



Music & Movement

ECED 220

Winter, 2025

Syllabus

Faculty

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Office Hours: by appointment only

Class

Section: OL1
Location: Canvas
Quarter Begins: January 8, 2025
Quarter Ends: March 21, 2025

Course information

Credits: 3.00
Prerequisites: None
Co-requisites: None
Recommended Preparation: None
ECE AA/AAS-T Degree Requirement
Other Requirements: None

Course Description

This course explores the role of music and movement in an early childhood environment. Topics will include the rationale for including these areas from a theoretical and research perspective as well as the design and implementation of age-appropriate activities.

Course Outcomes

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

1. Articulate the value of incorporating music and movement in education.
2. Plan and facilitate active participation in music and movement activities.
3. Apply research, and state and national standards for arts education in selecting appropriate music and movement experiences for young children.
4. Design an environment that fosters musical expression and motor development.
5. Provide music and movement activities that enhance learning in all curriculum areas.
6. Assess children's growth and development through implementation of movement and musically based activities.
7. Involve families and communities in children's development and learning in movement and arts education.
8. Promote cultural awareness through music and movement activities.

Program Outcomes

- Use content knowledge to build meaningful curriculum.
- Use developmentally appropriate strategies.

Core Learning Abilities

WCC's core learning abilities (CLAs) – quantitative literacy, information literacy, communication, critical thinking, and global awareness – are skills taught and reinforced throughout our curriculum. These skills are integral to students' professional and personal lives. This course provides students the opportunity to practice and develop information literacy.

Required Text

Pica, R. *Experiences in Movement & Music; Birth to Age 8, 5th edition*. Wadsworth, Cengage Learning, 2013.

The instructor will assign additional reading.

Course Format

IN PERSON. While there are deadlines for completing assignments, there is flexibility to organize study time around personal schedules. The best way to reach the instructor is by Canvas message. An appointment to meet can be scheduled at any time convenient for both student and instructor. Occasionally, there may be optional group work and virtual group meeting times available.

Online Discussion Protocol

This etiquette statement states that students participating in WCC's online courses agree to interact with others in a positive, cooperative, and supportive manner and display respect for the privacy and rights of others. This statement is inclusive of, but not limited to, the following guidelines:

- Be courteous about what you say to or about others in any electronic format. In electronic communication, the golden rule is, "remember the human"; there is a real person with real feelings on the receiving end of your post.
- Be respectful and open to opinions and ideas that differ from yours. The exchange of diverse thoughts, ideas, and opinions are an essential part of the scholarly environment. Keep in mind the people in your classes may come from backgrounds and have views that may vary significantly from your own.
- When responding to a comment posted by someone else, use the name of that student so the communication thread remains clear.
- Post thoughtful, substantive comments. Simply "agreeing with" or "liking" what others have posted does not sufficiently demonstrate one's own understanding of or engagement with the material.
- When posting comments, write accurately and carefully. Text or chat shorthand is not an acceptable style of communication and, if used, will result in a reduction of points for online participation.

- Check in regularly. Respond and participate in a timely manner. The instructor will also participate in online discussions and may ask students to clarify, extend, or expand upon a comment.
- The instructor will provide specific guidance for each discussion thread. All directions should be read carefully.
- Online postings submitted after the stated due date will not be read by the instructor and zero points will be assigned.
- All online discussions will close on **Tuesday at 11:59 p.m.**

Technology requirements

Students must have regular access to a desktop or laptop computer with an internet connection to complete coursework. High-speed broadband access (LAN, Cable, or DSL) is highly recommended for an optimal learning experience. Also, laptops can be checked out for the quarter using this [device checkout form](#). While tablets, smartphones, and other mobile devices may allow for completion of some coursework, they are not recommended to work in all areas. For example, it is recommended students do not attempt Canvas when using a mobile device, such as a smartphone or tablet, due to compatibility issues.

Web browser: Please use Firefox or Chrome as your web browser when you use Canvas.

Course Requirements

Required Participation

This is a three-credit course. Full participation **in person and online activities** is expected and necessary to be successful in this course. This includes but is not limited **to attendance**, assigned reading, written assignments, discussions, and review of all additional resources posted.

Assignments

Unless otherwise noted in writing, all assignments will be submitted on Canvas.

Late Assignments

Assignments will be accepted up to one week past the due date at 50% of the available point value.

Written Assignments

All students are expected to produce college level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. All writing conventions should be used correctly and will influence final points awarded. **All assignments, unless otherwise indicated, must be typed.**

Incompletes

An “incomplete” for this course is discouraged. However, for a number of verifiable personal emergencies we may discuss grading options as long as students have shown sufficient effort and satisfactory progress (assignments up-to-date, 72% average on all work, good effort has been demonstrated overall, and continuing discussion with the instructor has been maintained).

If circumstances in life prevent students from succeeding in this course at this time, it is recommended that students withdraw before the official withdrawal date (March 1, 2024) and try the course at another time. After that date, a student who is unable to complete a quarter or a class due to some unforeseen circumstance may want to consider petitioning the college for a “Hardship Withdrawal” by contacting the registration office.

S/U Grading

Students who enroll for satisfactory/unsatisfactory (S/U) grading in this course should be aware that a C- (or C, depending on the course) grade is required to earn an S grade. Students who are considering changing to an S/U grading approach through registration should check with the instructor first to determine your current standing in the course, and then [check with an advisor](#) to determine the best course of action to ensure success. Some programs, schools, and universities may not recognize the S grade in the same manner as WCC.

Assignment Descriptions and Evaluation

Canvas Discussions : Maximum 50 points available. Discussions will be facilitated on Canvas allowing students to jointly explore course concepts. The discussions will be scheduled approximately every other module and will each be worth 5 to 10 points.

Weekly Assignments: Maximum 80 points available (4-6 assignments each worth 10 – 20 points). Weekly assignments will reinforce content of reading and class discussion. These will include but not be limited to reflections and/or response statements, website and resource reviews.

Reading Quizzes: 75 points maximum

Regular quizzes will be given to assess students’ understanding of reading.

Activity Plans: 60 points (4 plans each worth 15 points). Students will develop activity plans based on music and/or movement themes for children. These will be developed using a format provided by the instructor.

Final Activity Plan and Presentation: 25 points. Each student will design and demonstrate an integrated music & movement activity. The student should involve the class, just as if they were using this activity with children.

Music Portfolio: 50 points

Students will create a joint portfolio by contributing ideas of songs, finger-plays, and music and movement ideas and activities for young children. This will be assembled at the end of the quarter by the instructor.

The instructor will provide complete descriptions and scoring rubrics for all assignments.

Point Breakdown		% of Grade
Attendance	100	22%
Discussions	35	08%
Weekly Assignments	80	18%

Reading Quizzes	75	17%
Activity Plans	100	23%
Music Portfolio	50	12%
Total Points	440	

A = 90 – 100%
B = 80-89 %
C = 70-79 %
D = 60-69%
F = Below 60%

Tentative Course Calendar and Assignments

Week 1: January 8 – January 14

Topic: Why music and movement?

Assignment 1

Week 2: January 15 – January 21

Topic: The role of music and movement

Reading: Chapters 1 and 2

Assignment 2

Week 3: January 22 – January 28

Topic: Child Development

Reading: Chapter 3

Assignment 3

Week 4: January 29 – February 4

Topic: Content of the Movement Program

Reading: Chapter 4

Assignment 4

Week 5: February 5 – February 11

Topic: Planning

Reading: Chapters 5

Lesson Plan 1

Week 6: February 12 – February 18

Topic: What, Where, and When?

Reading: Chapter 6

Assignment 5

Week 7: February 19 – February 25

Topic: Choosing and Using Music

Reading: Chapter 7

Activity Plan 2

Week 8: February 26 – March 4

Topics: Facilitating Movement Experiences/Environment

Reading: Chapters 8 and 9

Assignment 6

Week 9: March 5-March 11 (This week will be online)

Topic: Curriculum Integration/Transitions

Reading: Chapters 10 and 11

Activity Plan 3

Week 10: March 12 – March 18

Topic: Movement Outdoors

Chapter 12

Activity Plan 3

Week 11: March 19 – March 26

Final Integrated Activity Plan

The instructor reserves the right to modify this calendar as needed to accommodate the needs of the students.

Student Information and Support

Student equipment check out: Students can check out a laptop for the quarter using this [device checkout form](#).

Access and disability services

Any student with a disability requiring auxiliary aids, services, or other accommodations should contact the Access & Disability Services (ADS) office in the Entry and Advising Center in LDC 116 or call 383-3080 or 360.255.7182 (Videophone) to make an appointment.

Accommodations for reasons of faith or conscience

Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not affected. Such requests must be made to the instructor within the first two weeks of the quarter and should specify the exact dates the student will miss. The instructor and student will then identify the specific reasonable accommodations for the missed class sessions.

Affirmation of inclusion

WCC is committed to maintaining an environment in which every member of the college community feels welcome to participate in the life of the College, free from harassment and discrimination. We welcome people of all races, ethnicity, national origins, religions, ages, genders, sexual orientations, marital status, veteran status, abilities and disabilities. Toward that end, faculty, students and staff will treat one another with respect and dignity; promote a learning and working community that ensures social justice, understanding, civility and non-violence in a safe and supportive climate; and influence curriculum, teaching strategies, student services and personnel practices that facilitate sensitivity and openness to diverse ideas, peoples and cultures in a creative, safe and collegial environment.

Non-discrimination policy, Title IX, and sexual misconduct

WCC does not discriminate on the basis of race, color, national origin, religion, sex, disability, honorably discharged veteran or military status, sexual orientation, genetic information or age in its programs and activities. WCC's discrimination and harassment policy ([policy 615](#)) and the student rights and responsibilities policy ([WAC 132U-125](#)) strictly prohibit sexual harassment, intimidation, and violence. Anyone who has experienced sexual misconduct is encouraged to contact a WCC counselor in entry and advising (Laidlaw 116) at 360-383-3080 to receive confidential support and learn about reporting options. Any disclosure of such misconduct shared with another faculty or staff member is non-confidential and requires a report to WCC's Title IX coordinator, who has been designated to handle such reports. Inquiries regarding non-discrimination, Title IX, and sexual misconduct policies can be directed to the executive director for human resources, 237 W. Kellogg Road, Bellingham, WA 98226, 360-383-3400.

Academic Honesty

Academic honesty is essential to learning in college. Cheating and plagiarism are serious violations of the WCC Student Rights and Responsibilities and will result in college disciplinary action such as probation, suspension, or expulsion. If you represent the work or ideas of another as your own, a grade of "F" may be given for that assignment. A second violation may result in an "F" for the course.

Use of Generative AI

The use of generative AI tools is permissible solely for the purpose of generating ideas and brainstorming. The field of early childhood education is fundamentally built upon supporting children's developmental milestones, both academically and social emotionally. Critical thinking, self-reflection, and ethical decision-making are additional fundamental skills used in early childhood. It is essential that students develop these skills independently, as they are central to practice. Therefore, while generative AI may serve as an initial resource to spark ideas, it must not be used to complete entire assignments or as a substitute for your own critical analysis and thought processes.

Guidelines for Use:

1. **Permitted Use:** Generative AI can be used as a brainstorming tool to help generate ideas, outline topics, or explore initial concepts related to your assignments.
2. **Prohibited Use:** The use of generative AI to write or complete any part of your assignment beyond idea generation is not allowed. Assignments found to have utilized generative AI beyond its intended brainstorming purpose will not be accepted.

3. **Emphasis on Critical Thinking:** The practice of early childhood requires robust critical thinking, self-reflection, and the ability to integrate knowledge that supports the development of young children. Relying on AI-generated content compromises the development of these essential skills. Do not allow generative AI to replace your independent thought processes or critical evaluation and development of content.
4. **Citation and Transparency:** If you use generative AI as a brainstorming tool, you must clearly acknowledge this in your assignment by including a note on your reference page specifying how generative AI was used, detailing the extent of its involvement in the ideation process.

Example of Citation: "Generative AI tool [name of tool] was used to generate initial ideas for this assignment. The content produced was not directly incorporated into the final submission."

Students Rights and Responsibilities

According to the WCC Student Rights and Responsibilities (WAC 132U-120-010) students and college personnel share the responsibility for contributing to a learning environment that promotes social justice, understanding, civility, and nonviolence within a safe and supportive college community. Enrollment in Whatcom Community College carries with it the obligation to be a responsible citizen of the college community and to treat others with respect and dignity. Students shall be subject to disciplinary action for interfering with the personal rights or privileges of others or the educational process of the college. Students are prohibited from engaging in any unlawful conduct. Grounds for disciplinary action include, but are not limited to, the following:

1. Disorderly, abusive, or bothersome conduct.

Disorderly or abusive behavior that interferes with the rights of others or obstructs or disrupts teaching, research, or administrative functions will not be accepted.

2. Failure to follow instructions.

Inattentiveness, inability, or failure of student to follow the instructions of a college official, thereby infringing upon the rights and privileges of others.

3. Sexual harassment.

Engaging in unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature where such behavior offends the recipient, causes discomfort or humiliation, or interferes with job or school performance.

4. Plagiarism.

Plagiarism includes submitting to a faculty member any work product that the student fraudulently represents to the faculty member as the student's work product for the purpose of fulfilling or partially fulfilling any assignment or task required by the faculty member as part of the student's program of instruction.

Student Support Services

WCC communicates with students via their [WCC issued student email](#). Students can check email by logging into their MyWCC account.

WCC is committed to supporting the academic success of all its students. The College has adopted a proactive referral system, which is a collaborative, student-centered initiative-involving faculty, advisors, and students. The early alert referral system is a tool for faculty to identify students who are experiencing academic or attendance difficulties during the first few weeks of each quarter. Students who receive an alert will be contacted by someone on the early alert student success team to direct them to appropriate next steps and resources for success. As your instructor, I also encourage you to contact me if you receive an alert so we can discuss options for helping you to be successful in this course and at WCC.

The [virtual one-stop](#) has moved online and now offers many support services virtually.

The [learning center, writing center, and math center](#) offer free virtual tutoring and writing support.

The [student helpdesk](#) is available for technical assistance and device checkout. offers phone and zoom appointments.

[WCC's virtual library](#) is open and librarians are available to assist you.

The [virtual intercultural center](#) welcomes all students looking for community, connections, and engagement.

The [veteran services office](#) offers support to veterans, service members, and eligible dependents to help them accomplish their educational goals.

[Student success coaching through AIM](#) provides ongoing personalized advising, coaching, mentoring, and more to students who meet one of the following criteria: You identify as a person of color; neither of your parents earned a bachelor's degree; you received a Pell/state need grant as part of your financial aid award; you started in Math 94, Math 97, or English 95; or you have a documented disability and registered with WCC's access and disability services.

Sign up to [receive text and email notifications](#) about college closures due to inclement weather or any other unforeseen circumstances. You can also find out about closures on your [MyWCC page](#) and [WCC's website](#), or by calling 360.383.3000. If the College is open, you should always base your decision on whether or not to attend class on what is safest or best for you.