

**Sam Houston State University  
School of Music**

**Course Syllabus  
MUSI 3367**

**Studies in Music for Children 01, 02  
3 Credit Hours  
Fall 2017**

**Room:** Rm 202, MB

**Professor:** Debbie Rawlins

**Office Hours:** Tues- Thurs  
By Appointment

**Time:** 9:30 – 10:50am  
11:00-12:20pm

**Office:** 220 G(PAC)

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**Days:** Tues-Thurs

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**COURSE DESCRIPTION:** This course is designed as an introduction to the study of music at the elementary level. A variety of materials will be examined, with emphasis placed on a study of materials appropriate for the younger student, especially folk songs and singing games. The work of several musicians including, in particular, Zoltan Kodály, Carl Orff, and Emile Jaques-Dalcroze, will be examined as it applies to music study at the elementary level. A variety of activities appropriate for music listening, performing, reading, writing, and improvisation among younger students will be examined.

Prerequisite: Theory I and Theory II

**COURSE OBJECTIVES:** In this course, students will:

1. Complete assigned readings and participate in class activities and discussions.
2. Develop personal solfege, rhythmic and recorder playing skills, and examine materials designed to apply those skills to working with the younger student.
3. Complete a semester notebook containing materials collected from this class. These materials will include class notes and handouts, folksongs, analysis of folk songs, lesson plans, study guides, simple choral arrangements, poems, other assignments, and a table of contents.
4. Gain factual knowledge of the philosophies of Kodály, Orff, Dalcroze, and other musicians, composers, and pedagogues whose work is directly applicable to the younger music student.
5. Develop specific skills, competencies, and points of view needed by professionals in this field including skills in improvisation and in arranging and knowledge of world music.

**REQUIRED TEXT:**

Bacon, Denise. (1978) *185 Unison Pentatonic Exercises*. Wellesley, MA: Kodály Center of America.

Campbell, P. and Kassner, C. ( 2014) *Music in Childhood, Fourth Edition*. Schirmer Cengage Learning. Boston, MA.

Philipak, Barb. *Recorder Karate*. Plank Road Publishing.

**ADDITIONAL REQUIRED MATERIALS:**

2-inch 3-ring binder, pocket folder, 5 divider tabs, and soprano recorder

It is your responsibility to obtain course materials at the beginning of the semester.

**OPTIONAL MATERIALS:**

Carder, P. (1990) *The Eclectic Curriculum in American Music Education*. Revised Edition. Reston, VA: Music Educators National Conference.

**ATTENDANCE POLICY:** Students are expected to attend all classes. Refer to “Class Participation” under “Assignments” heading.

## **ASSIGNMENTS:**

The following is a descriptive list of the assignments for this course. For each assignment, the total points toward the final grade are indicated. Those with a due date already determined are indicated in the Class Calendar of Assignments; for other assignments, the due date will be announced in class. **Assignments, for this class, cannot be accepted by email but can be turned into the Music Office for placement in Mrs. Rawlins' box with the date received stamped on the assignment.**

1. **Class Participation:** Students are expected to attend all classes with required materials (notebooks, recorders, texts) and participate in all class discussions and activities. This grade is essentially maintained through class attendance and bringing required materials. A forgotten recorder may result in 1 point, each time, being subtracted from the final Participation Grade. Students who are present in class but do not participate in discussions and activities with their required materials may not receive full points for class participation. Being habitually late to class will count as ½ absence (i.e. being late twice will count as one absence). After three absences, the Class Participation grade will be reduced by 10 points for each additional absence. If the participation grade reaches zero (0), points will continue to be subtracted from the final grade total (i.e. a student may receive a negative score for Class Participation). Should you need to be absent, it is your responsibility to obtain materials and notes from another class member/professor. Failure on your part to do so will not excuse any missed assignment or misunderstanding. **POINTS: 100**

2. **Study Guides:** For the readings in the text, covering the Kodály Concept, the Orff Approach, and the Dalcroze Method, study guides will be provided. Twenty (20) points will be awarded for each study guide completed correctly and turned in on time.  
**POINTS: 60**

3. **Article Summaries:** A list of suggested additional readings will be provided. Students will be expected to provide a 1-2 page summary with a #12 font and double spaced from these additional readings. The **ORIGINAL ARTICLE MUST** be attached to the summary. Three summaries must be completed with at least one each related to the Kodály (I), Orff (II), and Dalcroze (III) approaches. For students not completing the minimum of three article summaries (I, II, III), 25 points will be subtracted from the total points earned for the semester. **Ten** (10) points will be awarded for each summary with thirty (30) points counted as the total possible points for this assignment (i.e., completing a fourth summary may count as “bonus” points (See Number 7 below). The Sam Houston Writing Center provides one-on-one help with your writing assignments. The Center is open from 8 a.m. to 7 p.m. Monday through Thursday, 8 a.m. to 3 p.m. Friday, and 2-7 p.m. on Sunday. The center is located in Farrington 111. It is not necessary to schedule an appointment; however, you may call 936-294-3680, twenty-four hours in advance to schedule one. **Points: 30**

4. **Concept Focus Guides:** Following the guidelines provided in class, students will produce Concept Focus Guides (Lesson Plans) for the presentation and practice of concepts and elements appropriate to be studied at the elementary level. Grades will be based on completeness and proper format. Upon presentation of the lesson plan, students should give a copy to each class member to be placed in the Semester Notebook. **POINTS: 50 (25 ea)**

5. **In-Class Presentations:** Each student will make the following in-class presentations: #1-Teaching a Song or Singing Game from a portion of a complete lesson plan. The grade will be based on how well a basic procedure is followed, as well as maintenance of good presentation style (i.e. eye contact, rapport with class, etc.) and use of a visual aid. #2-Teaching a lesson based on a song, rhythm, an instrument family, etc. The proper format for each of the presentations as discussed in class should be followed.  
**POINTS: 50 (25 ea)**

### **6. Semester Notebook:**

a. **Songs and Poems:** The song collection should include materials appropriate for the elementary grades. Participants in this class will analyze 10 folk songs for 10 points each and will arrange a simple choral composition for 20 points and 2 poems for 20 points each.

**POINTS: 160**

b. Completed Collection: Students will put together a complete collection, including copies of the songs and poems, a title page, table of contents\* and copies of all written materials produced and/or received during the semester. Full points will be earned for those collections with all items included and organized. The 5 divider tabs should be labeled Kodály, Orff, Dalcroze, Recorder and Miscellaneous (or Other). The Kodály section should include notes on solfege, song analysis, the choral arrangement and class handouts.. The Orff section should include notes, class handouts and poems. The Dalcroze section should include notes and handouts from class. The Recorder section should include **all** recorder music received. All other notes, handouts etc. will be included in the Miscellaneous section. \*The table of contents should have every handout named and from the recorder handouts, every song should be named. **POINTS: 100**

**7. Bonus Points:** Students may earn up to 50 bonus points upon request by **Oct. 19** and receiving approval from the professor. 10 additional points can come from an Article Summary #4 and 40 additional points for Song Analysis songs # 11-15. All Bonus Points items must be turned in by **Oct. 26** for Song Analysis and **Nov. 9** for Article Summary #4. Students may not have more than 3 absences to qualify for Bonus Points and may not have more than 2 assignments turned in late. All other assignments must be on time to qualify for Bonus Points.

**Also, on the last class day (Nov. 30), any student who has not been absent will receive an additional 50 points added to their grade. For students having only one absence, an additional 25 points will be added to their grade.**

### **GRADED ASSIGNMENTS AND THEIR TOTAL POSSIBLE POINTS:**

	Points
1. Evidence of completion of assigned readings, through class participation, and through completion of study guides and article summaries. (These points are determined from a combination of #1, #2, and #3 under "assignments")	190
2. Concept focus guides (lesson plans) and in-class presentations. (These points are determined from a combination of #4 and #5 under "assignments") 25 ea.	100
3. Semester Notebook	
a. Song analysis (10 ea), poems (20 ea), choral arrangement (20)	160
b. Complete materials collection	100
4. Two written quizzes (50 ea), two solfege quizzes (25 ea), and two recorder playing quizzes (25 ea)	200
5. Final Test	100
<b>Total Points Without Bonus Points</b>	<b>850</b>
<b>Possible Bonus Points</b>	<b>75/100</b>

Assignments turned in after the deadline will not receive full points. The number of points taken off will be at the discretion of the professor.

**GRADING:** Each written assignment, presentation or quiz will be given a point score, as indicated above, with the final course grade based on the percentage received of the total possible points.

The final grade will be assigned according to the following scale:

90% and > = A(765 and above) 80-89% = B (680-764 ); 70-79% = C(595-679) ; 60-69% = D(510-594)  
59% and < = F (509 and <)

**Regarding Academic Honesty:** All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

**Regarding Proper Classroom Demeanor and Rules of Conduct:** Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Please turn off or mute your cellular phone and/or pager before class begins. Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking among each

other at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in, minimally, a directive to leave class or being reported to the Dean of Students for disciplinary action in accordance with university policy.

**Visitors in the Classroom:** Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

**Americans with Disabilities Act:** SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

**Student Absences on Religious Holy Days Policy:** Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and /or examinations are to be completed.



## **MUSI 3367 CLASS CALENDAR OF ASSIGNMENTS Fall 2017(Subject to Revision)**

### **Week 1**

Aug. 24

Aug. 24: Introduction to Class Syllabus

### **Week 2**

Aug. 29, 31

Aug. 29: Reading #1 due

Aug. 31: Reading #2 due

### **Week 3**

Sept. 5, 7

Sept. 5: Reading #3 due

Sept. 7: Song Analysis due for songs 1-5; Reading #4 due

### **Week 4**

Sept. 12, 14

Sept. 12: Reading #5, Kodály Study Guide due

Sept. 14: Song Analysis #6, 7 and 8 due, Article Summary I (Kodaly) due

### **Week 5**

Sept. 19, 21

Sept. 19: Solfege/Recorder Quiz #1, Lesson Plan #1 due

Sept. 21: Written Quiz

### **Week 6**

Sept. 26, 28

Sept. 26: Start Class Presentation, Choral Arrangement, Song Analysis #9, 10 due

Sept. 28: Finish Class Presentations

### **Week 7**

Oct 3, 5

Oct. 3: Reading # 6

Oct. 5: Poem #1 due

### **Week 8**

Oct. 10, 12

Oct. 10: Reading #7,

Oct. 12: Reading #8, Orff Study Guide Due

### **Week 9**

Oct. 17, 19

Oct. 17: Poem #2, Article Summary II (Orff) due

Oct. 19: Written Quiz (Orff) Last day to request Bonus Points

### **Week 10**

Oct. 24, 26

Oct 26: Last day to turn in poems, choral arrangement, song analysis (Including Bonus Points Song Analysis songs)

### **Week 11**

Oct. 31, Nov. 2

Oct. 31: Reading #9, Dalcroze Study Guide due

Nov. 2: Article Summary III (Dalcroze) due

### **Week 12**

Nov. 7, 9

Nov. 7: Solfege/Recorder Quiz #2, Lesson Plan #2 due

Nov 9: Reading #10 due. Last day to turn in Study Guides and Article Summaries, including Bonus Points Article IV

### **Week 13**

Nov. 14, 16

Nov. 14: Semester Notebook Due, Reading #11 class presentations

Nov 16 : No Class

### **Week 14**

Nov. 21, 23

Nov. 21: Semester Review, Guest Speakerclass presentations

Nov. 23: Thanksgiving Holiday

### **Week 15**

Nov. 28, 30

Nov. 28: Special Needs Children, Reading #12 due

Nov. 30 : Final Test