</p>	<p>Teaching a Song^[L]_[SEP]</p> <p>Your Vocal Health and Theirs</p> <p>Discuss Song Leading Activity</p>
	<p>**Song Leading Activity-</p>	<p>**Song Leading Activity-</p>

FEBRUARY 24	Presentation Points**	Presentation Points**
MARCH 2	Lesson plan guidelines Using music to support L.O.s Discuss Integrated Lesson Plan	Lesson plan samples Assessment Supporting all learners
MARCH 9	SPRING BREAK	SPRING BREAK
MARCH 16	Music and Reading Discuss Literature Lessons and Teaching Episodes	**Integrated Lesson Plan Assignment Due ^[SEP] Multi-cultural literature
MARCH 23	Music Listening & Literature Relationship between Music and Other Subjects	Choosing Quality Material Group Playlist Activity
MARCH 30	Musicianship: Understanding Music in Relation to other cultures	**Teaching Episode— Presentation Points** **Literature Lessons Due
APRIL 6	**Teaching Episode— Presentation Points**	**Teaching Episode – Presentation Points**
APRIL 13	**Teaching Episode— Presentation Points**	**Resource Day** Bring a resource to share
APRIL 20	Drumming! **Resource List Due	Last Day of Class—*No work accepted after final class

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Music 2263.02

Instructor: Prof. Jordan Saul

Summary: Music for Elementary Teachers

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Carmen Pinterest Google Livebinder
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Carmen Discussion Forums Synchronous lectures
6.3 Technologies required in the course are readily obtainable.	X			All tech is readily accessible and available.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.		X		Add privacy policies for Pinterest, Google, and Livebinder
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.		X		Links to 8HELP should be provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Please add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Please add statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.		X		Add accessibility policy for Pinterest, Google and LiveBinder.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience

				in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

Reviewer Information

- Date reviewed: 2/24/21
- Reviewed by: Ian Anderson

Notes: Weekly breakdown (with dates) of class activities needs to be added. Please use the ASC Distance Learning Syllabus Template as it is now required and will correct many of the issues needing attention. Method of distance office hours (zoom most likely) should be stated.

^aThe following statement about disability services (recommended 16 point font):
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>