



# Teaching in Elementary Music



Course: MUSI 3252  
 Instructor: Cindy Dempsey  
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 903-952-2344  
 Office Hours on Campus: Mon 4-5pm,  
 Virtual Office Hours: Wed 6:15-8:15pm or by appointment



## Materials Needed:

- Soprano Recorder
- Access to Google Drive for Class Portfolio/Catalog

## Course Overview:

Exploration of music learning in the elementary music classroom through observation, research, and reflection. Areas of study include music education philosophy, methodologies, State and National Standards of Music Education, lesson planning, teaching, technology and online resources, classroom management, learning differences, cultural differences, social and emotional learning, and advocacy. A evening field trip to Caldwell Arts Academy for a demonstration with students will be schedule will appropriate notice.



Participation

25%

Portfolio/Catalog and Homework

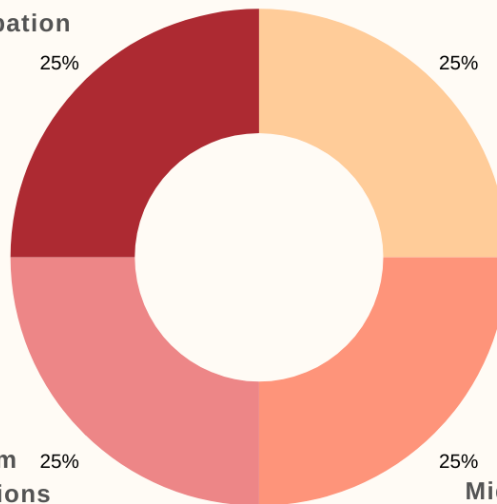
25%

Classroom Observations

25%

25%

Midterm & Final Exams



## **I. Course Objectives/Student Learning Outcomes:**

Through full participation in this course, students will:

- Create a personal approach to teaching based on a variety of methodologies for teaching music to children.
- Analyze and evaluate the state and national music education standards for elementary music education.
- Develop a personal catalog/portfolio of age appropriate classroom activities that will be of vital importance upon entry to the profession.
- Develop a personal catalog/portfolio of age appropriate folk songs that will be of vital importance upon entry to the profession.
- Learn how to use their singing voice appropriately in the elementary music classroom. All students will be expected to sing as the elementary classroom requires it as the child's first instrument.
- Learn how to use elementary music classroom instruments successfully in their classroom.
- Develop additional skills associated with the elementary music class such as: lesson planning, teaching music literacy, classroom management, curriculum development, music selections, classroom differentiating, and program advocacy.
- Elementary Music Classroom observation will be required for this course. You will be connected with the UT Tyler Education Department about assignments and expectations. You will be asked to turn a copy of your observations to me as well.

**II. Attendance**—As 25% of your grade is participation, it is of utmost importance that you be in attendance at all class times. The elementary classroom is based heavily upon face-to-face instruction. Thus, the student that is learning to be an elementary music educator needs to learn in this same format. Participation is not limited to just being present in body, but also being engaged in learning. If you must be absent from the class, please inform the teacher as soon as possible. Each circumstance will be evaluated individually before a class grade is given.

## **III. Grade Scale:**

(7 and above +, 4-6 is simple, 0-3 is -)

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
59% or lower	F

**It is each student's responsibility to submit assignments on time, check grades online, and monitor his/her course grade throughout the semester.**

#### **IV. Late Work:**

As life dictates, there will be interruptions to your regular schedule. This is no different than an educator on the job. Deadlines (i.e. due dates) are there to help with the pace of learning as well as the betterment of the organization. That said, I will be open to consider a need for late work on a person by person bases. Habitual late work will not be acceptable. It will be at the teacher's discretion how to grade a given assignment that is late. There will be no make up exams.

#### **V. Additional Information about this Course:**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

**AI is not permitted in this course at all.**

To best support your learning, you must complete all assignments by yourself to assist in your understand of the elementary music classroom. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

	<b>Date</b>	<b>Topic</b>	<b>Assignment</b> (all due at the next scheduled class)
1	8/26	<b>Discovery of Self as a Music Educator</b> Getting to know one another and self Your Role as an Elementary Music Teacher What do you need to know and do as a music teacher?	Assignment 1—Short Essay—“My Favorite Teacher”
	9/2	Labor Day—no class	
2	9/9	<b>Discovery of Teaching in the Music Classroom—Part 1</b> How will we present instruction? How will we design instruction?	Assignment 2—Folk Song and Activities Catalog
3	9/16	<b>Discovery of Teaching in the Music Classroom—Part 2</b> How will we teach musical concepts? TEKS and National Standards Scope and Sequence Lesson Planning	Assignment 3—Building Your Lesson Plan Assignment 4—Add 3 Songs and 1 Activity to your Catalogs
4	9/23	<b>Discovery of Teaching in the Music Classroom—Part 3</b> How will we teach for musical competence? Methods-Kodaly, Orff, Dalcroze, Music Learning Theory Curriculums—Quaver, MusicPlay Instrumental and Vocal	Assignment 5—Compare/Contrast Methods Assignment 6—Add 3 Songs and 1 Activity to your Catalogs Assignment 7—Prep your In-Class Mini-Lesson
5	9/30	<b>In-Class teaching—students present</b>	Review for Mid-Term
6	10/7	<b>Connections/Reflections/Midterm Exam</b>	
7	10/14	<b>Discovery of Teaching in the Music Classroom—Part 4</b> Guest Educator—Kristin Poole Vocal, Jan Snook Orff/ukulele, Peggy Volmer Kodaly, Matt Baker Recorder	Assignment 8—Short Essay—“What Will My Focus Be In The Elementary Music Classroom?” Assignment 9—Add 3 Songs and 1 Activity to your Catalogs
8	10/21	<b>Discovery of Teaching in the Music Classroom—Part 5</b> Online/Resources Assessments of Students Teacher Evaluations (TTESS) Planning for a Sub	Assignment 10—Add 3 Songs & 1 Activity to your Catalogs Assignment 11—Prep your In-Class Lesson
9	10/28	<b>In-Class teaching—Students Present</b>	Assignment 12—Add 3 Songs & 1 Activity to your Catalogs
10	11/4	<b>Discovery of Student Learning—Part 1</b> SEL—Social Emotional Learning Differentiation Cultural Awareness	Assignment 13—Add 3 Songs & 1 Activity to your Catalogs
11	11/11	<b>Discovery of Student Learning—Part 2</b> Classroom Management Programs/Music Selection	Assignment 14—Add 3 Songs & 1 Activity to your Catalogs Assignment 15—Prep your In-Class Lesson
12	11/18	<b>In-Class Teaching—students present</b>	Assignment 16—Add 3 Songs & 1 Activity to your Catalogs
	11/25	Thanksgiving Break—No class	
13	12/2	<b>Review—presentations of Catalogs</b>	
14	12/9	<b>Final Exam</b>	

## **Student Resources:**

*Faculty can update student resources to provide additional supports appropriate for each course.*

Resources to assist you in the course

- [UT Tyler Student Accessibility and Resource \(SAR\) Office](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center](#)
- [The Mathematics Learning Center](#)
- [UT Tyler PASS Tutoring Center](#)
- [UT Tyler Supplemental Instruction](#)
- [Upswing \(24/7 online tutoring\)](#) - covers nearly all undergraduate course areas
- [Robert Muntz Library](#) and [Library Liaison](#)
- [Canvas 101](#) (learn to use Canvas, proctoring, Unicheck, and other software)
- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)
- LIB 422 -- Computer Lab where students can take a proctored exam
- [The Career Success Center](#)
- [UT Tyler Testing Center](#)
- [Office of Research & Scholarship Design and Data Analysis Lab](#)

Resources available to UT Tyler Students

- [UT Tyler Counseling Center](#) (available to all students)
- [MySSP App](#) (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy Center](#)
- [Military and Veterans Success Center](#) (supports for our military-affiliated students)
- [UT Tyler Patriot Food Pantry](#)
- [UT Tyler Financial Aid and Scholarships](#)
- [UT Tyler Student Business Services](#) (pay or set up payment plans, etc.)
- [UT Tyler Registrar's Office](#)
- [Office of International Programs](#)
- [Title IX Reporting](#)
- [Patriots Engage](#) (available to all students. Get engaged at UT Tyler.)

## **University Policies and Information**

### **Withdrawing from Class**

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email [enroll@uttyler.edu](mailto:enroll@uttyler.edu) to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#)..

Texas law prohibits students from dropping more than six courses during their entire undergraduate career\*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). **CAUTION #2:** All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

\* Students who began college for the first time before 2007 are exempt from this law.

### **Artificial Intelligence Statement**

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### **Final Exam Policy**

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

### **Incomplete Grade Policy**

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when all of the following conditions are met:* (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade

roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

### **Grade Appeal Policy**

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu), or call 903.566.7079."

### **Military Affiliated Students**

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

### **Students on an F-1 Visa**

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

### **Academic Honesty and Academic Misconduct**

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

### **FERPA**

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information.

### **Absence for Official University Events or Activities**

This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

### **Absence for Religious Holidays**

This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

### **Absence for Pregnant Students**

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and also complete the [Pregnant and Parenting Self-Reporting Form](#).

### **Campus Carry**

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a



handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.