



**MUSI 1313 Music in the Elementary Classroom  
SYLLABUS  
Fall 2023**

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**Office:** BMSLC 2.224

**Office Hours:** <https://drjasonjones.youcanbook.me>

**Location:** BMSLC 1.215

**Credits:** 3

**Day:** Monday/Wednesday

**Phone - Office:** (956)882-7226

**Course Catalog Description**

This course is designed for individuals who may teach in a self-contained elementary classroom but may be applicable to all university students. The course will focus on music fundamentals and skills, and the processes by which children achieve musical growth. No previous musical experience is necessary.

**Course Modality: In-person learning**

This course will take place face-to-face in a traditional in-person classroom setting. Some assignments will be submitted via the learning management system, but the class meetings will take place in person (unless I notify you several days in advance).

**Statement on Bilingual/Translanguaging Pedagogy:**

This course is designated as bilingual in part to fulfill the vision of UTRGV as a bilingual, bicultural, and biliterate (B3) university. By taking this course, you are on your way to becoming a B3 Scholar and receiving the B3 Scholar Seal upon graduation. Learn more about the [B3 Scholar Seal](#) and the requirements, and fill out the short [Intent to Pursue the B3 Scholar Seal](#) form so that we may help you achieve this recognition for your accomplishments.

The fields of general education and music education are increasingly diverse, culturally and linguistically. This diversity enriches our field, knowledge of self and others, and promotes equity. The Rio Grande Valley has a long history of bilingualism, biculturalism, and biliteracy (B3). This “X” (bilingual) course seeks to broaden and deepen UTRGV’s commitment to B3 pedagogy in music education. As it is in the music of the World, *we embrace all language varieties* and reject the notion of one correct language and style of music. Languages we will use in each class include but are not limited to English, Spanish, code-switching, translanguaging, Spanglish, and TexMex. At any time in class discussions and teaching demonstrations, you are encouraged to use any language as a resource. Your home language is valued and an asset in this space. Although Spanish is not my first language, I have taught children in bilingual music education courses and am emergent bilingual in Spanish. So, you may contact or speak with me in any of these languages. Since this is a bilingual designated course, you will be required to submit one writing assignment and one oral assignment in Spanish. If you are a person who only speaks one language, that’s okay! We will learn important phrases in Spanish/English *and* musical concepts in Spanish/English to help you be successful in public schools in the Rio Grande Valley.

**Statement on Culturally Sustaining Pedagogy**

In this course, we will use culturally sustaining pedagogy as the main approach for music integration and instruction. In this mindset, we will view cultural backgrounds as a resource and an asset to our knowledge of the music teaching profession. At times, discussions may feel uncomfortable, and you may not feel you have the right answers. This is okay! I, too, feel like I do not have all the right answers regarding culture. However, the field of music education progresses when we reflect on our culture, seek to understand the cultures of others, and learn from our experiences. You may speak with me without judgment about any culturally sustainable practices we will use in this course.

## **Materials**

### **Required**

- *Text*
  1. Anderson, W.M. & Lawrence, J.E. (2007) *Integrating Music into the Elementary Classroom, 9th Edition*. Belmont, CA: Wadsworth Group.  
\*8<sup>th</sup> edition is also acceptable; however, some chapters may be out of order.
- *Journal Articles* (provided in Blackboard)
- *1 Peripole Soprano Recorder (Baroque Fingering)*
- *Notetaking materials*
- *Current and Working email address*
- *Internet*

## **Learning Objectives for Core Curriculum Requirements:**

The THECB outcomes in this Core course are: Critical Thinking Skills (CT), Communication Skills (CM), Teamwork (TW), and Social Responsibility (SR).

- Analyze and select children's music for pedagogical opportunities and artistic merit, and demonstrate its use in educational settings (CT) <sup>[1]</sup><sub>[SEP]</sub>
- Create and present original lesson plans using children's music, dances, and games from diverse cultures to support educational objectives, using a variety of written, oral and visual media (CM, SR) <sup>[1]</sup><sub>[SEP]</sub>
- Evaluate peer teaching episodes using appropriate music and educational terminology and clearly communicate these assessments to the peer teacher and the instructor (CT, CM) <sup>[1]</sup><sub>[SEP]</sub>
- Investigate and discuss the role of music and the arts in education, with attention to the psychological, social, and societal benefits of music education (SR) <sup>[1]</sup><sub>[SEP]</sub>
- Work together to sing and play musical instruments using both standard musical notation, aural learning, and improvised performances (TW) <sup>[1]</sup><sub>[SEP]</sub>
- Participate in active musical response with classmates, including creative movement, discussion of artistic elements of musical performances, and interaction with music from a wide variety of musical styles and cultures (SR, TW) <sup>[1]</sup><sub>[SEP]</sub>
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## **Course Goals**

Upon successful completion of this course, you will:

1. Possess the necessary skills and knowledge to effectively plan, implement, and assess meaningful music-integrated experiences for a diverse age of learners using responsive strategies and techniques in English and/or Spanish
2. Understand the nature of and important influences on the musical development of elementary-age learners

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3. Compile useful resources in English/Spanish to use in future teaching
4. Develop a personal style for integrating singing, movement, acting, rhythm, and other musical skills into the general classroom
5. Practice a comprehensive approach to music integration that centers on cultural relevance and different abilities
6. Implement and embrace linguistically diverse practices when integrating music in your future classroom

### **Policies**

This course carries a 3-hour credit load. **As such, students should expect to spend at least 6 hours each week outside of class preparing**, which includes reading, practicing, and completing assignments. Some weeks will require more time spent working outside of class than others and actual time spent may vary depending upon previous experience. Since this is a bilingual [X] designated class, materials, assignments, and lectures will be in English, Spanish, or a mixture. You may use either language you prefer as long as one assignment is submitted in Spanish.

#### *Blackboard*

Many resources will be available on Blackboard, and most assignments will be submitted there as well. **It is your responsibility to download and review materials.** Announcements may also be made via Blackboard. Please check it regularly. *If you notice any discrepancies between the syllabus and Blackboard, alert me immediately.* I try to avoid mistakes on Blackboard, but I am imperfect.

### **Participation, Preparation, Attendance, and Professionalism**

Your presence in class and on-time arrival is required to participate and demonstrate your preparation and professionalism.

#### *Participation*

There will be a variety of activities (e.g., moving, singing, playing instruments) in each class. Please be prepared to engage actively in all aspects (in mind, body, and dress) and support peers. Taking part in discussions, asking questions, and active engagement in music skills are just a few examples of how to participate in this class. If you experience performance anxiety, please schedule a meeting with me to discuss it further. If you are uncomfortable speaking English or Spanish, that's okay! Let's meet and talk about it.

#### *Preparation*

Review and complete necessary readings/assignments/practice **before** class. This class largely entails music making and class discussions. Lack of preparation may prevent you from fully participating in class activities and reduce your professionalism grade. This includes musical skills, microteachings, and any other assignments.

#### *Attendance*

In-service teachers receive personal and sick days. Along these lines, you will receive three free absences this semester, after which the instructor must be notified *in advance* of an absence or tardy. Failure to meet these expectations will result in a lower professionalism score. Further, more than three unexcused absences and/or four unexcused tardies could be grounds for dismissal from or failure in the course. In the event of an absence, **students are responsible for**

**turning assignments in by posted deadlines and staying caught up on what was missed. The instructor reserves the right to count any tardy more than 10 minutes late as an absence. Students who leave before class is dismissed may also be counted as absent.**

### *Professionalism*

Completing work on time, thorough preparation, appropriate dress and language, and courteous communication (with each other and the professor) reflect one's professionalism. Stay caught up on class activities and assignments by reviewing your syllabus at least once per week and regularly check the announcements on Blackboard. Please respond to emails in a *timely* manner (I usually respond within one business day) and come prepared to fully engage in class. Dress appropriately for class activities and use appropriate professional language and decorum. Cell phones for non-educational purposes are highly discouraged and may negatively affect your grade.

### *Grading*

Throughout the semester, you will be assessed regarding musicianship, teaching, planning, reflecting, and selecting materials. Rubrics for many assignments will assist you in knowing exactly how an assignment will be graded. If a rubric is necessary for the assignment, it will be available on Blackboard.

#### *Grading Scales*

Course elements will be graded on the following scales:

93-100 (A), 90-92 (A-), 87-89 (B+), 83-86 (B), 80-82 (B-), 77-79 (C+), 73-76 (C), 70-72 (C-), 67-69 (D+), 63-66 (D), 60-62 (D), 0-59 (F).

### *Weighting*

The following weighting will be applied to assignments:

<b>Practical Skills Exams</b>	<b>10%</b>
<b>Microteaching Lessons</b>	<b>20%</b>
<b>Participation, Preparedness, Attendance, Professionalism</b>	<b>10%</b>
<b>Outlines, Quizzes, and Other Tasks</b>	<b>20%</b>
<b>Assignments</b>	<b>20%</b>
<b>Comprehensive Exams</b>	<b>20%</b>

### *Late Work*

- ♪ Late work will be deducted 10% for each day or part thereof an assignment is late. For example: If an assignment is due at 10:00pm and you submit it at 11:00pm, then a 10% deduction may occur.
- ♪ **Due to the nature of certain assignments, a grace period may or may not be given at the instructor's discretion.** If you think you may not be able to turn something in on time, please email me. I am willing to work with you in certain circumstances.

### *Assignments*

- ♪ Assignments will be discussed in class and posted on Blackboard with relevant descriptions. Necessary rubrics will either be posted with the assignment itself or available on Blackboard.

- ♪ *At least **one written and one oral** assignment must be completed in Spanish/Tex-Mex/Spanglish/Translanguage. **I am available to help you with this.*** Assignments will be submitted online or brought to class, as appropriate.
- ♪ Unless otherwise specified, all written assignments must be submitted as Word documents (.doc or .docx). **Other formats will not be accepted for credit. A 10% deduction may apply for any assignment not submitted in the proper format and/or without a necessary rubric.**
- ♪ All assignments are due at the assigned date and time unless otherwise indicated. See or email the instructor **in advance of the assignment due date** if you have any questions.

## Description of Assignments

### 1. Practical Skills Exams

- a. **Practical 1** will include singing and elements of rhythm covered in class.
- b. **Practical 2** will cover note reading and symbols discussed in class.
- c. The **recorder dojo** is a series of recordings submitted at the students' leisure with the expectation that all are completed by the date indicated in the syllabus. Students will participate in recorder karate by recording themselves playing each song to Blackboard. More information will be on Blackboard

### 2. Microteachings

- a. **Planning:** Students will plan and teach integrated music lessons. See the course calendar for teaching days. The planning template will be available online, and a descriptive document will be posted to Blackboard. At least one must be written in Spanish
- b. **Teaching:** Students will teach two interactive, fun, engaging, and educational integrated lessons. Teacher intensity, magnitude, and responsiveness will be measured in addition to content. Students may teach in English, Spanish, or a mixture. Challenge yourself to use the Spanish words you know.

### 3. Assignments

- a. Students will be asked to complete several assignments throughout the semester. Lesson plans will not be required, but practicing will be. Some of them include:
  - i. Introduce yourself in English and Spanish. You will create a video of yourself introducing yourself and your interests in English and Spanish. A list will be provided on Blackboard. In addition, you will hand write your answers and upload it to Blackboard.
  - ii. Lead/teach the class in two age-appropriate rhyme/poem/chant (One in English and one in Spanish)
  - iii. Lead/teach the class two age-appropriate folk songs (One in English and one in another language)
  - iv. Lead the class in an original music story (Any language)
  - v. Lead the class in an age-appropriate musical soundscape (Any language)Demonstrating knowledge gained as a result of class activities and discussions will be important when completing assignments. **Please do not select "Hot Cross Buns," "Mary Had a Little Lamb," or other well-known songs for teaching episodes.**
- b. The instructor reserves the right to add assignments throughout the semester if students receive 1 weeks' notice

**4. Quizzes and other assignments**

- a. Quizzes will be posted on Blackboard and will cover information from the readings. It is important that these are completed before the start of the class. Quizzes are to be completed alone.
- b. Flexible teaching is important. Therefore, there may be other assignments that arise with the need of the class.

**5. Comprehensive Exams**

- a. **Midterm:** The midterm will be posted approximately halfway through the semester. It will take place online through Blackboard. Possible topics will include readings, class discussions, and activities completed until that day.
- b. **Final:** The final will encompass any topic covered throughout the semester.

**6. Participation, Preparedness, Attendance, Professionalism**

- a. Experience is at the heart of this class. Students are expected to arrive on time ready to actively participate in discussions and activities. These activities will include singing, acting, dancing, moving, playing instruments, and other tools used to teach music to children. Students should have a “child-like wonder” because of the nature of this course. I will use a combination of techniques to teach skills and topics. Some of these will be the way I would teach them to children, and others will include the way I teach adults.

**UTRGV Policy Statements:**

*We care about creating a safe and supportive learning environment for all students. The University policy statements below are intended to create transparency for your rights and responsibilities as students. We each contribute to ensuring a safe and positive environment through our actions and conduct, and students are encouraged to advocate for their needs.*

**STUDENT ACCESSIBILITY SERVICES**

Student Accessibility Services staff can be contacted at either campus to learn about and explore accessibility services.

<b>Campus:</b>	<b>Brownsville</b>	<b>Edinburg</b>
<b>Location:</b>	Music and Learning Center (BMSLC, 1.107)	University Center (EUCTR, 108)
<b>Phone:</b>	phone (956) 882-7374	phone (956) 665-7005
<b>e-mail</b>	ability@utrgv.edu	

**STUDENTS WITH DISABILITIES**

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive reasonable academic accommodations should contact **Student Accessibility Services (SAS)** for additional information. In order for accommodation requests to be considered for approval, the student must apply using the [mySAS portal](#) and is responsible for providing sufficient documentation of the disability to SAS. Students are required to participate in an interactive discussion, or an

intake appointment, with SAS staff. Accommodations may be requested at any time but are not retroactive, meaning they are valid once approved by SAS. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.

## **PREGNANCY, PREGNANCY-RELATED, AND PARENTING ACCOMODATIONS**

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting should submit the request using the form found at [Pregnancy and Parenting | UTRGV](#).

## **SEXUAL MISCONDUCT AND MANDATORY REPORTING**

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (OIED@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found through the [Office of Institutional Equity and Diversity](#), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at (956) 665-8287, (956) 882-8282, or [OVAVP@utrgv.edu](mailto:OVAVP@utrgv.edu).

## **DEAN OF STUDENTS**

The Dean of Students office assists students when they experience a challenge with an administrative process, unexpected situation, such as an illness, accident, or family situation, and aids in resolving complaints. Additionally, the office facilitates student academic related requests for religious accommodations, support students formerly in foster care, helps to advocate on behalf of students and inform them about their rights and responsibilities, and serves as a resource and support for faculty and campus departments.

[Vaqueros Report It](#) allows students, staff, and faculty a way to report concern about the well-being of a student, seek assistance in resolving a complaint, or report allegations of behaviors contrary to community standards or campus policies. The Dean of Students can be reached by email ([dos@utrgv.edu](mailto:dos@utrgv.edu)), phone (956-665-2260), or by visiting one of the following office locations: Cavalry (BCAVL) 204 or University Center (EUCTR 323).

## **MANDATORY COURSE EVALUATION PERIOD**

Students have the opportunity to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>). Course evaluations are used by the instructor to better understand the student experience in the course, which can inform revisions of the course to ensure student success. Additionally, course evaluations are also used by the instructor for annual performance review and promotion applications, teaching award applications, among others. For these reasons, your feedback, reflections, and insights on your

experience in the course are invaluable to ensure student success and a quality education for all. You will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

Online evaluations will be available on or about:

### **ACADEMIC INTEGRITY:**

Members of the UTRGV community uphold the [Vaquero Honor Code](#)'s shared values of honesty, integrity and mutual respect in our interactions and relationships. In this regard, academic integrity is fundamental in our actions, as any act of dishonesty conflicts as much with academic achievement as with the values of honesty and integrity. Violations of academic integrity include, but are not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts (Board of Regents Rules and Regulations, STU 02-100, and UTRGV Academic Integrity Guidelines). **All violations of Academic Integrity will be reported to Student Rights and Responsibilities through [Vaqueros Report It](#).**

### **Student Support Resources**

*We are committed to your personal, academic, and professional success; please know you can reach out to me for questions and/or I can help you identify the resources you need. UTRGV offers student support resources designed to contribute to your well-being and academic excellence.*

Students seeking academic help in their studies can use university resources in addition to an instructor's office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. These centers provide services such as tutoring, writing help, counseling services, critical thinking, study skills, degree planning, and connections student employment (through [Handshake](#) and [HR Student Employment](#)). In addition, services, such as the Food Pantry are also provided. Locations are listed below.

<b>Center Name</b>	<b>E-mail</b>	<b>Brownsville Campus</b>	<b>Edinburg Campus</b>
<b>Advising Center</b>	<a href="mailto:AcademicAdvising@utrgv.edu">AcademicAdvising@utrgv.edu</a>	BMAIN 1.400 (956) 665-7120	EITTB 1.000 (956) 665-7120
<b>Career Center</b>	<a href="mailto:CareerCenter@utrgv.edu">CareerCenter@utrgv.edu</a>	BINAB 1.105 (956) 882-5627	ESTAC 2.101 (956) 665-2243
<b>Counseling Center</b>	<a href="mailto:Counseling@utrgv.edu">Counseling@utrgv.edu</a> <a href="#">Mental Health Counseling and Related Services List</a>	BSTUN 2.10 (956) 882-3897	EUCTR 109 (956) 665-2574
<b>Food Pantry</b>	<a href="mailto:FoodPantry@utrgv.edu">FoodPantry@utrgv.edu</a>	BCAVL 101 & 102 (956) 882-7126	EUCTR 114 (956) 665-3663
<b>Learning Center</b>	<a href="mailto:LearningCenter@utrgv.edu">LearningCenter@utrgv.edu</a>	BMSLC 2.118 (956) 882-8208	ELCTR 100 (956) 665-2585
<b>University Library</b>	<a href="mailto:circulation@utrgv.edu">circulation@utrgv.edu</a> <a href="http://www.utrgv.edu/library">www.utrgv.edu/library</a>	BLIBR (956) 882-8221	ELIBR (956) 665-2005
<b>Writing Center</b>	<a href="mailto:WC@utrgv.edu">WC@utrgv.edu</a>	BLIBR 3.206	ESTAC 3.119



Center Name	E-mail	Brownsville Campus	Edinburg Campus
		(956) 882-7065	(956) 665-2538

### Financial Need

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Student Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email ([ucentral@utrgv.edu](mailto:ucentral@utrgv.edu)) or telephone: (956) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

### Blackboard Support

If you need assistance with course technology at any time, please contact the Center for Online Learning and Teaching Technology (COLTT).

Campus:	Brownsville	Edinburg
<b>Location</b>	Casa Bella (BCASA) 613	Marialice Shary Shivers (EMASS) 3.142
<b>Phone</b>	(956)-882-6792	(956)-665-5327
<b>Toll Free</b>	1-(866)-654-4555	
<b>Support Tickets</b>	Submit a Support Case via our <a href="#">Ask COLTT Portal</a>	
<b>Online Support</b>	<a href="#">Chat with a Support Specialist online.</a>	
<b>24/7 Support</b>	Need Blackboard assistance after hours? You can call our main office numbers, (956)-882-6792 or (956)-665-5327, to speak with a support representative.	

### COURSE DROPS:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR (drop) until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

#### *Fall Regular Term*

August 28

First day of classes.

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September 3	Last day to add a class or register for Fall classes.
September 6	Last day to submit an honors-by-contract form.
November 9	Last day to drop a class or withdraw.
December 7	Study Day – NO classes
December 8-14	Final Exams
December 14	Fall classes end; Official last day of the term
December 18	Grades Due at 3 p.m.

### School of Music, Music Education Standards

- I.** The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.
- II.** The music teacher sings and plays a musical instrument.
- III.** The music teacher has a comprehensive knowledge of music notation
- IV.** The music teacher creates and arranges music.
- V.** The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture
- VI.** The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.
- VII.** The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.
- VIII.** The music teacher understands and applies appropriate management and discipline strategies for the music class.
- IX.** The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.
- X.** The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.

<b>Core Objectives</b>	<b>UTRGV Student Learning Outcome</b>	<b>Core Area Requiring this SLO</b>
<b>Critical Thinking</b>	Students will demonstrate comprehension of a variety of written texts and other information sources by analyzing and evaluating the logic, validity, and relevance of the information in them to solve challenging problems, to arrive at well-reasoned conclusions, and to develop and explore new questions.	All Core Areas
<b>Communication Skills</b>	Students will demonstrate the ability to adapt their communications to a particular context, audience, and purpose using language, genre conventions, and sources appropriate to a specific discipline and/or communication task.	All Core Areas
<b>Empirical &amp; Quantitative Skills</b>	Students will be able to make and communicate informed conclusions and predictions based on the interpretation, manipulation, and analysis of empirical and quantitative data.	Math, Life & Physical Sciences, Social & Behavioral Sciences
<b>Teamwork</b>	Students will collaborate effectively with others to solve problems and complete projects while demonstrating respect for a diversity of perspectives.	Communication, Life & Physical Sciences, Creative Arts

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<b>Core Objectives</b>	<b>UTRGV Student Learning Outcome</b>	<b>Core Area Requiring this SLO</b>
<b>Social Responsibility</b>	Students will recognize and describe cultural diversity, the role of civic engagement in society, and the link between ethics and behavior.	Language, Philosophy, & Culture; Creative Arts; American History; Government & Political Science; Social & Behavioral Sciences
<b>Personal Responsibility</b>	Students will demonstrate an awareness of the range of human values and beliefs that they draw upon to connect choices, actions, and consequences to ethical decision-making.	Communication; Language, Philosophy, & Culture; American History; Government & Political Science

## Tentative Calendar

The course calendar should be treated as a **general outline** of where the class is headed throughout the semester and **is subject to change**. Students should familiarize themselves with readings before the start of class.

Week # Day	Topic	Reading	+Assignment Due
<b>Wk 1</b>			
<b>Monday 8/28</b>	Course Introduction and Translanguaging pedagogy. Five Voices		
<b>Wednesday 8/30</b>	More than just music; Cultural Responsive Music Teaching	<i>Read Ch. 1: pp. 2-13;</i>	+Quiz due before class
<b>Wk 2</b>			
<b>Monday 9/4</b>	Labor day		+Upload the “introduce yourself” video (record yourself instructing yourself in English and Spanish).
<b>Wednesday 9/6</b>	Guidelines for Teaching Music; The tools for teaching	<i>Read Ch. 2</i>	+Quiz due before class
<b>Wk 3</b>			
<b>Monday 9/11</b>	Movement and Music	<i>Read Ch.7 pp. 226-256</i>	+Quiz due before class
<b>Wednesday 9/13</b>	Elements of Rhythm and meter	<i>Read Ch 3: pp. 35-43</i>	<b>*Practice!</b>
<b>Wk 4</b>			
<b>Monday 9/18</b>	Rhythm and Meter: Rhymes, Poems, Chants		+ <i>Practice leading</i> the class in a Rhyme, Poem, and/or Chant <b>(choose two; One in English and One in Spanish)</b>
<b>Wednesday 9/20</b>	Microteaching 1: Teach two poem/Rhyme/chant-based lessons using techniques in class		+Lesson Outline <b>due before class</b>
<b>Wk 5</b>			
<b>Monday 9/25</b>	Songs	<i>Read Ch 3: pp.44-49; Read Ch.4. pp. 68-72</i>	+Video or Written Reflection of poem/rhyme/chant/teaching due before class
<b>Wednesday 9/27</b>	Songs	<i>Read Ch. 4 pp. 72-102</i>	Practice teaching a song
<b>Wk 6</b>			
<b>Monday 10/2</b>	Solfege and tonal patterns	Readings on Bb	<b>*practice!</b> Song bouquet:_____

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<b>Wednesday 10/4</b>	Solfege and tonal patterns	Readings on Bb	<b>*practice!</b> Song bouquet:_____
<b>Wk 7</b>			
<b>Monday 10/9</b>	The Power of Storytelling	<i>Watch</i> video on Blackboard; <i>Download</i> template for creating a story	Song bouquet:_____
<b>Wednesday 10/11</b>	Microteaching 3: The Power of Storytelling		+Share an original story with the class. You can use puppets, gestures, toys, stuffed animals,etc
<b>Wk 8</b>			
<b>Monday 10/16</b>	Listening and Responding to Music	<i>Read</i> Ch. 6 pp. 173-189	<b>+Practical Exam 1 due at 10:00pm</b> Song bouquet:_____
<b>Wednesday 10/18</b>	Listening and responding cont'd	<i>Read</i> Ch. 6 pp. 190-22 <i>Watch</i> Video on BB	<b>+Midterm due <u>Sunday at 10:00pm</u></b> Song bouquet:_____
<b>Wk 9</b>			
<b>Monday 10/23</b>	The Treble clef	<i>Watch</i> videos on BB	<b>***Bring Recorder until the end of the semester</b> Song bouquet:_____
<b>Wednesday 10/25</b>			Song bouquet:_____
<b>Wk 10</b>			
<b>Monday 10/30</b>	Instruments for Elementary	<i>Read</i> Ch. 5	
<b>Wednesday 11/1</b>	Instruments for elementary (cont'd)	<i>Read</i> Ch. 8	<b>+Quiz due before class</b>
<b>Wk 11</b>			
<b>Monday 11/6</b>	Musical Soundscapes		+Lead the class in a musical soundscape or add instruments to a song
<b>Wednesday 11/8</b>	Rhythm revisited (tikatika combo, dotted quarter)		<b>*practice!</b>
<b>Wk 12</b>			
<b>Monday 11/13</b>	Integrating Music with other subjects	<i>Read</i> Ch. 11 pp 370-386 & pp. 416-426; <i>Skim</i> pp. 387-415	
<b>Wednesday 11/15</b>	Planning a Program	<i>Read</i> Ch. 11 pp. 461-471	<b>+Quiz due before class</b>
<b>Wk 13</b>			

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<b>11/20</b>	Skills review day		<b>+Practical Exam 2 due Sunday at 10:00pm</b>
<b>Thanksgiving</b>			
<b>Wk 14</b>			
<b>Monday 11/27</b>	<b>Student choice</b>		<b>+Quiz due before class</b>
<b>Wednesday 11/29</b>	<b>Microteachings</b>		<b>+Teach a music-integrated lesson</b>
<b>Wk 15</b>			
<b>Monday 12/04</b>	<b>Microteachings</b>		<b>+Teach a music-integrated lesson</b>
<b>Wednesday 12/06</b>	<b>Microteachings</b>		<b>+Recorder dojo completed</b>
<b>Finals</b>			
<b>TBD</b>			

All content in the syllabus will serve as a guide to the course. Circumstances may arise that necessitate changes to one or more components. I reserve the right to change the syllabus as needed. If you have any questions, please email me [Jason.jones@utrgv.edu](mailto:Jason.jones@utrgv.edu) . Let's have a great semester!

**Sing on!**  
**Dr. Jones**