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Fall 9-1-2022

### MUSE 425.01: Technology and Materials

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# MUSE 425: Technology and Materials

## Course Syllabus for Fall 2022 Semester

rev. 083122-MR

*“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*

### **Meeting Days, Times, and Locations:**

Tuesdays & Thursdays, 9:00am-9:50am, in Music Building, Room 204.

(NOTE: this class will be offered as a partially online class. Class sessions will not be held every Tuesday and Thursday to allow students additional time to complete course assignments. Dr. Ruybalid will hold additional office hours on those days and times when class is not held. See the course calendar for more information.

**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](mailto: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 states the following: “The course will provide in-depth examination of technology and print resources appropriate for use in music classrooms K-12, all areas and ensembles. Students will work independently and collaboratively to reflect upon, discuss, and practice utilizing technology and print resources for the music classroom (K-12).”

Within this course, all students will be given the opportunity to investigate relevant and useful technology and print resources for K-12 music classrooms. Students will become familiar with and practice working with tools that will help them plan and teach music in a school setting. Additionally, students will be asked to explore new resources and develop strategies for integrating these resources into their music classrooms.

Guest speakers will be invited to class to present on specific topics in which they are experts.

### **REQUIRED TEXTS & MATERIALS:**

- Bauer, W.I. (2020). *Music learning today: Digital pedagogy for creating, performing, and responding to music* (2nd ed.). Oxford.  
*A copy of the Bauer (2020) book will be placed on course reserve at the Mansfield Library.*
- Access to Mansfield Library, where some printed resources will be placed on reserve for you to access for assignments. Course reserves are available for check out at the Checkout Desk in the Information Center of the Mansfield Library. Ask a librarian

## MUSE 425 SYLLABUS FALL 2022

for that book title and tell them it's for MUSE 425. You can check it out for four hours. You may leave the library with any book on reserve for MUSE 425. For more information on Course Reserves, including how to search and see which books are on reserve for this or any other class, click [here](#).

- 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 (e.g., for meetings with guest speakers). Also, access to several digital resources will be available online via university resources (e.g. Mansfield Library website) and other web-based resources.

**LEARNING OUTCOMES:**

Upon completion of the course, all students will have the opportunity to:

1. Examine, analyze, and practice working with print and technology resources appropriate for a K-12 music classroom;
2. Demonstrate the ability to locate and explore technology and print resources for a variety of music classroom settings;
3. Demonstrate an understanding of print and technology resources presented in class, as well as an ability to utilize these resources;
4. Create an annotated list of resources, print and technology, that can be utilized within a music classroom. This list will include discussions of how these resources can be utilized in a music classroom and why they are (and aren't) quality resources for a music classroom setting;
5. Analyze and develop lesson plans that utilize print and technology and present them in class in a way that is engaging to others.
6. Discuss the purposes of using the technological and print resources presented in class. The content of some course readings will aid in getting these conversations going.
7. 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 discussions of connections with The Montana Indian Education for All Act.

**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.

## MUSE 425 SYLLABUS FALL 2022

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](mailto:ode@umontana.edu), or visit [www.umt.edu/disability](http://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](http://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.

### **Netiquette**

As this course contains an online component and deals with the topic of technology, all students should make sure they are familiar with the concept of Netiquette. Please see this [linked document](#) from my colleague Dr. Robin Giebelhausen of the University of Maryland. Dr. Giebelhausen describes Netiquette very well. (NOTE: the linked materials in Dr. Giebelhausen's document are links to University of Maryland-specific materials.)

### **Academic Integrity**

All work completed in this class 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.

## MUSE 425 SYLLABUS FALL 2022

**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. Sessions 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 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>.

## MUSE 425 SYLLABUS FALL 2022

**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.
- 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).



## MUSE 425 SYLLABUS FALL 2022

### **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. 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%: Professional Development Attendance

25%: Weekly Written Assignments and other Miscellaneous Assignment

25%: Print Resource Annotations & Lesson Plan Presentation based on Print Resource

25%: Final Project: Tech Resource Annotations, Lesson Plan with Tech Integration and Research Poster

### **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 class activities. Partial participation or non-participation will be grounds for the removal of points from this portion of your final grade.

Electronic devices such as cell phones, laptops, and tablet computers must be silenced and placed out of sight upon entering the classroom. Please do not plan to accept outside communication via these devices during class (e.g. phone calls, text messages). By eliminating distractions caused by these devices, it will better allow you to fully immerse yourself in class activities. NOTE: there may be occasions in class where I will allow you to use electronic devices for class activities. These instances will be announced ahead of time. The use of electronic devices during class without permission, whether it is for purposes



## MUSE 425 SYLLABUS FALL 2022

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. Absences and tardies will have a negative effect on your participation grade.

### **Professional Development Attendance (10%)**

Attendance is required at the following two music education professional development events:

- Saturday, September 17, 2022. Presenter: Brian Brunett. Time: 9:00am-1:00pm. This workshop is presented by Treasure State Orff (<https://treasurestateorff.org/>), a local music education organization. This workshop will take place at Paxson School in Missoula. Please register here (<https://treasurestateorff.org/register/>) or register in person at the workshop. Cost: \$10.00.
- MMEA Conference: Wednesday, October 19 – Friday, October 21, 2022 (<https://mtmusiced.com/2022-conference/>). To be able to attend, you must pay the \$30.00 student membership fee to NAFME. Please register and pay here: <https://nafme.org/join-renew/>. The conference takes place in Bozeman this year. NAFME-C will hold meetings about this conference. Please plan to attend those meetings, if possible.

Participation in these professional development opportunities will allow students to immerse themselves within the local and state music education community and gain valuable and practical skills and knowledge related to the field of music education. If you have scheduling conflicts with either or both of these events (partial or full conflicts), please see the instructor. Per above, there is a cost associated with each event. If that is a concern to you, please see the instructor as well.

There will be a written/typed reflection required after each of these events. More details to come as the semester progresses.

### **Weekly Written Assignments and other Miscellaneous Assignments (25%)**

The main two assignments are the “Print Resource Annotations & Lesson Plan Presentation based on Print Resource” assignment and the “Final Project: Tech Resource Annotations, Lesson Plan with Tech Integration and Research Poster” assignment. Those are discussed below. The remaining assignments including written assignments (e.g., reading responses), discussion posts, and any other smaller assignments completed in class and away from class as homework. These will be discussed in class and listed in the course calendar with due dates.

### **Print Resource Annotations & Lesson Plan Presentation based on Print Resource (25%)**

In the first few weeks of the semester, students will be given the opportunity to investigate printed resources that align with their interests as pre-service music educators. These can include scholarly books, curricula, methods books, but do not have to be limited to those. In short, they must be printed resources that connect to their interests as future teachers. They can be printed resources that are new to them or are already familiar to them (and they want to learn more about). Students will be encouraged to seek these out from resources such as library resources, practicing teachers, and future colleagues (including your fellow students).

Three (3) print resources will need to be chosen and have brief annotative write-ups

## MUSE 425 SYLLABUS FALL 2022

completed about them. Additionally, each student will need to implement a lesson plan connected to one of these resources. If the chosen resource is a curriculum, the implementation of a pre-made lesson plan is acceptable. Elements of a new lesson plan need to include objective statements, statements regarding assessment of students, a list of materials, and a teaching sequence.

More information on this assignment will be posted to Moodle and discussed in class.

### **Final Project: Tech Resource Annotations, Lesson Plan with Tech Integration and Research Poster (25%)**

Similar to the “Print Resource...” assignment, students will seek out pieces of technology that interest them as pre-service music educators. These can be pieces of technology that they are already familiar with that they wish to know more about and/or pieces of technology that are new to them.

Three pieces of technology must be chosen. For each, the student will write a short annotative write-up on each. With one, each student will need to create and implement a lesson plan connected to one of these resources (note that unlike the print resource project, these lesson plans should be created anew for this assignment).

For the final project, a research poster will need to be created to be presented on final exam day at the research poster fair. Faculty and other students will be invited to come and talk with each of you about your poster. Your poster is to be based on just one of the pieces of technology you chose for the earlier parts of this project. It does not need to be the piece of technology you based your lesson plan on.

An example of a research poster will be shown in class and a template that students may work with will be provided on Moodle.

### **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. in-class, online) 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.**

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*This syllabus is a contract for this class. If alterations are needed, all students will receive notification of these changes.*

*The completion of the syllabus & course calendar acknowledgement assignment will serve as documentation that you reviewed the contents of this syllabus and the separate course calendar.*

*The course calendar is in a separate Google document linked on Moodle.*

## MUSE 425: Technology & Materials Tentative Course Calendar for Fall 2022 Semester

*rev. 10-05-22-MR*

*This calendar is subject to change. Additional assignments such as readings, discussion forums as well as in-class and take-home written assignments may be added at the instructor's discretion. Changes will be highlighted below.*

*Students are expected to complete assigned readings by the date listed in the below calendar.*

*For the first time ever, this class will be offered as a hybrid class (about 50% in-person, 50% online). We will not meet for each class session. For class periods that do not have an in-person class, Dr. Ruybalid will hold an office hour at that time.*

*The below schedule may change due to changes in the schedules of guest speakers. These guest speakers will share their expertise on topics related to the course. If you have suggestions for guest speakers, please see Dr. Ruybalid.*

*Out of respect for you and your schedule, it is my goal to give you three weeks notice of schedule changes. Regardless of when the change was made, if students have a conflict with a class session that is rescheduled to a day where there was originally no class, there will be no attendance penalty.*

DATE	TOPICS INCLUDE	ASSIGNMENTS DUE ( <i><b>DUE BY START OF CLASS UNLESS OTHERWISE NOTED</b></i> )
Tu, 8/30 & Th, 9/1 (Week 1) (Days 1 & 2)	TUESDAY: <ul style="list-style-type: none"> <li>● Course Introduction</li> <li>● KWL Chart</li> </ul> THURSDAY: <ul style="list-style-type: none"> <li>● Personal Orientation to Learning - how it applies to this class.</li> <li>● Annotations &amp; APA Guidelines</li> <li>● Revisit KWL charts (if needed)</li> </ul>	FOR TUESDAY'S CLASS: <ul style="list-style-type: none"> <li>● Have access to the syllabus and course calendar today.</li> </ul> FOR THURSDAY'S CLASS: <ul style="list-style-type: none"> <li>● Read Campbell et. al (2021), Chapter 4 by Thursday, start-of-class (chapter posted to Moodle; also in a required book for MUSE 333/334).</li> <li>● Reading Response #1 <b>due by 11:59pm last evening (W, 8/30)</b>. See Moodle for prompts.</li> </ul>
Tu, 9/6 & Th, 9/8 (Week 2) (Days 3 & 4)	TUESDAY: <ul style="list-style-type: none"> <li>● Why Technology?</li> <li>● Why <u>not</u> Technology?</li> <li>● Print Resource Project Overview</li> <li>● Revisit KWL charts (if needed)</li> </ul> THURSDAY: <ul style="list-style-type: none"> <li>● Copyright, Privacy (FERPA)</li> <li>● Podcast/Blog-Vlog Assignment Guidelines</li> <li>● Go over Teacher Survey Assignment Guidelines</li> <li>● Revisit KWL charts (if needed)</li> </ul>	TUESDAY: <ul style="list-style-type: none"> <li>● Read Collins &amp; Halverson (2018), Chapter 2 by Tuesday, start-of-class (chapter posted to Moodle).</li> <li>● Read Collins &amp; Halverson (2018), Chapter 3 by Tuesday, start-of-class (chapter posted to Moodle).</li> <li>● Read Sousa (1993) by Tuesday, start-of-class (article posted to Moodle).</li> <li>● Reading Response #2 <b>due by 11:59pm last evening (M, 9/5, 11:59pm)</b>. See Moodle for prompts.</li> </ul>

## MUSE 425 SYLLABUS FALL 2022

		<p>THURSDAY:</p> <ul style="list-style-type: none"> <li>● Watch “Copyright Basics for Teachers” video and read and watch video in “Student Privacy 101: FERPA for Parents and Students” by Thursday, start-of-class. Bring your questions to class on this.</li> </ul> <p><i>There is information on Fair Use and Copyright in Bauer (2021), Chapter 7. That chapter is not due until later in the semester, but feel free to read ahead, if you wish.</i></p> <ul style="list-style-type: none"> <li>● Bauer, Chapters 1-2.</li> <li>● Reading Response #3 <b>due by 11:59pm last evening (W, 9/7, 11:59pm)</b>. See Moodle for prompts.</li> <li>● Syllabus &amp; Course Calendar Acknowledgement <b>due by tonight/Thursday, 9/8, 11:59pm</b>. Complete this on Moodle.</li> </ul>
Tu, 9/13 & Th, 9/15 (Week 3) (Days 5 & 6)	<ul style="list-style-type: none"> <li>● <i>No in-person class in Week 3. See below for assignments and for when the next in-person class will occur. Additional office hour available.</i></li> </ul>	<p>Assignments due this week:</p> <ul style="list-style-type: none"> <li>● CONNECTIONS TO SOCIAL MEDIA - Read Giebelhausen (2015)</li> <li>● “CREATING” - Read Bauer (2020), Chapter 3</li> <li>● “CREATING” (cont.) - Read Hickey (1997)</li> <li>● Reading Response #4 (post) <b>due by W, 9/14, 11:59pm. REPLIES due by F, 9/16, 11:59pm (two replies required)</b>.</li> </ul> <p>Work on your “Print Resource Annotations &amp; Lesson Plan Presentation based on Print Resource” project. Take time to seek out these resources. Visit libraries, local schools to find the resources needed for this project.</p>
<p><b><i>IN-PERSON EVENT! Saturday, September 17, 9:00am-1:00pm: Orff Workshop sponsored by Treasure State Orff. Presenter: Brian Burnett. Location: Paxson School in Missoula. Registration info in syllabus and on Moodle. Cost: \$10.00 if paying cash or check. \$11.00 if paying by credit card.</i></b></p>		
Tu, 9/20 & Th, 9/22 (Week 4)	<ul style="list-style-type: none"> <li>● <i>No in-person class in Week 4. See below for assignments and for when the next in-person class will</i></li> </ul>	<p>Assignments due this week:</p> <ul style="list-style-type: none"> <li>● “PERFORMING” - Read Bauer, Chapter 4</li> </ul>

## MUSE 425 SYLLABUS FALL 2022

(Days 7 & 8)	<i>occur. Additional office hour available.</i>	<ul style="list-style-type: none"> <li>● “PERFORMING” - Read Randles (2013)</li> <li>● “PERFORMING” - Read Williams (2021)</li> <li>● WATCH THIS VIDEO: <a href="#">“The iPad as a musical instrument.”</a> (also posted in Moodle)</li> <li>● Reading Response #5 (post) <b>due by W, 9/21, 11:59pm. REPLIES due by F, 9/23, 11:59pm (two replies required).</b></li> </ul> <p>Work on your “Print Resource Annotations &amp; Lesson Plan Presentation based on Print Resource” project. Take time to seek out these resources. Visit libraries, local schools to find the resources needed for this project.</p>
Tu, 9/27 & Th, 9/29 (Week 5) (Days 9 & 10)	<p>TUESDAY:</p> <ul style="list-style-type: none"> <li>● Present “Print Resource Annotations &amp; Lesson Plan Presentation based on Print Resource” Project in class.</li> </ul> <p>THURSDAY:</p> <ul style="list-style-type: none"> <li>● Guest Speaker: TBA</li> <li>● Questions and Thoughts on the Readings due thus far.</li> </ul>	<p>Assignments due this week:</p> <ul style="list-style-type: none"> <li>● Turn in “Print Resource Annotations &amp; Lesson Plan Presentation based on Print Resource” Project to Moodle <b>by M, 9/26, 11:59pm.</b></li> <li>● <b>Orff Workshop Reflection due by Tu, 9/27, 11:59pm.</b></li> </ul>
Tu, 10/4 & Th, 10/6 (Week 6) (Days 11 & 12)	<p>TUESDAY:</p> <ul style="list-style-type: none"> <li>● Finish presenting “Print Resource Annotations &amp; Lesson Plan Presentation based on Print Resource” Project in class.</li> </ul> <p>THURSDAY:</p> <ul style="list-style-type: none"> <li>● Guest Speaker: TBA</li> <li>● Questions and Thoughts on the Readings due thus far.</li> </ul>	<p>Assignments due this week:</p> <ul style="list-style-type: none"> <li>● Post and replies due in Podcast/Blog/Vlog forum, by Tuesday, 10/4, 11:59pm.</li> <li>● “RESPONDING” - Read Bauer, Chapter 5 by Thursday, 10/6, start-of-class.</li> <li>● Listen to Robby Burns' podcast episode with guest Dr. Ken Elpus: <a href="#">"Digital Organization Tips for Music Teachers, Chapter 10 - Misc. Apps and Utilities, with Dr. Ken Elpus (Season 2, Episode 10)"</a> by Thursday, 10/6, start-of-clas.</li> <li>● Reading Response #6 (post) <b>due by W, 10/5, 11:59pm. REPLIES due by F, 10/7, 11:59pm (two replies required).</b></li> </ul>
Tu, 10/11 & Th, 10/13	<ul style="list-style-type: none"> <li>● <i>No in-person class in Week 7. See below for assignments and for when the next in-person class will</i></li> </ul>	<p>Assignments due this week:</p> <ul style="list-style-type: none"> <li>● Read Bauer (2021), Chapter 6</li> <li>● Read Johnson-Green (2021)</li> </ul>

## MUSE 425 SYLLABUS FALL 2022

(Week 7) (Days 13 & 14)	<i>occur. Additional office hour available.</i>	<ul style="list-style-type: none"> <li>• Reading Response #7 (post) <b>due by W, 10/12, 11:59pm. REPLIES due by F, 10/14, 11:59pm (two replies required).</b></li> </ul>
Tu, 10/18 & Th, 10/20 (Week 8) (Days 15 & 16)	<p>TUESDAY:</p> <ul style="list-style-type: none"> <li>• <i>No in-person class in Tuesday, 10/18. See below for assignments and for when the next in-person class will occur. Additional office hour available.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Assignments due today: <ul style="list-style-type: none"> <li>• TEACHER SURVEY ASSIGNMENT: Please list who your chosen teachers are by Tuesday, October 18, 11:59pm. It is best that you receive acknowledgement that the teacher is willing to take your survey by this date.. Post in this <a href="#">Google Doc</a> (also linked in Moodle).</li> </ul> </li> </ul>
	<p>THURSDAY:</p> <ul style="list-style-type: none"> <li>• <b><i>IN-PERSON EVENT!</i></b> MMEA Conference this week: <b><i>Wednesday, October 19 -- Friday, October 21. Location: Bozeman, MT. Registration info in the syllabus. More info provided by NAFME-C.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Assignments due today: <ul style="list-style-type: none"> <li>• None. Hope you're having fun and learning lots at MMEA!</li> </ul> </li> </ul>
Tu, 10/25 & Th, 10/27 (Week 9) (Days 17 & 18)	<p>TUESDAY:</p> <ul style="list-style-type: none"> <li>• Go over Final Project Guidelines</li> <li>• Guest Speaker: TBA</li> </ul> <p>THURSDAY:</p> <ul style="list-style-type: none"> <li>• Questions and Thoughts on the Readings due thus far.</li> <li>• Guest Speaker: TBA</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments due this week: <ul style="list-style-type: none"> <li>• Read Bauer (2021), Chapter 8 by Thursday, start-of-class.</li> <li>• Reading Response #8 (post) <b>due by W, 10/26, 11:59pm. REPLIES due by F, 10/28, 11:59pm (two replies required).</b></li> </ul> </li> </ul>



## MUSE 425 SYLLABUS FALL 2022

<p>Tu, 11/1 &amp; Th, 11/3 (Week 10) (Days 19 &amp; 20)</p>	<p>TUESDAY:</p> <ul style="list-style-type: none"> <li>• Guest Speaker: TBA</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments due today: <ul style="list-style-type: none"> <li>• Post and replies due in Podcast/Blog/Vlog forum, by Tuesday, 11/1, 11:59pm.</li> <li>• TEACHER SURVEY ASSIGNMENT: Post access to your survey for Dr. Ruybalid to review by tonight/Tuesday, 11/1, 11:59pm.. He will take your survey and provide feedback to you. You may expect feedback by Thursday, November 10, 11:59pm. If you post your survey earlier than 11/1, let him know and he will try and provide feedback for you earlier than 11/10.</li> </ul> </li> </ul>
	<p>THURSDAY:</p> <ul style="list-style-type: none"> <li>• <i>No in-person class in Thursday, 11/3 See below for assignments and for when the next in-person class will occur. Additional office hour available.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Assignments due today: <ul style="list-style-type: none"> <li>• Read Bauer (2021), Chapter 7</li> <li>• Watch “<a href="#">Music Education: Collaborative Student Driven Learning: Zoltan Virag at TEDxWestVancouverED</a>”</li> <li>• Watch this short “<a href="#">6th Grade Exploratory Example.</a>”</li> <li>• Reading Response #9 (post) <b>due by W, 11/2, 11:59pm. REPLIES due by F, 11/4, 11:59pm (two replies required).</b></li> <li>• MMEA Reflection due by 11:59pm <b>Thursday, 11/3.</b></li> </ul> </li> </ul>
<p>Tu, 11/8 &amp; Th, 11/10 (Week 11) (Days 21 &amp; 22)</p>	<p><b>TUESDAY: Election Day Holiday - No School</b></p> <p>THURSDAY:</p> <ul style="list-style-type: none"> <li>• <i>No in-person class on Thursday, 11/10 See below for assignments and for when the next in-person class will occur. Additional office hour available.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Assignments due today: <ul style="list-style-type: none"> <li>• Read a lesson of your choice from <i>The music technology cookbook</i> by Bell (2021). This book is on course reserve at the Mansfield Library.</li> <li>• Explore an app from this <a href="#">web-based list</a> by Dr. Evan Tobias.</li> <li>• Explore the resources on the DAW Soundtrap listed in the “Course Resources” section: <ul style="list-style-type: none"> <li>○ <a href="#">Soundtrap</a></li> </ul> </li> </ul> </li> </ul>

## MUSE 425 SYLLABUS FALL 2022

		<ul style="list-style-type: none"> <li>○ <a href="#">Soundtrap Education Page</a> (scroll down to Scroll down to "How Teachers Are Using Soundtrap Today...")</li> <li>○ <a href="#">Additional Lesson Plans - Soundtrap (from Edublog)</a> - look at one music lesson plan of your choice from this website.</li> <li>○ <a href="#">Soundtrap for Education YouTube Channel</a></li> </ul> <ul style="list-style-type: none"> <li>● Reading Response #10 (post) <b>due by W, 11/9, 11:59pm. REPLIES due by Su, 11/13, 11:59pm (two replies required). Note later due date (delayed due to Veteran's Day Holiday).</b></li> </ul>
Tu, 11/15 & Th, 11/17 (Week 12) (Days 23 & 24)	<p>TUESDAY:</p> <ul style="list-style-type: none"> <li>● Questions and Thoughts on the Readings due thus far.</li> <li>● Literature Soundtracks - use apps from Dr. Tobias's list (linked above and in Moodle).</li> </ul> <p>THURSDAY:</p> <ul style="list-style-type: none"> <li>● Bitmoji Classrooms - How-to</li> </ul>	<ul style="list-style-type: none"> <li>● Assignments due this week.</li> <li>● Work on Bitmoji classrooms.</li> </ul>
Tu, 11/22 (Week 13) (Day 25)	<ul style="list-style-type: none"> <li>● <i>No in-person class on Tuesday, 11/22. See below for assignments and for when the next in-person class will occur. Additional office hour available.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Assignments due today: <ul style="list-style-type: none"> <li>● Bitmoji Classroom example - submit to Moodle. Comment on two other Bitmoji classrooms from your colleagues.</li> </ul> </li> </ul>
<p><b>NO SCHOOL – Wednesday, 11/23/2022 – Travel Day</b>  <b>NO SCHOOL – Thursday, 11/24/2022 &amp; 11/25/2022 – Thanksgiving Holiday</b></p>		
Tu, 11/29 & Th, 12/1 (Week 14) (Days 26 & 27)	<ul style="list-style-type: none"> <li>● <i>No in-person class on Tuesday, 11/29. See below for assignments and for when the next in-person class will occur. Additional office hour available.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Assignments due today: <ul style="list-style-type: none"> <li>● Work on Final Projects.</li> </ul> </li> </ul>
	<p>THURSDAY:</p> <ul style="list-style-type: none"> <li>● Questions and Thoughts on the Readings due thus far.</li> </ul>	<ul style="list-style-type: none"> <li>● Assignments due today: <ul style="list-style-type: none"> <li>● Results from Teacher Survey assignment due to Moodle by Thursday, 12/1, 11:59pm.</li> <li>● Tell Dr. Ruybalid what type of poster you are creating by end-of-class on 12/1.</li> </ul> </li> </ul>
Tu, 12/6 & Th, 12/8	<p>TUESDAY:</p> <ul style="list-style-type: none"> <li>● Tech Lesson Plans presented.</li> </ul>	<ul style="list-style-type: none"> <li>● Assignments due this week:</li> </ul>

## MUSE 425 SYLLABUS FALL 2022

(Week 15) (Days 28 & 29)	THURSDAY: <ul style="list-style-type: none"> <li>• Tech Lesson Plans presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Annotations and Lesson Plan due by M, 12/5, 7:00pm to Moodle. (NOTE earlier time).</li> <li>• Post and replies due in Podcast/Blog/Vlog forum, by Tuesday, 12/6, 11:59pm.</li> </ul>
FINALS WEEK (Day 30) (Final Exam Time: Th, 12/15, 10:10am-12:10pm)  Click <a href="#">here</a> for the complete UM FINALS WEEK SCHEDULE	<ul style="list-style-type: none"> <li>• <b><i>NOTE: you cannot present at the final if you have not (a) told Dr. Ruybalid what type of poster you plan to present and (b) have turned in your lesson plan and annotations by the due date (due dates in previous weeks - see above).</i></b></li> <li>• Poster Session presentations (including “Lightning Talks”) during Final Exam time today in Music Building Room 204 (<b>Th, 12/15, 10:10am-12:10pm</b>). See assignment description in Moodle for more.</li> </ul>	<ul style="list-style-type: none"> <li>• FINAL PROJECT - POSTER: Picture of poster or digital copy due to Moodle by 7:00pm (note earlier time) on W, 12/14/2022.</li> </ul>

***Have a Terrific and Safe Winter Break!***