



Course Syllabus Fall 2019	
Time/ Location	Tuesdays 6:30-8:15 in PAC MO150
Office Hours:	M/W – 10:00-11:30; T/Th – 1:30-2:30; or by appointment
E-Mail:	Christine.Lapka@ucf.edu
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Office:	PACM 208

C O U R S E S Y L L A B U S

subject to change

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than 5:00pm on the first Friday of the semester. Failure to do so will result in a delay in the disbursement of your financial aid. The academic activity is attendance and participation at the first class.

COURSE DESCRIPTION/ OBJECTIVES: Organization and administration of instruction for comprehensive music education, K-6; instructional planning, techniques, and materials for elementary music education.

REQUIRED MATERIALS:

Soprano Recorder

Yamaha soprano recorders may be purchased at any music store. (Perhaps you have one already.)

Notebook/system for your handouts. **(we do not have a text for this class)**

Digital recording device (usually your phone) and a way to upload playing exams.

Demonstrate Knowledge and Understanding

- Identify research-based best practices for effective teaching and learning.
- Gain knowledge of various methods and approaches which may be employed in teaching music.
- Develop knowledge of children's behavior patterns as they apply to music instruction in elementary schools
- Demonstrate and describe practical techniques for classroom management.
- Observe and reflect upon teaching and learning.
- Become familiar with the realities of the contemporary educational system.

Demonstrate Application

- Select materials and design plans to address the needs of K-6 learners.
- Observe, reflect, and critically analyze teaching/learning activities designed for the elementary school level
- Critically analyze and reflect on your own teaching experiences

- Provide reflective assessments for individual classroom micro-teaches
- Develop a beginning understanding of music elements (rhythm, melody, harmony, movement, form, expressive qualities, instrument playing) as it relates to the K-5 student to include a broad overview of scaffolding.
- Develop a basic understanding of the legal, ethical, and moral responsibilities of teachers.
- Prepare a portfolio to include your own observations, journal, reflections and best practices related to your experience
- Become familiar with basic methods that ensure a more successful inclusion of ESE students

EVALUATION:

Attendance, Punctuality, and Participation

Students are expected to attend all classes. Your presence at each class enriches our collective learning experience. Each/any absence will result in a final semester participation grade **being lowered by 25-50 points**. Three tardies equal one absence. In cases where extended absences may be required (severe injury, grave emergencies, or death in immediate family), please contact me so that we can make arrangements.

Our class is an open invitation to think and dialogue with others on topics of importance to music educators. Arrive to class prepared and willing to contribute your ideas and opinions to the discussion. Professional behavior is expected.

Assignments

All assignments are due on the assigned date. Assignments received **later than the due date will be dropped by one letter grade for each day** the assignment is late. Assignments more than one week late will not be accepted. All written assignments should be typed (word processed). Please include your name at the top of each page of any written assignment.

In order to pass the class, you need to turn in all assignments. Failure to complete an assignment is unprofessional and an automatic F.

Participation	Avoid negative points
(attends all classes, active, engaged participation)	
Teach rote song and accompaniment	75 points
Teach rote song to non-singer or child (video submit)	35 Points
Unit Lesson Plan	60 points
Discipline Plan	30 points
Observation Log/ Journal (see end of syllabus)	40 points
Recorder Exam (video submit)	20 points
Orff Micro Teach (lead 1 layer)	20 points
Orff Micro Teach (improvisation)	15 points
Final Written Exam	35 points

..... **TOTAL 330 points**

Guidelines/rubrics for written assignments will be provided in class.

All books, CD's, and materials borrowed from Dr. Lapka's lending library must be returned before the final grade will be issued. If any item is lost, the student is responsible for the reimbursement cost of this material before the final grade will be given.

GRADING SCALE:

298 - 330	A
297	A- 90%
296	B+
265 - 295	B

264	B-	80%
263	C+	
232 - 262	C	
231	C-	70%
230	D+	
199 - 229	D	
198	D-	60%
Below 198	F	

Electronic Devices

You are responsible for your own learning, but you also contribute to the learning experiences of those around you. Please be considerate of others. Any use of computers, cellphones, electronic tablets, or other digital devices during class should support our course objectives. If you are unsure what this means, please contact me.

Writing Center

All students can benefit from talking with engaged, interested readers about their writing. UCF students are eligible for assistance at the UCF Writing Center located in room 105 of Colbourn Hall with trained peer consultants who can help students improve their writing and gain additional writing skills. For more information, visit: <http://uwc.ucf.edu/>

Note: Contents of syllabus (e.g., dates, assignments) are subject to change during the semester. It is the student's responsibility to monitor syllabus changes and download all course materials on the Music Department website (www.music.ucf.edu)

Course Outline

Readings will be assigned throughout the semester

Week 1

Aug. 27

Sample lesson plans (Rodeo) (1 and 2 sounds on a beat)

Writing Objectives

Week 2

Sept. 3

Hurricane

Week 3

Sept. 10

Teaching a rote song (Preparing students for Objectives-experiential-giving them a zone)

Accompaniment -type and balance

Sightsinging, when to start?

Recorder/Orff games

Thursday (Sept. 12) Video Observation #1

Week 4

Sept. 17

Turn in/Perform: Micro teaching rote song and accompaniment

Recorder/Kodály games

Thursday (Sept 19) Video Observation #2

Week 5

Sept. 24

Writing a Unit Lesson Plan (begin with the Prepare Step)

Tonic Solfa

Recorder/ Kodály games

Thursday (Sept 26) Video Observation #3

Week 6

Oct. 1

Questions about the Unit Lesson Plan

Write a lesson plan meter

Kodály and Orff

Recorder/Orff games

Thursday (Oct. 3) Video Observation #4

Week 7

Oct. 8

Peer Assessment of Lesson Plan

Harmony Instrumental and Harmony Singing

Recorder games

Thursday (Oct. 10) Video Observation #5

Friday, Oct. 11-Submit Unit Lesson Plan

Week 8

Oct. 15

Journal Check

Classroom Management

Managing Movement

Mr. Robinson's class and handout-teaching meter

Recorder Method Books

Thursday (Oct. 17) Video Observation #6

Week 9

Monday-Oct. 21 **Submit Teaching rote song to non-singer (upload)**

Oct. 22

Dalcroze

Objectives

Assign Recorder exam

Thursday (Oct. 24) Video Observation #7

Friday, Oct. 25 Submit Discipline Plan

Week 10

Oct. 29

Middle School Concept

Skill Practice-teaching a rote song

Dalcroze-Eurhythmic Movement

Recorder/Orff games

No video observation this week

Week 11

Nov. 5

Dalcroze - Eurhythmic Manipulatives

The Acorn Mystery

Recorder

Orff-if time

No video observation this week

Week 12

Nov. 12

World Music Drumming-Layers

Thursday (Nov. 14) Video Observation #8

Week 13

Nov. 19

Recorder Exam upload

One Layer at a time Orff

Orff games

Thursday (Nov. 21) Video Observation #9

Week 14

Nov. 26

Perform/turn in: Orff Micro Teaching (Layer)

Week 15

Dec. 3

Journal Turn In

Leading Improvisation

Perform: Orff Micro Teaching (improvisation)

Final Exam Tuesday, December 10, 2019

4:00 PM – 6:50 PM

The UCF Creed

Integrity	I will practice and defend academic and personal honesty.
Scholarship	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity	I will use my talents to enrich the human experience.
Excellence	I will strive toward the highest standards of performance in any endeavor I undertake.

<p>Course Accessibility Statement</p>	<p>The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.</p>
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<p>Academic integrity</p>	<p>Students should familiarize themselves with UCF’s Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in</p> <ol style="list-style-type: none"> 1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. 2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project. 3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. 4. Falsifying or misrepresenting the student’s own academic work. 5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own. 6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. 7. Helping another violate academic behavior standards. <p>For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.</p> <p>For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” <http://wpacouncil.org/node/9>.</p> <p>Responses to Academic Dishonesty, Plagiarism, or Cheating Students should also familiarize themselves with the procedures for</p>
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	<p>academic misconduct in UCF's student handbook, <i>The Golden Rule</i> <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.</p>
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<p>Campus Safety Statement</p>	<p>Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.</p> <ul style="list-style-type: none"> • In case of an emergency, dial 911 for assistance. • Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>. • Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. • If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). • To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." • Students with special needs related to emergency situations should speak with their instructors outside of class. • To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).
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<p>Make-Up Assignments for Authorized University Events or Co-curricular Activities</p>	<p>Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf></p>
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Religious Observances	Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf .
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Deployed Active Duty Military Students	Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
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Turn it In	In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com .
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Writing Center	<p>University Writing Center Trevor Colbourn Hall 109 Satellite Locations: Main Library, Rosen Library, Online 407-823-2197 http://uwc.cah.ucf.edu/</p> <p>The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the <i>Success Resources</i> tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.</p>
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Observation Reflective Journal

Assignment

8 Total. You are to maintain a journal based on observations in k-6 music classrooms. Your journal will include observations, moments of discovery, insights and reflections on the experiences observed in the public school settings or guided observations. It should also include at least one classroom management technique that was employed during each class observed. If there are ESE students in the class, please note any techniques that are used to ensure success within the class. I will conduct a journal check on Tuesday, October 15, 2019. At least four public school observations and journal entries should be made by this time. I will conduct another journal check on Tuesday, November 26, 2019. The final four public school observations and further classroom reflections should be completed by this time.

Directions

Write at least 1 page (typed) for each classroom session based on your experiences in the elementary school observation. Each entry should go beyond simply reporting what happened and contain insights on what you have gained from your experiences. Please use the following list as a

guideline for writing your journal entry. *Note: You are not required to address all of these issues in each entry.

<ul style="list-style-type: none">• What classroom management strategies have you found valuable? How have the learning needs of specific students with self-control, anger or other learning issues been addressed?
<ul style="list-style-type: none">• What were the objectives of the class?
<ul style="list-style-type: none">• What assessment techniques have you found useable and why? Were there any embedded assessment strategies within the lesson? Did assessment align with the objectives? Was the assessment a good fit (i.e. rubric for performance)
<ul style="list-style-type: none">• What strategies were used to successfully include students with disabilities into the music classroom?
<ul style="list-style-type: none">• Describe the various teaching strategies and techniques used such as: direct instruction, practice, small group discussion, critical thinking skills, rote technique, cooperative learning, and...
<ul style="list-style-type: none">• How has the physical environment affected learning?
<ul style="list-style-type: none">• How was active participation by the students promoted? How much time were the students engaged in active music making? Could or should there be more music making?
<ul style="list-style-type: none">• How does the personality of the teacher affect the climate of the classroom and student learning?