

University of Montana

## ScholarWorks at University of Montana

---

University of Montana Course Syllabi, 2021-2025

---

Fall 9-1-2022

### MUSE 333.01: General Music Methods and Materials I

Michael J. Ruybalid

University of Montana, Missoula, michael.ruybalid@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi2021-2025>

Let us know how access to this document benefits you.

---

#### Recommended Citation

Ruybalid, Michael J., "MUSE 333.01: General Music Methods and Materials I" (2022). *University of Montana Course Syllabi, 2021-2025*. 433.

<https://scholarworks.umt.edu/syllabi2021-2025/433>

This Syllabus is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi, 2021-2025 by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

# MUSE 333: General Music Methods and Materials I

## Course Syllabus for Fall 2022 Semester

rev. 09-15-2022

*“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:**

Tuesdays & Thursdays, 10:00am-10:50am, in Music Building, Room 204.  
Some class sessions will take place at the on-campus ASUM Childcare for field work.  
An observation of a general music classroom in a local elementary school is also planned.

**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)

*We will also use the REMIND app. Join via this link:*

<https://www.remind.com/join/mu333-334> or enter in the following class code:  
**@mu333-334.**

**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: “Development of practical knowledge to effectively instruct and administer general music classes in the public schools, grades K-12.” This course continues in the upcoming spring semester as MUSE 334.

***Heads up! This is an activity-based course!*** While lecture and discussion will occur, much of the class is active, allowing you the opportunity as a teacher candidate to experience these activities as students in the K-12 grades would experience them. These activities will include expressive speech, singing, playing instruments, and creating through music and movement. It is expected that all class members, including the instructor, will contribute to the creation of a comfortable, supportive group environment. Students will be given the opportunity to practice what they have learned through mini teaching episodes (MTEs) throughout the semester. Direct teaching to children and an observation in a local general music classroom are also planned for this semester.

Additionally, within this course (and in MUSE 334 in the spring), we will devote some time to a discussion of the role of a professional music educator. The book by Campbell, et. al (2021) will aid in that discussion.

Please see the current university catalog for any listed prerequisites related to this course.

## MUSE 333 SYLLABUS FALL 2022

**REQUIRED BOOKS FOR MUSE 333:**

- Burton, S.L., & Reynolds, A.M. (2018). *Engaging musical practices: A sourcebook for elementary general music*. Rowman & Littlefield.
- Campbell, M.R., Thompson, L.K., & Barrett, J.R. (2021). *Constructing a personal orientation to music teaching* (2nd ed.). Routledge. **PLEASE ACQUIRE THE 2nd EDITION.**
- Runfola, M., & Rutkowski, J. (Eds.). (2010). *TIPS: The child voice* (2nd/Revised ed.). Rowman & Littlefield Publishers, Inc.

**RECOMMENDED BOOK FOR MUSE 333:**

- Giebelhausen, R. (2021). *Ukulele for music teachers* (2nd ed.) [Apple Books version]. Retrieved from: <https://soundeducators.org/ukulele/sct2021/> (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: The Giebelhausen book will be required for MUSE 334 General Music Methods II.*

*Note: The Giebelhausen book is a free download. The other three books listed above are available from the Mansfield Library: Campbell, Thompson, & Barrett (2021) and Runfola & Rutkowski (2010) are on course reserve as printed books. Burton & Reynolds (2018) is available as an eBook through the Mansfield Library website.*

**OTHER REQUIRED MATERIALS FOR MUSE 333:**

- A method to find the first pitch of any song you sing. Possibilities: (a) a tuning fork tuned to A440; (b) a recorder, (c) a piano app.
- A good quality Soprano Recorder, Baroque Fingerings. One possibility is the Yamaha YRS24B Soprano Recorder, available on [Amazon.com](https://www.amazon.com) and [WestMusic.com](https://www.westmusic.com). (NOTE: Morgenroth Music Center might have this or a similar instrument in stock, too.)
- The American Folk Song Collection website: <http://kodaly.hnu.edu> (free resource!)
- Internet access, including access to Moodle, where additional readings, resources, discussion forums, (etc.) will be posted. (if you don't have access to consistent internet, please let the instructor know.)
- You may be asked to upload and send videos to me throughout the semester to complete some class activities. One option 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](mailto:michael.ruybalid@umontana.edu). That's the version of my email address that works with UM BOX). If having access to consistent internet is a concern for you, please let the instructor know.)

**RECOMMENDED MATERIALS FOR MUSE 333:**

- 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](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](#).
  - [Rockin Rudy's](#) commonly has ukuleles in stock. I believe they are Amahi ukuleles.

*Note: The ukulele will be required for MUSE 334 General Music Methods II.*

**LEARNING OUTCOMES:**

Upon completion of the course (and MUSE 334 in the spring semester), all students will:

1. Begin to develop a practical awareness of the professional role of a music teacher, and where you as a pre-service music teacher “fit” in relation to the professional role.
2. 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 discussion of connections to the The Montana Indian Education for All Act.
3. Demonstrate a working knowledge of instructional strategies appropriate for effective teaching of students, notably in a general music setting.
4. Demonstrate performance skills (e.g. singing, accompanying, playing instruments, solfege with and without hand signs) appropriate for supporting music instruction in a general music classroom setting.
5. Build a repertoire of activities appropriate for the general music classroom setting.
6. Have a better knowledge of the resources available to you that contain quality musical materials, and be given multiple opportunities to personally experience and explore these musical materials.
7. Compare and contrast major approaches to general music instruction.
8. Discuss the role of the National Core Arts Standards and Montana state standards within music education.
9. Engage in reflective practice regarding teaching general music.

**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.

## MUSE 333 SYLLABUS FALL 2022

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](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.

### **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.

**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>.

### **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

## MUSE 333 SYLLABUS FALL 2022

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).

### **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 class sessions. Because of this, this class will not be video-recorded on a regular basis nor will



## MUSE 333 SYLLABUS FALL 2022

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**

- 25%: Individual Participation
- 25%: Mini-Teaching Episodes (MTEs), including accompanying lesson plans and written reflections; Other Formal Presentations
- 5%: Professional Development Attendance
- 5%: Philosophy of Music Education assignments
- 20%: Other Writing Assignments (including Reading Responses, Assignments from Chapters in required books, Discussion Board Posts, Article Reviews), Performance Competencies, Quizzes, and other Miscellaneous Assignments
- 20%: Final Exam Presentation

### **Course Evaluation in Detail**

#### **Individual Participation (25%)**

To get the most out 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.

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) unless there is an emergency (see the technology policy earlier in the syllabus for more information). 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 333 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.

### **Mini-Teaching Episodes (MTEs), including accompanying lesson plans and written reflections; Other Formal Presentations (25%)**

Throughout the semester, students will 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/typed lesson plan by the due date and time provided. In addition, students will be required to submit a written/typed reflection upon completion of their teaching. Lesson plans and/or reflections submitted after the due date/time will be subject to a reduced grade. Students should not expect to be able to make up teaching assignments missed due to unexcused absences.

Any lessons taught directly to children will also include lesson plans and reflections. These will also fall under this category.

Students may be asked to make presentations in class and online through videos based on course contents. These will also fall under this category.

More information to come as the semester progresses.

### **Professional Development Attendance (5%)**

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 if paid in person, \$11.00 if paid online via the TSO website.
- 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 have meetings on this conference in the first half of the semester. 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.

## MUSE 333 SYLLABUS FALL 2022

### **Philosophy of Music Education Assignments (5%)**

The importance of a personal philosophy of teaching will be discussed during this course. You as a pre-service music educator will have the opportunity to draft a personal philosophy of teaching this semester. Course readings and class discussions may help to inform how you draft this document, but in the end, this personal philosophy must be just that: personal, as well as original. More information on these assignments will be provided in class.

### **Other Writing Assignments (including Reading Responses, Assignments from chapters in required books, Discussion Board Posts, Article Reviews), Performance Competencies, Quizzes, and other Miscellaneous Assignments (20%)**

Throughout the semester, students will be asked to read and respond to course readings related to the topic of teaching music to young children. This will include chapters in the required books as well as other scholarly journal articles and excerpted book chapters assigned in class. Additionally, each student in the class may be asked to locate journal articles related to teaching music to young children and drafting a response to the article.

In addition to the items discussed above (e.g. MTEs, reading responses), students may also be asked to prepare and present selected performance skills, such as performing a folk song with a student-created accompaniment that is appropriate for an elementary school setting.

All students may also be given in-class and online quizzes and/or assignments to assess their understanding and application of course material. Students should not expect to be able to make up quizzes and assignments missed due to unexcused absences. Quizzes and assignments missed for excused absences may be made up at a time mutually agreed upon by student and instructor.

### **Final Exam Presentation (20%)**

The final exam is a group presentation done during the final exam with a write-up turned in on Moodle. More information will be given on this assignment near the end of 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. 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.**

\*\*\*\*\*

*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 333: General Music Methods and Materials I

### Tentative Course Calendar for Fall 2022 Semester

***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. Please be prepared to discuss course readings and podcast episodes by the class period that they are due on (or by the class immediately after they are due if a written assignment is associated with the reading and/or podcast).***

***Topics may be moved around, expanded upon, or removed (or delayed to MUSE 334) at the discretion of the instructor. Out of respect for you and your schedule, it is my goal to give you three weeks notice of schedule changes.***

*rev. 09-19-2022-MR*

DATE	TOPICS INCLUDE	ASSIGNMENTS DUE (DUE BY START OF CLASS UNLESS OTHERWISE NOTED)
Tu, 8/30 (Week 1) (Day 1)	<ul style="list-style-type: none"> <li>● Course Introduction</li> </ul>	<ul style="list-style-type: none"> <li>● -</li> </ul>
Th, 9/1 (Week 1) (Day 2)	<ul style="list-style-type: none"> <li>● Observation at ASUM Child Care in McGill Hall.</li> </ul>	<ul style="list-style-type: none"> <li>● Meet on the west side of McGill Hall around 9:55am this morning.</li> </ul>
Tu, 9/6 (Week 2) (Day 3)	<ul style="list-style-type: none"> <li>● Discussion - what if you think: “I Never Thought I’d Teach Young Children”? (Salvador &amp; Corbett)</li> <li>● Teaching Process Example - Lillie Feierabend video</li> </ul>	<ul style="list-style-type: none"> <li>● Read Salvador &amp; Corbett (2016) by the start-of-class today. Article is posted to Moodle.</li> </ul>
Th, 9/8 (Week 2) (Day 4)	<ul style="list-style-type: none"> <li>● A Needed Discussion.               <ul style="list-style-type: none"> <li>● Decolonizing the Music Room.</li> </ul> </li> <li>● The Importance of Play.</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to Episode 10 of the “Everyday Musicality” podcast by start-of-class (TITLE: “An Impromptu Episode”). Link posted to Moodle. Listen by start-of-class today.</li> <li>● Look at Decolonizing the Music Room website by start-of-class today.</li> <li>● Read “P is for Play” (posted to Moodle) by start-of-class today.</li> </ul>
<b>General Music and Gordon’s Music Learning Theory (MLT)</b> <i>(This is where the word “Audiation” comes from)</i>		
Tu, 9/13 (Week 3) (Day 5)	<ul style="list-style-type: none"> <li>● MLT: Overview (Day 1)               <ul style="list-style-type: none"> <li>● Sample Classroom Activities                   <ul style="list-style-type: none"> <li>○ Songs and Chants without words. Why?</li> </ul> </li> <li>● Overview of Philosophy of Music Education assignment.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Read Alliance for Active Music Making article on MLT/Gordon (linked in Moodle). Read by start-of-class today.</li> <li>● Read Kirylo (2020) and Parker (2018) by start-of-class today. Pdf of readings posted to Moodle.</li> </ul>

## MUSE 333 SYLLABUS FALL 2022

Th, 9/15 (Week 3) (Day 6)	<ul style="list-style-type: none"> <li>● MLT: Overview (continued) <ul style="list-style-type: none"> <li>● Preparatory Audiation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Read Taggart (2016) and <b>post in Discussion Forum titled “Reading Response - Week of 9/12 - 9/16” by yesterday/Wednesday evening, 9/14, 11:59pm.</b></li> </ul>
<p><b><i>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 (Week 4) (Day 7)	<ul style="list-style-type: none"> <li>● MLT: Overview (continued) <ul style="list-style-type: none"> <li>● Rote Process, MLT-style.</li> <li>● Learning Sequence Activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Read excerpt from Valerio et. al (1998) by start-of-class today. Pdf of this reading posted to Moodle.</li> </ul>
Th, 9/22 (Week 4) (Day 8)	<ul style="list-style-type: none"> <li>● The Singing Voice - videos presented by Dr. Joanne Rutkowski</li> <li>● MLT: Overview (continued) <ul style="list-style-type: none"> <li>● Questions on Tonalties and Meters.</li> <li>● Incorporating Transitions into lessons.</li> <li>● Sample MLT-based Curriculum: <i>Jump Right In.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Listen to the <i>Everyday Musicality</i> podcast episode #1 (“What is Audiation?”), episode #6 (“Taste of Tonalties”), and episode #7 (“Menu of Meters”) by start-of-class today. Link to podcast is posted in Moodle.</li> <li>● Before you leave class today, choose a song or chant without words to teach to the class. See Dr. Ruybalid’s printed books for possible songs. <b>Report this choice to Dr. Ruybalid before you leave class today via this <a href="#">Google Doc</a>. ONE PERSON PER SONG OR CHANT.</b> (NOTE: You’ll teach this on Tu, 9/27 via the MLT rote teaching process.)</li> <li>● <b>Philosophy of Music Education discussion post due to Moodle by 11:59pm tonight.</b></li> </ul>
Tu, 9/27 (Week 5) (Day 9)	<ul style="list-style-type: none"> <li>● ASUM Lesson Plan #1 - Overview of Group Teaching Guidelines</li> <li>● The Singing Voice - videos presented by Dr. Joanne Rutkowski</li> <li>● <b>Present Song or Chant without words via MLT rote process.</b></li> <li>● MLT: Overview (continued)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Philosophy of Music Education replies (two replies minimum) due to Moodle by 11:59pm tonight.</b></li> <li>● <b>Syllabus &amp; Course Calendar Acknowledgement due in Moodle by 11:59pm tonight.</b></li> <li>● <b>Orff Workshop Reflection (or Make-up/Alternate Assignment) due by 11:59pm tonight to Moodle.</b></li> </ul>
Th, 9/29 (Week 5) (Day 10)	<ul style="list-style-type: none"> <li>● “Starting the Journey: Developing a Personal View of</li> </ul>	<ul style="list-style-type: none"> <li>● Please read Campbell, et. al (2021 edition), Chapter 1 and <b>respond to the prompts in Moodle by</b></li> </ul>

## MUSE 333 SYLLABUS FALL 2022

	<p>Teaching and Learning” (Campbell et. al, 2021)</p> <ul style="list-style-type: none"> <li>● MLT: Overview (continued)</li> </ul>	<p><b>yesterday evening (Wednesday), 11:59pm.</b> NOTE: This is from one of your required books.</p> <ul style="list-style-type: none"> <li>● Post in Discussion Forum: MLT by 11:59pm tonight.</li> </ul>
<p><b>General Music and the Orff-Schulwerk Approach</b> <i>(Ready for Movement? Ready for Body Percussion?)</i></p>		
<p>Tu, 10/4 (Week 6) (Day 11)</p>	<ul style="list-style-type: none"> <li>● Orff-Schulwerk: Overview</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Replies (two minimum) to Campbell, et. al (2021), Chapter 1 discussion post forum due by yesterday/Monday, 10/3, 11:59pm.</b></li> </ul>
<p>Th, 10/6 (Week 6) (Day 12)</p>	<ul style="list-style-type: none"> <li>● CLASS AT MCGILL HALL - ASUM CHILD CARE: Observation #2</li> <li>● Orff-Schulwerk Overview (continued), if time.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>NOTE: Sometime during this month or in November, I'd like to take a trip off campus to go observe a general music teacher at a nearby school. I am still working to schedule this.</b></li> </ul>
<p>Tu, 10/11 (Week 7) (Day 13)</p>	<ul style="list-style-type: none"> <li>● Overview of the Recorder Competencies Assignment.</li> <li>● Orff-Schulwerk: Overview (continued) <ul style="list-style-type: none"> <li>● What are the “Volumes”?</li> <li>● What are the various “Orff Media”?</li> </ul> </li> <li>● Work on ASUM Group Lesson Plan in class.</li> </ul>	<ul style="list-style-type: none"> <li>● Read Alliance for Active Music Making article on the Orff Approach (linked in Moodle). Read by start-of-class today.</li> <li>● Read excerpts from Goodkin (2004). Pdf of this reading is posted to Moodle. Read by start-of-class today.</li> </ul>
<p>Th, 10/13 (Week 7) (Day 14)</p>	<ul style="list-style-type: none"> <li>● Orff-Schulwerk: Overview (continued) <ul style="list-style-type: none"> <li>● The “Orff Media” (continued)</li> </ul> </li> <li>● Sample Orff-based Curriculum: <i>Game Plan</i></li> <li>● Work on ASUM Group Lesson Plan in class.</li> </ul>	<ul style="list-style-type: none"> <li>● Read “Orff Schulwerk: Releasing and Developing the Musical Imagination” by Beegle &amp; Bond (2016) by start-of-class today. It is Chapter 2 from the book <a href="#">Teaching General Music</a>, which is on course reserve at the Mansfield Library.</li> <li>● Read Lange (2005) by start-of-class today. Pdf of this reading is posted to Moodle.</li> </ul>
<p>Tu, 10/18 (Week 8) (Day 15)</p>	<ul style="list-style-type: none"> <li>● Do a “dry run” on ASUM Lessons in class for each other. Have a rough draft in hand for this (you don’t need to turn a draft in ahead of However, the final lesson plan is due by THIS SUNDAY, 10/23). Debrief.</li> </ul>	<ul style="list-style-type: none"> <li>● Please read Campbell, et. al (2021 edition), Chapter 2 and <b>respond to the prompts in Moodle by last evening (Monday), 11:59pm.</b> NOTE: This is from one of your required books.</li> </ul>

## MUSE 333 SYLLABUS FALL 2022

	<ul style="list-style-type: none"> <li>-“Learning to Teach: From Student to Teacher” (Campbell, et. al, 2021)</li> <li>Orff-Schulwerk: Overview (continued)</li> </ul>	
<p>● <b>Wednesday, October 19 -- Friday, October 21. Location: Bozeman, MT. Registration info in the syllabus. More info provided by NAFME-C.</b></p>		
Th, 10/20 (Week 8) (Day 16)	<ul style="list-style-type: none"> <li>No Class - MMEA Conference.</li> </ul>	<ul style="list-style-type: none"> <li>Don't forget to attend your required five sessions (at least one must be general music-based).</li> <li>ASUM Lesson Plan #1 due by this upcoming Sunday, 10/23, 7:00pm (note earlier time).</li> </ul>
<p><b>General Music and the Kodály Approach</b> <i>(Curwen Hand Signs, Solfege, and Folk Music. Oh My!)</i></p>		
Tu, 10/25 (Week 9) (Day 17)	<ul style="list-style-type: none"> <li><b>CLASS AT MCGILL HALL - ASUM CHILD CARE: Teach Lesson #1</b></li> <li>MMEA Debrief</li> <li>Kodály: Overview (if time)</li> </ul>	<ul style="list-style-type: none"> <li><b>Replies (two minimum) to Campbell, et. al (2021), Chapter 2 discussion post forum due by yesterday/Monday, 10/24, 11:59pm.</b></li> <li>Post in Discussion Forum: Orff-Schulwerk by 11:59pm tonight.</li> <li>Recorder Competencies videos due to Moodle by 11:59pm tonight.</li> </ul>
Th, 10/27 (Week 9) (Day 18)	<ul style="list-style-type: none"> <li>ASUM Debrief</li> <li>ASUM Lesson #2 Overview of Guidelines</li> <li>Kodály: Overview <ul style="list-style-type: none"> <li>Comparatives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Read Alliance for Active Music Making article on the Kodály Approach (linked in Moodle). Read by start-of-class today.</li> <li>Read “Kodály-Inspired Teaching: A Bridge to Musical Fluency” by Gault (2016) by start-of-class today. It is Chapter 4 from the book <a href="#"><i>Teaching General Music</i></a>, which is on course reserve at the Mansfield Library.</li> <li>Read Houlahan &amp; Tacka (2008) excerpt by start-of-class today. Pdf of this reading posted to Moodle.</li> </ul>
Tu, 11/1 (Week 10) (Day 19)	<ul style="list-style-type: none"> <li>Kodály: Overview (continued) <ul style="list-style-type: none"> <li>Kodály Lesson Plan Format</li> <li>Prepare-Present-Practice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Midterm due by 11:59pm tonight to Moodle.</b> Contents of midterm: <ul style="list-style-type: none"> <li><i>Tips: The Child Voice</i> (whole book). NOTE: this is one of your required books)</li> <li>Chapter review #1 - Burton &amp; Reynolds (2018) NOTE: this is one of your required books</li> </ul> </li> </ul>



## MUSE 333 SYLLABUS FALL 2022

Th, 11/3 (Week 10) (Day 20)	<ul style="list-style-type: none"> <li>No Class Today. Dr. Ruybalid at a conference.</li> </ul>	<ul style="list-style-type: none"> <li>Work on ASUM Lesson Plans in groups.</li> <li><b>MMEA Reflections due by 11:59pm tonight.</b></li> </ul>
Tu, 11/8 (Week 11) (Day 21)	<ul style="list-style-type: none"> <li>NO CLASS: Election Day</li> </ul>	<ul style="list-style-type: none"> <li>NO CLASS: Election Day</li> </ul>
Th, 11/10 (Week 11) (Day 22)	<ul style="list-style-type: none"> <li>Final Exam Day - Overview of Guidelines:</li> <li>Kodály: Overview (continued): <ul style="list-style-type: none"> <li>Sample Kodály-based Curriculum: Houlahan &amp; Tacka Grade-Level Books; Feierabend “First Steps” book.</li> </ul> </li> <li>Work on ASUM Group Lesson Plans in class.</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
Tu, 11/15 (Week 12) (Day 23)	<ul style="list-style-type: none"> <li>Kodály: Overview (continued)</li> <li>Do a “dry run” on ASUM Lessons in class for each other. Have a rough draft in hand for this (you don’t need to turn a draft in ahead of time. However, the final lesson plan is due by TONIGHT). Debrief.</li> </ul>	<ul style="list-style-type: none"> <li><b>ASUM Lesson Plan #2 due by tonight, 7:00pm (note earlier time).</b></li> </ul>
Th, 11/17 (Week 12) (Day 24)	<ul style="list-style-type: none"> <li><b>CLASS AT MCGILL HALL - ASUM CHILD CARE: Lesson Plan #2</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Post in Discussion Forum: Kodály by 11:59pm tonight.</b></li> </ul>
<b>General Music and Dalcroze Eurhythmics</b> <i>(No, not the Synth-Pop Duo from the 1980s)</i>		
Tu, 11/22 (Week 13) (Day 25)	<ul style="list-style-type: none"> <li>Debrief ASUM Teaching</li> <li>“Learning from Others: Looking Forward to a Thriving Career in Music Teaching” (Campbell, et. al., 2021)</li> <li>Dalcroze: Overview</li> </ul>	<ul style="list-style-type: none"> <li>Read Alliance for Active Music Making article on the Dalcroze Approach (linked in Moodle). Read by start-of-class today.</li> <li>Please read Campbell, et. al (2021 edition), Chapter 3 and <b>respond to the prompts in Moodle by last evening (Monday), 11:59pm.</b> This is from one of your required books.</li> </ul>
<b>Wednesday, 11/23/2021 -- Friday, 11/25/2021 -- Thanksgiving Holiday Break</b>		
Tu, 11/29 (Week 13) (Day 26)	<ul style="list-style-type: none"> <li>Dalcroze: Overview (continued)</li> </ul>	<ul style="list-style-type: none"> <li><b>Replies (two minimum) to Campbell, et. al (2021), Chapter 3 discussion post forum due by yesterday/Monday, 11/28, 11:59pm.</b></li> </ul>

## MUSE 333 SYLLABUS FALL 2022

		<ul style="list-style-type: none"> <li>● Read “The Dalcroze Approach: Experiencing and Knowing Music Through Embodied Exploration” by Juntunen (2016) by start-of-class today. It is Chapter 7 from the book <a href="#">Teaching General Music</a>, which is on course reserve at the Mansfield Library.</li> <li>● Read excerpt from Schnebly-Black &amp; Moore (1997) by start-of-class today. Pdf of this reading posted to Moodle.</li> </ul>
Th, 12/1 (Week 14) (Day 27)	<ul style="list-style-type: none"> <li>● “Orientations to Teacher Preparation” (Campbell, et. al. 2021)</li> <li>● Dalcroze: Overview (continued)</li> </ul>	<ul style="list-style-type: none"> <li>● -Please read Campbell, et. al (2021 edition), Chapter 4 and <b>respond to the prompts in Moodle by last evening (Wednesday), 11:59pm.</b> This is from one of your required books.</li> <li>● Work on Final Exam Presentation</li> </ul>
Tu, 12/6 (Week 15) (Day 28)	<ul style="list-style-type: none"> <li>● Dalcroze: Overview (continued)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Replies (two minimum) to Campbell, et. al (2021), Chapter 4 discussion post forum due by yesterday/Monday, 12/5, 11:59pm.</b></li> <li>● Work on Final Exam Presentation</li> </ul>
Th, 12/8 (Week 15) (Day 29)	<ul style="list-style-type: none"> <li>● Dalcroze: Overview (continued) <ul style="list-style-type: none"> <li>● Look at “Purposeful Pathways” curriculum (which incorporates elements of Eurhythmics)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Post in Discussion Forum: Dalcroze by 11:59pm tonight.</b></li> <li>● Work on Final Exam Presentation</li> </ul>
<p>FINALS WEEK (F, 12/16, 10:10am-12:10pm) (Day 30)</p> <p>Click <a href="#">here</a> for the complete UM FINALS WEEK SCHEDULE</p>	<ul style="list-style-type: none"> <li>● <b>FINAL EXAM: Friday, December 16, 10:10am-12:10pm in Music Room 204.</b> <ul style="list-style-type: none"> <li>● Present Final Lesson Plan Presentation</li> </ul> </li> <li>● Wrap-Up of Semester One. Looking ahead to MUSE 334 (General Music Methods II).</li> </ul>	<p>FINAL EXAM CONTENTS:</p> <ul style="list-style-type: none"> <li>● Lesson Plans due by yesterday evening (Th, 12/15/2022), 7:00pm (NOTE earlier time).</li> <li>● Also turn in your second Burton &amp; Reynolds (2018) Chapter Report to Moodle by 7:00pm yesterday evening (Th, 12/16/2022). NOTE: this is one of your required books.</li> </ul>

***Have a Terrific and Safe Winter Break!  
See you in MUSE 334!***

**NOTE ON SOME THINGS TO EXPECT IN MUSE 334:**

## MUSE 333 SYLLABUS FALL 2022

- *We will likely have short-changed discussions of the four main teaching approaches this semester, so those will likely continue into spring 2023 as a part of MUSE 334. Also, these approaches can be applied to older grades, so discussions of those connections will likely occur.. Additionally, these approaches can dovetail and interact with each other, and we may spend time discussing those connections.*
- *Continued discussions on lesson planning will likely continue in MUSE 334.*
- *We will continue using the book “Constructing a Personal Orientation to Music Teaching” in MUSE 334 (Spring 2022).*
- *A discussion of the National Core Arts Standards and the state music standards from Montana will likely occur..*
- *We will begin using the ukulele in MUSE 334 (Spring 2022). Please purchase this instrument and download the free Giebelhausen Ukulele book for MUSE 334. There will be ukulele competencies.*
- *There will be a solfege competency assignment in MUSE 334 since all four of the teaching approaches discussed in MUSE 333 include the use of solfege.*
- *There will be additional texts. While I have not confirmed which books I will use, the following books have been used in past semesters for MUSE 334:*
  - *“Engaging Music Practices: A Sourcebook for Middle School General Music, ” 2nd edition, edited by Dr. Suzanne L. Burton (2021)*
  - *“Growing Musicians: Teaching Music to Middle School & Beyond” (2016) by Dr. Bridget Sweet.*
- *I hope to schedule an observation of a secondary general music classroom setting (in-person or ZOOM) for MUSE 334.*
- *Other possibilities for MUSE 334: Journal Article Review assignment, Bulletin Board Decoration Contest, connections of social issues and having an activist mindset.*