Syllabus

MUSI 5345 – Section 501/MUSIC 5178 Seminar Substitution
Music in Early Childhood
Fall 2020

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Office: Music Building Room 127
Office Hours: Zoom or phone meetings available through email request

Department: Music

Class meeting time and place: online course

Preferably, use campus email (not D2L email) to send emails related to questions about the course. Please include “MUSI 531” somewhere in the subject line. My campus email is listed above.

Please Note: The syllabus may change at the discretion of the instructor. Notification of changes in modules will be made through Brightspace (D2L). READ THE NEWS ITEMS that I may post throughout the course session. Students are also responsible for reading and responding to emails sent to their jacks email account.

Course Information

This on-line course is part of the School of Music's Master of Music in Music Education. Completion of this course fulfills a music education core requirement for the MM in Music Education (Music Education).

Prerequisite: Graduate standing.

Course Description: Three semester credit hours. Music in Early Childhood explores materials, literature, approaches/methodologies and developmental concepts appropriate for children in elementary music classrooms. Emphasis will be placed on critical thinking skills, adapting instruction and environment to meet the needs of learners, and further developing an individual concept of teacher identity.
Course Purpose: The purpose of this course is to connect and apply content from the scholarly perspective of literature, approaches, and developmental and pedagogical concepts for teaching elementary music to the practitioner perspective in the music classroom.

Course Goal: This course is designed to provide practicing music educators with developmental experiences in understanding, evaluating and applying sound practices in repertoire selection, approaches/methodologies, and pedagogy to further develop the educator in knowledge, content, and classroom effectiveness in planning instruction for elementary music students. Students will participate in sharing ideas and experiences, raising questions as independent thinkers with individual experiences, and conduct research related to the elementary music classroom.

Program Learning Outcomes (based on Proposed Graduate Program Learning Outcomes):

2. Students will demonstrate knowledge of applicable repertoire and pedagogical fundamentals in their area of study
3. Students will analyze and synthesize musical information from a variety of sources and present their findings in written form.
6. Students will demonstrate competence in professional skills related to work in the arts.

Course Objectives (Student Learning Outcomes based on PLO 2, PLO 3, PLO 6)

Upon completion of this course, students should be able to:

1. Demonstrate understanding of developmentally appropriate practice for teaching musical skills in the elementary grades
2. Demonstrate understanding of sequential teaching (k-6) in instruction through lesson planning and teaching
3. Further develop necessary skills to plan, prepare, and implement long-range, mid-range, and short-range (daily) instruction
4. Understand, analyze and implement contemporary approaches and methodologies in elementary music education
5. Develop and evaluate the role of teacher identity in the classroom
6. Identify key issues affecting musical behavior and music learning
7. Investigate scholarly articles on relevant topics within the elementary music classroom and elementary students, and demonstrate understanding through critique and transfer of information to a practical setting
8. Demonstrate the ability to logically analyze, critique, and respond to discussion topics shared within the class
Methods for Assessing the Expected Learning Outcomes for the Course

The expected learning outcomes for the course will be assessed through:

- Class discussion
- Information transfer assignments
- Research summaries
- Projects directly related to course topics

Students are expected to turn in all assignments by the assigned due date. Assignments will be submitted to Brightspace (D2L) unless otherwise stated. Please contact the instructor via campus email if you have a circumstance that prevents you from turning in work on time. It is up to the instructor to accept the late work or not. If accepted, the highest grade possible can be lowered one letter grade each day the assignment is late.

This is a graduate course. All student work should be professional in nature. It is expected to be clear of spelling and grammatical errors and proofread for content and mistakes. Your work should reflect graduate level professionalism in writing, thinking, and communication with the instructor and with peers.

All work must be the work of the individual. TurnItIn will be active within the modules.

If a student experiences difficulty with submitting assignments on Brightspace or in finding the weekly module, please contact the instructor immediately via campus email (claire.murphy@sfasu.edu).

Grading

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>59% or below</td>
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Grades will be posted in Brightspace.

Assignments – PROOFREAD ALL WORK

Part 1:

- **Teacher Identity Paper.** (10 points) This is a 2-3 page, typed, double-space paper that will address you as an educator. The teacher will discuss his/her perceptions on necessary characteristics of a good teacher, an effective classroom/learning environment, and how his/her own strengths and weaknesses play into that vision. Ask and reflect “in the classroom, who am I? What will I bring to instruction and the learning environment? Where might I struggle?” For the LAST paragraph include if you have taken an elementary music methods class before, where you feel you are most knowledgeable in teaching elementary music, and where you feel you need to grow. What do you want to get out of this class to help you be more successful and effective as an educator? This paper should be a professional written reflection, using professional language, is grammatically correct, and has been proofread for spelling errors. This will be submitted to dropbox.
• Weekly readings from the textbook. Read all assigned texts and materials to demonstrate understanding and be able to apply information as a classroom practitioner.

• **Weekly Review Questions** (10 points each). Type each Review Question and answer in complete sentences (or bullet/lists if appropriate). These are submitted to the dropbox.

• **Weekly Critical Thinking/Transfers** (10 points each). Type and respond to ONE of the Critical Thinking questions in each chapter (your choice). Provide enough details in your response that reflect a transfer of information to your classroom setting or personal experiences. You will read the posts of your classmates and respond to their post. These are submitted to the discussion board.

• **Weekly Responses to Peers** (5 points each week). Students are expected to read the weekly discussion posts of peers and respond. This is in the discussion board.

**Part 2:**

• **Resources assignment** (40 points)
  As an educator you are beginning to build your “teacher toolbox” of resources to use in the classroom. In this digital age, there are so many resources at our fingertips, and many fantastic ideas to pull from for our students. You will research the following categories and provide **2 resources** for use in a k-5 music program **for each** of the following:
  - Form
  - Families of Instruments
  - Orff based
  - Kodaly based
  - Dalcroze based
  - Rhythm
  - Pitch/solfege
  - Listening/Classical
  - Multicultural
  - Technology resources

  For each of the above, include the category (form, families of instruments, etc.), the link for each resource, and a brief (one paragraph) description of the resource and how you would use it. Why would you use this? What do you like? Are there any parts you would change or don’t like? Work to find things you would USE. This will be submitted to dropbox.

• **Assessment assignment.** (40 points)
  Read the article on assessment found on the NAfME webpage
  THEN,

Find/create 5 forms of assessment you might use for K-2 and 3-5 in your classroom. (5 for k-2, 5 for 3-5) You should include a form of assessment to meet the following areas:
  - Singing/matching pitch (both groups)
You may google “assessment in the music classroom” and you will find a TON of resources to use. I encourage you to ONLY use resources you think you WILL use in your classroom. You can include websites as well. So, if you find a great website with many assessment options, see what you might use. DO NOT just include links to websites. Links are ok, but I also want you to have the assessment (as in a worksheet format) that you include.

Compile your information into a document, and have a section titled K-2 and a section titled 3-5, with assessments included under the appropriate section. Explain how you will use each assessment in detail (about a paragraph for each assessment). This will be submitted to dropbox.

- **Final Project** – Annotated Bibliography Paper (50 points). Students will select an area of interest from materials covered and find 10 scholarly articles from professional journals that relate with the topic. One paragraph will give a synopsis of the article (150 words or less) and a second paragraph will be a transfer to a professional and practical setting relevant to the educator, along with a brief critique of content in the article (150 words or less). Follow APA 7 formatting. This will be submitted to the dropbox.

- **Final Project** – Presentation of Final Project with video and powerpoint (25 points). One slide per article OR 10 slides on application to your practical setting. Get approval from the professor prior to starting this project. This will be submitted to the dropbox.

**Course Materials**


**Required Technology:** This course will be delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (jacks.sfasu.edu) email account.

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Each week will have a new module with several assignments within each module. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files. All other submitted files must be in PDF or Word format.
Course Calendar and Assignments

Please see the Course Calendar (on D2L) for information regarding course work, assignments, and due dates. Students are responsible for materials posted in the Course Calendar.

Technical Support

If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately.

You will also need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.

VIII. Student Ethics and Other Policy Information; found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

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, 936-468-3004 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/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.
Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- 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 one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all
instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Academic Integrity**

Academic integrity is a responsibility of all university faculty and students. Please ensure that all work you post or submit is your original work, and that any material belonging to others is properly cited according to manual of style (APA).

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.