Syllabus
MUSI 5345 – Music in Early Childhood
Fall 2023

Name: Claire Murphy, Ed.D.
Email: claire.murphy@sfasu.edu
Cell: (252)917-1441; Office:(936)468-4567
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 5345” 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 online 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 conducting research related to the elementary music classroom.

**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.
5. Students will successfully complete an academic capstone project
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 5, 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. Further develop necessary skills to plan, prepare, and implement long-range, mid-range, and short-range (daily) instruction
3. Understand, analyze and implement contemporary approaches and methodologies in elementary music education
4. Develop and evaluate the role of teacher identity in the classroom
5. Identify key issues affecting musical behavior and music learning
6. 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
7. 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, reflective/responsive writing assignments, research inquiry, and projects/presentations 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**

Grades will be posted in Brightspace d2l.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<td>B</td>
<td>80-89%</td>
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<td>C</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>59% or below</td>
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**Course Materials**

**Required Text:** Campbell, P. S., and Scott-Kassner, C. (2014) *Music in childhood: From preschool through the elementary grades (4th ed.)* Schirmer. You do not need the new version with the web access. A used version of this textbook or an electronic version is acceptable.

**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.
Assignments – PROOFREAD ALL WORK

Part 1:

- **Teacher Identity Paper.** (10 points) This is a 2-3 page, typed, double-spaced paper that will address you as an educator. The teacher will discuss his/her perceptions of 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(s) 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 reflect your professional writing skills and ability to reflect as a scholar/practitioner in music, be grammatically correct, and proofread for spelling errors. This will be submitted to Dropbox.

- **Weekly readings from the textbook and any additional resources included in the modules.** Read all assigned texts and materials to demonstrate understanding and be able to apply information as a classroom practitioner and scholar.

- **Weekly Discussion Boards and Responses** (10 points each). Respond to discussion boards within the modules. You are to post by Friday at 11:59 pm and respond to peers (2, unless otherwise stipulated) by Sunday at 11:59 pm.

- **Critical Thinking/Transfers in Dropbox** (20 points each). Dropbox assignments in modules include professional writing exercises that reflect your responses, summaries, and/or reflections on assigned articles or additional reading sources. These are due on Sunday at 11:59 pm.

Part 2:

- **Resources assignment** (50 points)
  As educators, we are always seeking ways to build our “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. There are numerous curriculum resources, including webinars, articles, websites, etc. You will research the following categories and provide 2 resources for use in a k-5 music program for teaching each of the following:
    - Form
    - Families of Instruments
    - Orff based lessons
    - Kodaly based lessons
    - Dalcroze based lessons
    - Rhythm
    - Pitch/solfége
    - Listening/Classical
Multicultural
Technology resources
For each of the above, include the category (form, families of instruments, etc.), the link for each resource, and your response to the following: 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, including any challenges in using the resource in your program? Work to find things you would USE or if you are a secondary music educator, how you could adapt the resource to fit the needs of your students. This will be submitted to dropbox.

Final Project, Part I – Research Paper (100 points). Students will select an area of interest from topics/concepts covered and find a minimum of 10 scholarly articles from professional journals about the topic. Articles should be no more than 7 years old. Students have access to various scholarly articles and journals through Steen Library. The paper should include an introduction, background of the topic (be sure to cite references!), your thoughts on the relevance of the topic and any current challenges, and how you will use/apply this information in your own classroom and teaching. Your paper should be between 10-12 pages, not including your reference and title page. Text should be double-spaced, Times New Roman 12 pt. font. This will be submitted to the dropbox “Final Project Paper”

Final Project, Part II – Presentation of Final Project with video and PowerPoint (50 points). Your PowerPoint and presentation should be geared toward something you might share at a conference or professional development. You don’t have to cover every single point in your paper (imagine your audience could have access to your paper), but you do want to cover the key components of your research and application. This will be submitted to the discussion board “Final Project”. Videos should be between 10 and no more than 15 minutes.

Get approval from the professor prior to starting this project. I am happy to Zoom with you to discuss your ideas! Be sure to include why you chose your topic and how you will use your research.

Two Reviews – (10 points) After Final Project videos are posted, please watch at least two and offer feedback on what you liked/learned about their presentation.

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.

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.

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.
**On-campus Resources:**
The Dean of Students Office (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741