



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
MUED 417 – ELEMENTARY MUSIC
Fall 2019

Instructor Office Email Office Hours	Adam Patrick Bell CHF 220 adam.bell@ucalgary.ca By appointment
Day(s),time(s) and location of Class	CHF 007 Mondays, Wednesdays, and Fridays, 11:00AM - 11:50AM
Learning resources: required readings, textbooks and materials	Students may wish to borrow, rent, or buy a ukulele and a guitar. The music division has some ukuleles and guitars for student use during class. There is no required text for this class, but instructors may assign readings available through the library. Students may have the opportunity to observe and/or lead activities in a local school or pre-school. More information forthcoming.
Prerequisites	Music Education 333
Course description	This course is intended to prepare students to teach music at the elementary level both in schools and community contexts. The instructors will facilitate learning experiences with students that are designed to help them design play-based lessons with a strong emphasis on music making appropriate for young learners.
Course learning outcomes	By the completion of this course, successful students will be able to: 1. self-reflect on and self-evaluate their own teaching methods and constructively critique those of others. 2. play basic chords on a ukulele and guitar for the purpose of leading others in song 3. learn and lead childrens' songs 4. create educational experiences appropriate for elementary classrooms such as songs, games, and improvisational- and movement-based activities 5. critically consider and conduct appropriate integration of relevant music technologies in elementary music education 6. understand and discuss the strengths and weaknesses of the Alberta music curriculum 7. critically consider the multicultural and intercultural contexts of teaching music in Canada 8. design and facilitate lessons that incorporate all aspects of the course
Course schedule	TBD
Assessment components	Assignment 1: Initial Reflection the Elementary Music Classroom Value: 10% Due Date: TBD Type: Oral Presentation Description: Students will reflect on what they envision the teaching and learning of music in the elementary classroom to look like, and present their thoughts in an informal but organized oral presentation. Detailed descriptions of assignments can be found in the Assignments space on Desire2Learn.

	<p>Assignment 2: Ukulele or Guitar Knowledge Through Song Leading Value: 20% Due Date: TBD Type: In-class assignment and typed chord charts (enough for the class) Description: Students will demonstrate knowledge of basic ukulele or guitar chords and strumming patterns by leading classmates in an appropriate song of their choice. In addition, students will identify and explain how this mini-lesson connects to the provincial curriculum. Students with previous experience on these instruments are asked to develop their skills on whichever instrument is their weakest. Note: please be mindful of selecting an age-appropriate singing range.</p> <p>Assignment 3: Creating and Facilitating a Lesson (2) Value: 20% x 2 Due Date: TBD Type: In-class assignment plus lesson plans and written assessments by self and peers Description: Drawing on course content and skills to date, students create and facilitate a 10-15 minute lesson that will be followed by a 5 minute debriefing discussion. Students will design a play-based lesson that necessitates active engagement in music making. In preceding classes students will devise a lesson plan that connects to the curriculum and create a plan for accommodations and assessments. Students will participate in self- and peer-assessment.</p> <p>Assignment 4: Technology in the Classroom Value: 20% Due Date: Week 11 Type: In-class assignment plus relevant resources (websites, etc.) Description: Students will create and facilitate a 10 minute lesson that integrates technology appropriately. The lessons will be followed by a 5-10 minute discussion of the advantages and disadvantages of the technology used.</p> <p>Active Participation Value: 10% Type: Ongoing Assessment</p>
Assessment expectations	<p><u>Expectations for Participation:</u> Active engagement in each class is critical for success. Students should approach this course as a semester-long professional development series in which they perceive themselves as teachers and each other as colleagues. In consultation with the instructors at the beginning of the course, students will design a rubric with standards and criteria making clear our collective expectations for what constitutes excellence in participation.</p> <p><u>Expectations for Writing:</u> Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.</p> <p>All written and oral presentations will be evaluated in terms of content, form and language competency.</p> <p><u>Expectations for Attendance and Participation:</u></p>

	<p>Please refer to the Undergraduate Calendar E.3 Attendance for details. All students are expected to attend the seminar regularly and participate actively in discussions.</p> <p><u>Late Assignments</u> Late assignments will be accepted up to 1 week late with a 25% penalty. Assignments more than a week late will not be accepted.</p>																																													
Grading scale	<p>For the course as a whole, letter grades should be understood as follows, as outlined in the section F.1.1 Undergraduate Grading System of the Undergraduate Calendar for 2019-2020 OR as outlined in the section H.1 Distribution of Grades of the Graduate Calendar for 2019-2020:</p> <table border="1" data-bbox="493 512 1490 1430"> <thead> <tr> <th>Grade</th> <th>Grade Point Value</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>4.00</td> <td>Outstanding performance</td> </tr> <tr> <td>A</td> <td>4.00</td> <td>Excellent performance</td> </tr> <tr> <td>A-</td> <td>3.70</td> <td>Approaching excellent performance</td> </tr> <tr> <td>B+</td> <td>3.30</td> <td>Exceeding good performance</td> </tr> <tr> <td>B</td> <td>3.00</td> <td>Good performance</td> </tr> <tr> <td>B-</td> <td>2.70</td> <td>Approaching good performance</td> </tr> <tr> <td>C+</td> <td>2.30</td> <td>Exceeding satisfactory performance</td> </tr> <tr> <td>C</td> <td>2.00</td> <td>Satisfactory performance</td> </tr> <tr> <td>C-</td> <td>1.70</td> <td>Approaching satisfactory performance.</td> </tr> <tr> <td>*D+</td> <td>1.30</td> <td>Marginal pass. Insufficient preparation for subsequent courses in the same subject</td> </tr> <tr> <td>*D</td> <td>1.00</td> <td>Minimal Pass. Insufficient preparation for subsequent courses in the same subject</td> </tr> <tr> <td>F</td> <td>0.00</td> <td>Failure. Did not meet course requirements. Several Faculties utilize an F grade that does not carry weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.</td> </tr> <tr> <td>**I</td> <td>0.00</td> <td>Incomplete. Sufficient work has not been submitted for evaluation, unable to adequately assess. May also be used when a final exam is not submitted.</td> </tr> <tr> <td>CR</td> <td></td> <td>Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable</td> </tr> </tbody> </table> <p>Notes:</p> <ul style="list-style-type: none"> A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations. The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy. 	Grade	Grade Point Value	Description	A+	4.00	Outstanding performance	A	4.00	Excellent performance	A-	3.70	Approaching excellent performance	B+	3.30	Exceeding good performance	B	3.00	Good performance	B-	2.70	Approaching good performance	C+	2.30	Exceeding satisfactory performance	C	2.00	Satisfactory performance	C-	1.70	Approaching satisfactory performance.	*D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	*D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	F	0.00	Failure. Did not meet course requirements. Several Faculties utilize an F grade that does not carry weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	**I	0.00	Incomplete. Sufficient work has not been submitted for evaluation, unable to adequately assess. May also be used when a final exam is not submitted.	CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable
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Student Support	<p>Please visit this link for a concise list of UCalgary's student support services: https://www.ucalgary.ca/registrar/registration/course-outlines</p>																																													
Academic integrity, plagiarism	<p>The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are referred to the section on plagiarism in the University Calendar (ucalgary.ca/pubs/calendar/current/k-3.html; ucalgary.ca/pubs/calendar/current/k-5.html) and are reminded that plagiarism—using any source whatsoever without clearly documenting it—is an extremely serious academic offence. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas</p>																																													

	<p>where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor or the Student Success Centre (TFDL 3rd Floor) if you have any questions regarding how to document sources.</p>
Internet and electronic communication device	<p>elearn.ucalgary.ca/category/d2l/ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app</p> <p>The in-class use of computers may be approved by your Instructor. Cell phones and other electronic communication devices should be silenced or turned off upon entering the classroom. If you violate the Instructor's policy regarding the use of electronic communication devices in the classroom, you may be asked to leave the classroom; repeated abuse may result in a charge of misconduct. No audio or video recording of any kind is allowed in class without explicit permission of the Instructor. For more information on Freedom of Information and Privacy visit: ucalgary.ca/legalservices/foip</p>
Copyright	<p>All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.</p>