Course Description:
Study of materials, literature and developmental concepts appropriate for musical maturation.

Course Goals:
1. Understand the value of music in a child’s life
2. Recent research has demonstrated that music has a role in how children think, reason, and create. The text will delve more deeply into this research and discuss specific brain rules that govern how children learn.
3. Integrate music into their classroom and use music to teach other subjects
4. Understand how to produce a good singing voice
5. Teach children’s songs
6. Make intelligent decisions about the quality of a children’s song and its worth to them as a classroom teacher
7. Prepare a lesson plan for a music class or a class using music to teach other subjects
8. Study music concepts, such as timbre, expressive elements, form, texture, harmony, as related to the teaching of music to children

Intended Learning Outcomes/Goals/Objectives:
This course is aligned with the College of Education vision, “The James I Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs are recognized at state, national, and international levels” and the mission of the College of Education (COE) which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society.

The Program Learning Objectives and Student Learning Objectives in MHL 350 are to align with the mission of preparing competent professionals and values of academic and music excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct primary and elementary school learners.

Required Text:
Music for Elementary Classroom Teachers (2017) by Shehan-Campbell, Scott-Kassner, Kassner (W.W. Norton & Company) – includes web access to songs
Course Requirements:
Weekly assignments and video demonstration of your teaching
Specific directions for assignments and projects are available within D2L

Course Topics

Getting Started Module
Assignment: Introduction via Class Discussion

Module 1: Part I: The Musical Lives of Children and Teachers

Assignments for Module 1
Chapter 1: Music and Children: Then, Now, and Evermore
  Brain Research Discussion 20 pts
  Quiz 1 18 pts
Chapter 2: Teachers as Facilitators of Music and the Arts
  Music Centers Discussion 20 pts
  Webbed Curriculum 20 pts
  Quiz 2 11 pts
Chapter 3: The Music Growth of Children
  Chapter 3 Questions 20 pts
  Musical Capacity Discussion 25 pts

Module 2: Part II: The Musical Makeup of Children

Assignments for Module 2 (Chapters 4, 5, 6, 7, and 8)

Chapter 4: The Singing Voices
  Performing a Song 20 pts
  Finding Song Materials 20 pts
  Attuned to Singing 30 points

Chapter 5: Their Ears: Listening to Music
  Music Listening Activity 15 pts
  Music Listening Response Sheet 30 pts

Chapter 6: Their Moving Bodies
  Movement in Music 10 pts
  Books with a Beat 10 pts

Chapter 7: The Instruments they Play
  Adding Sound Effects 25 pts
  Instrument Quiz 20 pts
Chapter 8: Their Creative Imaginations

Significance of Film 15 pts
Ch 8 Quiz 20 pts

Module 3: Part III: Music Throughout the Day

Assignments for Module 3 (Chapters 10-14)

- Chapters 10: English Language Arts Questions/Quiz 20 pts
- Chapter 11: Social Studies Project 50 pts
- Chapter 12: Math Questions/Quiz 20 pts
- Chapter 13: Science Questions 10 pts and Experiments 30 pts
- Chapter 14: All of the Arts Rationale - Persuasive Speech 50 pts

Assignments subject to modification including additions and/or deletions.

All assignments are expected to be your own original work. Should you rely on another source for inspiration, it is required for you to cite the resource using standard APA formatting.

Late Work Policy: All assignments are due in the format outlined in the course modules and on time. Late work will not be accepted.

Communicating with the Professor: Communicating via lymankm@sfasu.edu is the best method. Please allow 24 hours for a response. I should respond with a “received” so that you know that I have received your correspondence. If you have not received a response, then I have not received your communication. Please do not expect a response between Fridays after 12 pm and before 9 am on Mondays.

Approximately 500 points available. (Actual number is 529, but will likely be modified for questions and quizzes in last module.)

Grading: \[ \frac{\text{Points Earned}}{\text{Total Points Available}} \times 100 = \text{Score} \]

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = < 60

*This course is in the process of being updated, therefore assignments in Module 3 are being evaluated for value and meaning for the students, which also means that the point values are subject to change for quizzes and written questions

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

**Academic dishonesty includes both cheating and plagiarism.** Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).