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MUSE 397.01: Methods: K-8 Music

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MUSE 397: Methods, K-8 Music
Course Syllabus for Fall 2022 Semester
University of Montana School of Music

rev. 09-04-2022

“To be called an educator is an incredible responsibility and an earned privilege. Not only does teaching require command of subject matter, but it also involves a deep understanding of human behavior. A conscientious educator is always in process striving toward excellence within the complexity of a multicultural society. Indeed, teaching is an extraordinary journey that requires one to negotiate through a channel of multiple challenges, dilemmas, and opportunities.” - Dr. James Kirylo, Ph.D.

Meeting Days, Times, and Locations:

Section 1: Mondays/Wednesdays, 8:00am-8:50am in Music Building, Room 204.
Section 2: Mondays/Wednesdays, 9:00am-9:50am in Music Building, Room 204.

Instructor: Mike Ruybalid, Ph.D.

Office Location: Music Building, Room 204B (located inside Room 204)

Office Phone: (406) 243-2749

Email: michael.ruybalid@umontana.edu

Office Hours: *Posted to Moodle. Please note that office hours are subject to change. You're also welcome to schedule an appointment with me. The most efficient way to schedule appointments is via email or via [NAVIGATE](#). Appointments can take place in-person, over the phone, or via [ZOOM](#).*

COURSE DESCRIPTION:

The current university catalog description for this course includes the following: “Integration of fundamental skills and basic rudiments of music into the various aspects of teaching music creatively in the elementary school.”

Heads up! This is an activity-based course! While lecture and discussion will occur, much of this course is active, allowing you the opportunity as the pre-service educator to experience these activities as your own students will experience them. These activities will include expressive speech, singing, playing instruments, and creating through music, movement, and related arts. It is expected that all class members, including the instructor, will contribute to the creation of a comfortable, supportive group environment. Peer teaching and group projects are both an integral part of this course.

REQUIRED TEXTS:

- Gurgel, R. (n.d.) Integrating music into the school curriculum [pdf version]. Retrieved from: <https://www.teacherspayteachers.com/Product/Integrating-Music-into-the-School-Curriculum-5751642>

The above book may only be purchased from the above website as a pdf. Current cost: \$19.99. It is available as an [“Apple Book.”](#) Neither version has more functionality than the other, so please purchase your preference. ***This is a new edition of the book as of summer 2020, so copies purchased in semesters prior to August 2020 are out-of-date. Please plan to use the current version.***

- Giebelhausen, R. (2021). *Ukulele for music teachers* (2nd ed.) [Apple Books version]. Retrieved from:

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<https://soundeducators.org/ukulele/sct2021/> (Apple/iBooks version only available at the present time.)

The book by Dr. Giebelhausen is a free download. NOTE: this is a new edition as of September 2021, so books downloaded prior to that date are out of date.

(If you do not own an Apple product, click [here](#) for a pdf version of the book. Note that some of the functionality of the Apple Books version is not present in the pdf version.)

NOTE: There is a pdf of a songbook on her website, which is different from the “Ukulele for Music Teachers” book.

OTHER REQUIRED MATERIALS:

- A good quality ukulele (soprano, concert, or tenor recommended). Here is one possibility via Amazon.com (cost: \$65.00 as of 8/25/2022):
https://www.amazon.com/gp/product/B001LU1SFO/ref=ox_sc_act_title_2?smid=ATVPDKIKX0DER&psc=1
 - Additional Possibilities: Kala Makala Soprano, Kala Waterman Soprano. I’ve also heard that Cordoba Ukuleles are good (a friend of mine owns a Concert Cordoba).
 - There is a local music store in Missoula: Morgenroth Music Center, 1105 W. Sussex Ave, Missoula, MT 59801, (406) 549-0013, [Contact Form](#). They should have ukuleles in stock.
 - [Rockin Rudy’s](#) commonly has ukuleles in stock. I believe they have Amahi ukuleles in stock.
- Internet access, including access to Moodle, where additional readings, resources, discussion forums, (etc.) will be posted, as well as access to ZOOM for any online meetings that occur.
- You may be asked to upload and send videos to me throughout the semester to complete class activities. One option for this is YouTube. If you use YouTube, all course-related videos should be marked “private” or “unlisted” when posted there. When using a “private” link on YouTube, make sure you “share” the video with my email address. When using an “unlisted” link on YouTube, simply provide me with the URL address. (NOTE: Be mindful of copyright concerns when posting your videos, e.g. when using recorded music during your video). You are also welcome to attempt to upload videos directly to Moodle, or submit them via Google Drive or [UM BOX](#). (NOTE: with UM BOX, please share with this version of my email address: michael.ruybalid@umontana.edu. That’s the version of my email address that works with UM BOX).

LEARNING OUTCOMES:

Upon completion of the course, all students will:

1. Discuss and apply Bresler’s (1995) “musical integration styles” to your present and future teaching.
2. Build a repertoire of appropriate musical activities that can be used in a K-8 school setting, as well as have the chance to personally experience and explore these activities.
3. Develop personal skills in playing certain musical instruments, reading and writing basic rhythm and melody, and creating and performing chord accompaniments.
4. Develop and demonstrate basic musical skills such as steady beat, accurate rhythm, pitch matching, vocabulary, and basic knowledge of formal structure.

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5. Learn the importance of developing a movement vocabulary for use in the classroom, as well as how music and movement can contribute to a positive learning environment.
6. Gain an understanding of the value of consistent, active engagement of all students in the learning process, especially considering the diversity of the student population within our classrooms. This will include a focus on The Montana Indian Education for All Act, which you are encouraged to link to your integration assignments in Chapters 8-11 of Dr. Gurgel's textbook.

GENERAL INFORMATION AND POLICIES:

A list of academic policies for the University of Montana may be found here at this website: <https://catalog.umt.edu/academics/policies-procedures>. This includes information regarding adding and dropping courses, information on FERPA (Family Educational Rights and Privacy Act), general university policies on attendance (including policies regarding excused absences), general information regarding plagiarism, and other important information. Students should familiarize themselves with this information.

Additional information on adding and dropping courses, including important dates regarding registration, may be found here: <https://www.umt.edu/registrar/students/dropadd.php>. Students should familiarize themselves with this information.

The following link takes you to the [Student Code of Conduct](#). Students should familiarize themselves with this information.

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you anticipate or experience barriers based on disability, please contact the ODE at: (406) 243-2243, email: ode@umontana.edu, or visit www.umt.edu/disability for more information. Retroactive accommodation requests do not have to be honored, so please, do not delay. As your instructor, I will work with you and the ODE to implement an effective accommodation, and you are welcome to contact me privately if you wish.

The Writing and Public Speaking Center provides one-on-one tutoring to students at all levels and at any time in the writing process for papers and presentations in any course. Welcoming all students at all levels, the Center provides a learning environment where students can engage in supportive conversations about their work and receive feedback at any point during their writing process. To make an appointment and learn more about The Writing and Public Speaking Center, visit www.umt.edu/writingcenter.

Communication About This Course

Email communication will be utilized often throughout the semester to communicate important information regarding this course. Please be sure your university email account is set up and that you check your email inbox often. In addition, Moodle will be utilized for this course, and students should check Moodle for important information and documents related to this course.

Failure to check any of these resources (email, Moodle), errors in email forwarding, and returned emails are the responsibility of the student, and do not constitute an excuse for missing announcements or deadlines.

Academic Integrity

All work completed in this class, including lesson plans, must be the exclusive work of individual students, unless work is assigned as a group project. In the case of exams and quizzes, no materials such as notes may be used unless stated by the instructor. A student must always submit papers and other assignments that represent their original words and ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources. A student should also make it clear to what extent such sources are being used. Failure to do so is plagiarism. Words or ideas that require citation include, but are not limited to, all hard copy and electronic publications, whether copyrighted or not, and all verbal and visual communications when the content of such communications clearly originates from an identifiable source (e.g., meeting, telephone conversation, e-mail). It is still plagiarism if the writer (i.e. student) changes only a few words around, does not cite the source for any of the ideas or facts, and if any part of the writing really changes the intended sense of the original written work.

Students must gain instructor permission prior to submitting the same assignment for this and another course (i.e. the same assignment for two or more courses).

Students should not expect to receive any course credit for any assignments where plagiarism is detected.

The weblink referenced earlier for academic policies (<https://catalog.umt.edu/academics/policies-procedures>) includes additional general information regarding plagiarism, including potential consequences for students who plagiarize another person's work.

Copyright Notice

Class lectures and other course materials are copyrighted and may not be reproduced for anything other than your personal use as a student without the permission of the instructor. Course materials are the property of the course instructor – do not sell them, do not post them on a website. This is copyright infringement.

Powerpoint presentations used in class sessions will not be posted to Moodle for later viewing. Some materials in the Powerpoint slides are borrowed, with permission, from other sources and are for in-class use only. Thank you for your understanding

Video Recording

On occasion, the instructor may video-record class sessions so he may reflect on and continue to improve his instructional abilities. They may also be recorded for professional development and research purposes. **You will be informed ahead of time of any classes that are to be video-recorded and given the option to opt out of being video-recorded during class sessions.** While the camera will be focused on the instructor, there is a chance you as the student will be in the frame of the video camera. Please let the instructor know as soon as possible if you have an issue with this.

It is possible that video recording will occur of each of you providing instruction in mock lessons (aka "mini-teaching episodes" or "MTEs") and other individual and group projects throughout the semester. For any videos done during class time, the camera will be focused on those of you providing instruction (although any students receiving instruction may also be in view of the

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camera), and videos will be posted online, but will not be accessible to public access (i.e. they will be posted only to Moodle). For any videos you create and submit, use the video-sharing options discussed earlier in the syllabus under “OTHER REQUIRED MATERIALS.” These videos will be used for you as the pre-service teacher to reflect on your own level of instruction and ability to present musical content. Please let the instructor know if you have an issue with this immediately so he can make alternative arrangements.

With the exception of the above potential exceptions, class sessions will NOT be recorded to be posted online for later viewing. Students should keep adequate notes of course content presented in class to aid them in the successful completion of this course. Students may not record class sessions themselves for later viewing and/or later listening or for posting online without prior permission from the instructor. As stated earlier, some of the content presented in class is copyrighted, and the posting of this content online without proper permission could be considered copyright infringement. Additionally, all students must be informed if class sessions will be recorded.

CLASS ATTENDANCE POLICY:

Regular class attendance is expected of all students in this class. As professional educators, the expectation will be that you will be in your classroom and on time (if not early). The same will be expected in this class. Consistent attendance offers students the most effective opportunity to gain command of course concepts and materials through discussion with the instructor and fellow classmates. Some of the assignments and activities will be completed during the scheduled class time. These in-class assignments may not have the same impact on your learning if completed outside of these class sessions. Thus, attendance at all class sessions is expected and is considered essential for successful completion of the requirements of this course.

Each student will earn one (1) point per class day for individual class “participation.” Each student will lose these points for any unexcused class absences. Students who are tardy may lose 0.5 points per each tardy (i.e. arriving to class late or leaving class early). While this may not seem like a lot, each student’s individual participation in class is worth 20% of the total course grade, so these lost points do add up.

Attendance will be taken for each class via a sign-in sheet. Additionally, each student should maintain their own personal record of attendance for this course.

If you must be away from class for an excused reason, please inform the instructor promptly. Excused absences include those based on medical necessity and religious observation. Students are also responsible for meeting with the instructor to discuss appropriate academic accommodations and for determining all information and material missed due to absences.

Please plan to inform the instructor for reasons of any absences, excused or unexcused, within one week of the absence. Part of being a professional educator is communicating with your administration, including reasoning for any absences. You will have children under your care in your full-time teaching role, and would need to inform your administrators of any absences. Please treat class time in the same manner: be proactive in informing the instructor of the reasoning for absences (ahead of time whenever possible).

It is very important that if you are sick, you stay home, not just for the safety of yourself, but for those around you.

More information on attendance may be found via this webpage referenced earlier in the syllabus: <https://catalog.umt.edu/academics/policies-procedures>.

Technology Policy

Your brain must be present with your body during class sessions. It is distracting to you, other students, and the instructor if you are doing something (e.g., browsing Instagram or Pinterest, texting, etc.) that takes you away from class participation. It is also rude because you send the message that the person presenting instruction (course instructor or another student) is not worth your full attention.

On occasion, you will be asked to have laptops and tablets available for use for in-class assignments and projects. These occasions will be announced in class. Otherwise, please keep electronics (e.g. laptops, cell phones, tablets) in your bag and on silent.

It is understood that emergencies may occur and sometimes you are anxiously awaiting news. Life happens and there are actually things that are important that require answering a cell phone during class. If you are expecting a phone call, please, if possible, sit close to the door so that you may discreetly step into the hallway to accept the phone call.

If technology or other items become an issue in class, the instructor may take necessary and appropriate actions that include, but are not limited to, docking points from grades, asking that all Smartphones be put away upon entering the room, etc.

Exceptions to this technology policy can be requested per any documented accommodations students have on file with the Office for Disability Equity (ODE).

Regarding COVID-19. The following guidance has been provided by University Administration:

- The University encourages COVID-19 vaccines and boosters, which are offered for both students and employees at the Health Services Pharmacy inside Curry Health Center.
- Masks are only required inside Curry Health Center and in some medical/research laboratories on campus. This requirement will be clearly posted. Required or not, we respect those choosing to wear a mask to reduce spread of respiratory viruses.
- COVID-19 testing for students is available at Curry Health Center. Free at-home tests can be ordered online, or there may be tests available through the Health Services Pharmacy by calling (406) 243-5171.
- UM Housing is no longer operating separate quarantine/isolation spaces for students in the residence halls. UM Housing will provide guidance for students isolating in place in the residence halls.
- Students who [test positive for COVID-19 need to isolate](#) for at least five days, which includes not attending in-person classes. During isolation, students should stay home or follow UM Housing guidance for isolation in place, and, if they must leave for food, medicines or other essentials, wear a high-quality mask.

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- After five days students can leave isolation if they are symptom-free. If symptoms persist, isolation should continue until students are symptom-free for 24 hours (without use of medications to alleviate the symptoms).

What if I am sick?

- If you are sick, please stay home and contact the instructor. You will receive support in the class to ensure continued academic progress. Please contact the instructor to ascertain what information you have missed by being away from class and how best to complete any work missed from being away from class. As this class is active, this class does not translate well to a Hyflex type class where ZOOM is on during in-person class sessions. Because of this, this class will not be video-recorded on a regular basis nor will ZOOM always be open for class. Instead, it is requested that if you are sick, you get rest and recuperate instead of trying to view this class online. That should allow you the best chance possible to return to class well and ready to participate fully.

GRADING SCALE

For this course, letter grades will be assigned as follows:

A (93.0-100%), **A-** (90.0-92.9%), **B+** (87.0-89.9%), **B** (83.0-86.9%), **B-** (80.0-82.9%), **C+** (77.0-79.9%), **C** (73.0-76.9%), **C-** (70.0-72.9%), **D+** (67.0-69.9%), **D** (63.0-66.9%), **D-** (60.0-62.9%), **F** (0%-59.9%)

A grade of C- or higher is required to pass this class, per the course catalog:

<https://catalog.umt.edu/>.

COURSE EVALUATION

20%: Individual Participation

5%. Getting To Know You Activity: “My Identity in 5 Songs”

15%: Other Projects and Mini-Teaching Episodes (MTEs), including all related documents (e.g. lesson plans, written compositions, written reflections)

20% Midterm Paper: Observation or Interview Assignment

5%. Professional Development Attendance

15% Quizzes and other Miscellaneous Assignments

20%: Final Group Project

Course Evaluation in Detail

Individual Participation (20%)

To get the most of this class, full participation is expected. Additionally, as a teacher’s disposition is important for success in the teaching profession, it is expected that you will maintain a positive attitude throughout the semester as demonstrated through attentiveness to instructions and performing to the best of your ability in all activities. Partial participation or non-participation will be grounds for the removal of points from this portion of your final grade.

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As stated earlier in the syllabus, electronic devices such as cell phones, laptops, and tablet computers must be silenced and placed out of sight upon entering the classroom. Please see the technology policy (posted earlier in this syllabus) for more information on potential exceptions. The use of electronic devices during class without permission, whether it is for purposes related to this class or not, will be grounds for loss of points from this portion of your final grade.

As stated earlier in the syllabus, your attendance factors into your individual participation grade. Unexcused absences and unexcused tardies will have a negative effect on your participation grade.

Getting To Know You Activity: “My Identity in 5 Songs” (5%)

Early in the semester, students will prepare and present a presentation discussing how five songs speak to their identity. Instructions will be given in the first few class sessions regarding this project. This presentation will include a visual (e.g. Powerpoint, Prezi, Keynote, or Tri-Fold Board), an outline (submitted to Moodle prior to the presentation as a pdf, .pages, or Word document) and audio examples of each of the songs. Additionally, students will be asked to include a recent picture of themselves with this assignment.

Other Projects and Mini-Teaching Episodes (MTEs), including all related documents (e.g. lesson plans, written compositions, written reflections) (15%)

During the semester, projects will be assigned as a means to allow you to demonstrate your skill development and acquisition of musical knowledge as related to course content. Projects may include composition, musical arranging, and movement activities. Written reflections may be a part of each group project. More information to come as the semester progresses.

Additionally, throughout the semester, students may prepare, present, and reflect on peer teaching assignments relating to course objectives. To receive full credit for each peer teaching assignment, students are required to submit a written lesson plan to the instructor (usually via Moodle unless otherwise stated) by the due date and time provided (usually due earlier than the start of class that the plan will be implemented in). In addition, students may be required to submit a written reflection upon completion of their teaching (usually submitted via Moodle unless otherwise stated).

Project plans, lesson plans, and reflections submitted after the due date/time will be subject to a reduced grade. Students should not expect to be able to make-up projects and teaching assignments that are missed due to unexcused absences and unexcused tardies. Projects and MTEs missed for excused absences may be made up at a time mutually agreed upon by student and instructor. More details on each of the projects and MTEs will be given as the semester progresses.

Midterm Paper: Observation or Interview Assignment (20%)

During the semester, students will have the opportunity to make connections with course content via a free-play observation of children or a parent/guardian interview that discusses a child’s musical activities that are perceived to be natural. Information on each option will be discussed during the first few weeks of class and also posted on Moodle. The due date for this assignment will be posted in the course calendar.

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Professional Development Attendance (5%)

Attendance is required at the following music education professional development workshop. This workshop is presented by Treasure State Orff (<https://treasurestateorff.org/>), a local music education organization:

- Saturday, September 17, 2022, 9:00am - 1:00pm. Presenter: Brian Burnett. Location: Paxson Elementary in Missoula, MT. More information in the course calendar.

Participation in this professional development workshop will allow students to immerse themselves within the local music education community and gain valuable and practical skills and knowledge related to the teaching of music. If you have a scheduling conflict with this event (partial or full conflicts), please see the instructor promptly as soon as the conflict is known. There may be other online webinars and workshops that are available this semester from across the world. I will seek those out and communicate those to you as alternative options to the above. Additionally, an alternate asynchronous assignment will be posted to Moodle for those who cannot attend the workshop or any alternate online webinar or workshop.

There is a cost associated with the Treasure State Orff workshop (\$10). Other online workshops or webinars may have a cost associated with them, too. If the cost is a concern to you, please see the instructor as soon as possible.

Quizzes, Reading Responses, and other Miscellaneous Assignments (15%)

Throughout the semester, students will be given in-class and online quizzes and assignments to assess their understanding and application of course material. Students should not expect to be able to make-up quizzes and assignments that are missed due to unexcused absences and unexcused tardies. Quizzes and assignments missed for excused absences may be made up at a time mutually agreed upon by student and instructor.

Final Group Project (20%)

This final project will be an opportunity for students to synthesize all that they have learned throughout the semester. Instructions regarding this project will be discussed later in the semester.

LATE WORK

It will be expected of you as professional educators to turn in required paperwork on-time to whoever requests it, such as to your principal or headmaster. The same will be expected for this class. Please plan ahead when completing assignments, as unexpected events such as Internet outages and printer breakdowns can occur, but will not constitute a valid excuse for being able to submit late work for credit.

Simply put, class assignments, including lesson plans, need to be turned in to the designated location (e.g., on Moodle) by the date and time indicated by the instructor. Please do not expect full credit for assignments turned in after the indicated due date and time. Yes, emergencies do happen, but all students are asked to be proactive in reporting these to the instructor. Extensions of due dates will be done on a case-by-case basis. Do not assume that an extension will be given. In addition, make-up work for missed assignments, as well as the giving of make-up quizzes and tests will only be given if it is deemed necessary by the instructor.

QUESTIONS?

Please see the instructor. Otherwise, it is assumed that you have read and understood this syllabus.

This syllabus and accompanying course calendar constitute a contract for this class between instructor and students. If alterations are needed, all students will receive notification of these changes.

The completion of the syllabus quiz, posted to Moodle, will serve as documentation that you reviewed the contents of this syllabus and separate course calendar.

(The course calendar is posted separately on Moodle).

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Tentative Course Calendar for Fall Semester 2022

rev. 10-02-2022-MR

THIS CALENDAR IS SUBJECT TO CHANGE. Additional assignments such as readings, discussion forum posts as well as in-class and take-home written assignments may be added at the discretion of the instructor. Students are expected to complete assignments as indicated in the calendar below.

| DATE: | TOPICS INCLUDE: | ASSIGNMENT(S) DUE: |
|---|---|--|
| M, 8/29 (Week 1) (Day 1) | <ul style="list-style-type: none"> Course Introduction | <ul style="list-style-type: none"> Day 1 Quiz (in-class - non-graded). <i>This non-graded quiz is a means for you to be introduced to your instructor and to the class. It doesn't require any advanced prep.</i> |
| W, 8/31 (Week 1) (Day 2) | <ul style="list-style-type: none"> Course Introduction (continued) My Identity in 5 Songs overview/example | <ul style="list-style-type: none"> By today's class, purchase the book written by Dr. Gurgel. |
| Monday, September 5: Labor Day (No Class) | | |
| W, 9/7 (Week 2) (Day 3) | <ul style="list-style-type: none"> Music Integration in the Classroom - Bresler's Four Integration Styles: Why? How? | <ul style="list-style-type: none"> Read Chapter 1 in Gurgel's book and respond to the prompts at the end of the chapter. Bring your thoughts and questions to class. Turn in your written responses to Moodle by yesterday evening, Tuesday, 9/6, 11:59pm. |
| M, 9/12 (Week 3) (Day 4) | <ul style="list-style-type: none"> My Identity in 5 Songs (presented in class) | <ul style="list-style-type: none"> My Identity in 5 Songs outline due to Moodle by 7:00pm last evening (Su, 9/11; note earlier time). Include a recent picture of yourself in the outline. Do not turn in your Powerpoint/Prezi/Keynote/etc. to Moodle. Just turn in an outline. The Powerpoint/Prezi/Keynote/etc. is just for in-class use during your presentation. |
| W, 9/14 (Week 3) (Day 5) | <ul style="list-style-type: none"> Integration: Why? How? (continued) Importance of Play | <ul style="list-style-type: none"> Read "P is for Play" and "Games: A Child's Curriculum" by Doug Goodkin (posted to Moodle) by start-of-class today. Bring your thoughts and questions about the reading to class. |
| <p>WORKSHOP ATTENDANCE REQUIREMENT: <i>Saturday, September 17, 9:00am-1:00pm: Music Education Workshop sponsored by Treasure State Orff @ Paxson School in Missoula (no online option). Register at this website: https://treasurestateorff.org/register/. ATTENDING THIS WORKSHOP IS REQUIRED ATTENDANCE UNLESS YOU CONTACT DR. RUYBALID INFORMING HIM YOU CANNOT ATTEND. PLEASE PLAN TO CONTACT HIM PRIOR TO THE DATE OF THE WORKSHOP.</i> <i>(There will be an alternative assignment option for those who cannot attend the workshop.)</i></p> | | |

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| M, 9/19 (Week 4) (Day 6) | <ul style="list-style-type: none"> • Workshop Debrief • Why Music and Play in the Classroom -- connections to Early Childhood and Beyond. | <ul style="list-style-type: none"> • Read Graeta Readings by start-of-class today (posted to Moodle). Bring your thoughts and questions to class. • “My Identity in 5 Songs” Reflections due by tonight/Monday, September 19, 11:59pm. |
| W, 9/21 (Week 4) (Day 7) | <ul style="list-style-type: none"> • Ukulele Introduction | <ul style="list-style-type: none"> • <i>Please begin bringing your ukuleles to class today. Please bring them to each class going forward unless told otherwise by Dr. Ruybalid.</i> • Syllabus Quiz due by tonight (Wednesday, 9/21), 11:59pm. Students should read the syllabus in its entirety prior to beginning this quiz. You may use the syllabus as you complete the quiz. You are allowed multiple attempts to successfully complete the quiz. • Musical Background Survey due by tonight (Wednesday, 9/21), 11:59pm. Submit to Moodle. • By today’s class: Please read the beginning of the book by Dr. Giebelbausen through the end of Chapter 1.02 and watch “Ukulele Instructional Video #1” linked on Moodle. |
| M, 9/26 (Week 5) (Day 8) | <ul style="list-style-type: none"> • Singing in the classroom • Teaching Processes • Ukulele (continued) | <ul style="list-style-type: none"> • <i>(Please bring your ukulele to class unless told otherwise by Dr. Ruybalid)</i> • Read Chapter 2 in Gurgel’s book and respond to the prompts at the end of the chapter. Bring your thoughts and questions to class. Turn in your written responses to Moodle by yesterday evening, Sunday, 9/25, 11:59pm. • Reflection on Music Education Workshop due by 11:59pm tonight (Monday, 9/26) (Alternate assignments due by 11/7). |
| W, 9/28 (Week 5) (Day 9) | <ul style="list-style-type: none"> • Ukulele (continued) • Musical Terminology | <ul style="list-style-type: none"> • <i>(Please bring your ukulele to class unless told otherwise by Dr. Ruybalid)</i> • Read Chapter 3 in Gurgel’s book and respond to the prompts at the end of the chapter. Bring your |

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| | | <p>thoughts and questions to class. Turn in your written responses to Moodle by yesterday evening, Tuesday, 9/27, 11:59pm.</p> <ul style="list-style-type: none"> Record a video of you doing the following based on your reading from Giebelhausen (due by tonight, 9/28, 11:59pm to Moodle): <ul style="list-style-type: none"> UKULELE VIDEO #1: Record a video of you (a) pointing out the various parts of the ukulele (See Giebelhausen, Chapter 1.01) and (b) tuning your ukulele (make sure it's out of tune first). Use video(s) posted to Moodle and info in the Giebelhausen book as guides to help you complete the video. |
| M, 10/3 (Week 6) (Day 10) | <ul style="list-style-type: none"> "Don't Worry, Be Happy" – Follow-the-Leader Activity Observation/Interview Paper – Overview in class Musical Terminology (continued) | <ul style="list-style-type: none"> <i>(Ukuleles are not needed today)</i> Read Chapter 6 in Gurgel's book and respond to the prompts at the end of the chapter. Bring your thoughts and questions to class. Turn in your written responses to Moodle by yesterday evening, Sunday, 10/2, 11:59pm. |
| W, 10/5 (Week 6) (Day 11) | <ul style="list-style-type: none"> "Don't Worry, Be Happy" – you're the leader now! Musical Terminology (continued) | <ul style="list-style-type: none"> <i>(Please bring your ukulele to class unless told otherwise by Dr. Ruybalid)</i> Read Chapter 4 in Gurgel's book and respond to the prompts at the end of the chapter. Bring your thoughts and questions to class. Turn in your written responses to Moodle by yesterday evening, Tuesday, 10/4, 11:59pm. |
| M, 10/10 (Week 7, Day 12) | <ul style="list-style-type: none"> Body Percussion: Why? How? Body Percussion: Rondo Activity | <ul style="list-style-type: none"> <i>(Please bring your ukulele to class unless told otherwise by Dr. Ruybalid)</i> Please indicate in Moodle by tonight (M, 10/10), 11:59pm which option you plan to do for the midterm paper. |

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| W, 10/12 (Week 7) (Day 13) | <ul style="list-style-type: none"> ● Movement in the Elementary Classroom: Why? How? ● Body Percussion Group Project Overview | <ul style="list-style-type: none"> ● <i>(Please bring your ukulele to class unless told otherwise by Dr. Ruybalid)</i> ● Read Chapter 5 in Gurgel's book and respond to the prompts at the end of the chapter. Bring your thoughts and questions to class. Turn in your written responses to Moodle by yesterday evening, Tuesday, 10/11, 11:59pm. |
| M, 10/17 (Week 8) (Day 14) | <ul style="list-style-type: none"> ● Movement (continued) ● Body Percussion Projects - create and perform in class. | <ul style="list-style-type: none"> ● <i>(Please bring your ukulele to class unless told otherwise by Dr. Ruybalid)</i> ● Bring your written Body Percussion composition to class to show to Dr. Ruybalid prior to your group's performance. Perform today, then turn in your group's final composition in class prior to leaving today. |
| W, 10/19 (Week 8, (Day 15) | <ul style="list-style-type: none"> ● Movement (continued): create a movement activity in class (group work) ● "Listening" Lessons: Why? How? | <ul style="list-style-type: none"> ● <i>(Please bring your ukulele to class unless told otherwise by Dr. Ruybalid)</i> ● Read Chapter 7 in Gurgel's book and respond to the prompts at the end of the chapter. Bring your thoughts and questions to class. Turn in your written responses to Moodle by yesterday evening, Tuesday, 10/18, 11:59pm to Moodle. |
| M, 10/24 (Week 9) (Day 16) | <ul style="list-style-type: none"> ● Present Movement group activities (in class). Debrief (in class). <ul style="list-style-type: none"> ● "Listening Lessons" (continued) | <ul style="list-style-type: none"> ● <i>(Please bring your ukulele to class unless told otherwise by Dr. Ruybalid)</i> ● Reflection on Body Percussion Project due by 11:59pm tonight (M, 10/24). |
| W, 10/26 (Week 9) (Day 17) | <ul style="list-style-type: none"> ● Discuss Ukulele Video #2 Assignment. | <ul style="list-style-type: none"> ● <i>(Please bring your ukulele to class unless told otherwise by Dr. Ruybalid)</i> |
| M, 10/31 (Week 10) (Day 18) | <ul style="list-style-type: none"> ● Debrief Observation/Interview Assignment. ● MTE #1 Overview. Group Work in class. | <ul style="list-style-type: none"> ● Review different ways to teach a song from Gurgel, Chapter 2 for today's class. |
| W, 11/2 (Week 10) (Day 19) | <ul style="list-style-type: none"> ● MTE #1: Present in class. Write reflections in class after presentations. | <ul style="list-style-type: none"> ● MTE #1 Lesson Plan due to Moodle by yesterday/Tuesday, 11/1, 7:00pm (note earlier time). One member of your group: turn in the lesson plan to Moodle. MAKE SURE ALL GROUP |

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| | | <p>MEMBERS' NAMES ARE ON THE LESSON PLAN!</p> <ul style="list-style-type: none"> • Turn in written reflections during class. • Observation/Interview Paper due by 11:59pm tonight (W, 11/2) |
| M, 11/7 (Week 11) (Day 20) | <ul style="list-style-type: none"> • <i>Catch-up Day</i> | <ul style="list-style-type: none"> • Make-up/Alternate assignments due for those who could not attend the workshop on 9/26. Due by 11:59pm tonight to the “Music Education Workshop Reflection (or Alternate Assignment)” assignment module. |
| W, 11/9 (Week 11) (Day 21) | <ul style="list-style-type: none"> • Integration - Language Arts | <ul style="list-style-type: none"> • Read Chapter 8 in Gurgel’s book and respond to the prompts at the end of the chapter. Bring your thoughts and questions to class. Turn in your written responses to Moodle by Monday evening, 11/7, 11:59pm to Moodle. • Read Miller Reading (posted to Moodle) by start-of-class. Bring your thoughts and questions to class. • Look at “Selected Picture Books for Music Integration – A Starter List” (posted in Moodle). |
| M, 11/14 (Week 12) (Day 22) | <ul style="list-style-type: none"> • Group Project Overview | <ul style="list-style-type: none"> • Ukulele Video #2: Video demonstrating singing and playing a song on the ukulele due by 11:59pm tonight (M, 11/14). Turn in on Moodle. |
| W, 11/16 (Week 12) (Day 23) | <ul style="list-style-type: none"> • Integration - Social Studies | <ul style="list-style-type: none"> • Read Chapter 9 in Gurgel’s book and respond to the prompts at the end of the chapter. Bring your thoughts and questions to class. Turn in your written responses to Moodle by yesterday evening, Tuesday, 11/15, 11:59pm to Moodle. |
| M, 11/21 (Week 13) (Day 24) | <ul style="list-style-type: none"> • Integration (continued) - Math • In-Class Group Work | <ul style="list-style-type: none"> • Read Chapter 10 in Gurgel’s book and respond to the prompts at the end of the chapter. Bring your thoughts and questions to class. Turn in your written responses to Moodle by yesterday evening, Sunday, 11/20, 11:59pm to Moodle. |
| Wednesday, November 23: <i>Travel Day for Thanksgiving Holiday Break (No Class)</i> | | |

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| M, 11/28 (Week 14) (Day 25) | <ul style="list-style-type: none"> ● <i>Catch-up Day</i> ● In-Class Group Work | ● |
| W, 11/30 (Week 14) (Day 26) | <ul style="list-style-type: none"> ● Integration (continued) - Science ● In-Class Group Work | <ul style="list-style-type: none"> ● Read Chapter 11 in Gurgel's book and respond to the prompts at the end of the chapter. Bring your thoughts and questions to class. Turn in your written responses to Moodle by yesterday evening, Tuesday, 11/29, 11:59pm to Moodle. |
| M, 12/5 (Week 15) (Day 27) | <ul style="list-style-type: none"> ● <i>Catch-up Day</i> ● In-Class Group Work | |
| W, 12/7 (Week 15) (Day 28) | <ul style="list-style-type: none"> ● <i>Catch-up Day</i> ● In-Class Group Work | <i>GROUP PROJECT DUE DATES AND PRESENTATION DATES BELOW.</i> |
| <ul style="list-style-type: none"> ● <i>Turn in Group Projects to Moodle by 7:00pm the night before your presentation day:</i> <ul style="list-style-type: none"> ○ <i>Section 001 (8am section) - by Tuesday, 12/13, 7pm.</i> ○ <i>Section 002 (9am section) - by Wednesday, 12/14,, 7pm.</i> <p><i>ONE GROUP MEMBER TURN IN THE PROJECT MATERIALS TO MOODLE. ALL GROUP MEMBERS' NAMES SHOULD BE ON THE LESSON PLAN DOCUMENT.</i></p> <p>Final Exam Schedule below and here.</p> | | |
| (12/12 – 12/16): FINAL EXAM WEEK (Week 16) (Day 29) Click here for the complete UM FINALS WEEK SCHEDULE | <ul style="list-style-type: none"> ● Group Project Presentations (in class during Final Exam Time). ● Location of Final Exam: Music Building, Room 204 (same classroom that we've used throughout the semester). <ul style="list-style-type: none"> ○ Section 001 (8am M/W section) FINAL EXAM DAY/TIME: Wednesday, 12/14, 8:00am-10:00am. ○ Section 002 (9am M/W section) FINAL EXAM DAY/TIME: Thursday, 12/15, 8:00am-10:00am. <p style="text-align: center;">***ATTENDANCE AT THE FINAL EXAM IS <u>REQUIRED</u> FOR THIS CLASS.***</p> | |