UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
MUED 343 – ELEMENTARY MUSIC
Fall 2021

Instructor Office Email Office Hours	adam patrick bell Zoom: https://ucalgary.zoom.us/j/8810971854 adam.bell@ucalgary.ca By appointment
Day(s),time(s) and location of Class	Zoom: https://ucalgary.zoom.us/j/8810971854 Mondays, Wednesdays, and Fridays, 11:00AM - 11:50AM
Learning resources: required readings, textbooks and materials	Students will need to borrow, rent, or buy the following: ukulele, guitar, drum sticks. The music division has a limited number of guitars and ukuleles to lend. Students are required to borrow or purchase one or more children's books suitable for elementary school settings.
Learning Technologies and Requirements	There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology: • A computer with a supported operating system, as well as the latest security, and malware updates; • A current and updated web browser; • Webcam (built-in or external); • Microphone and speaker (built-in or external) or headset with microphone; • Current antivirus and/or firewall software enabled; • Broadband internet connection. Most current laptops will have a built-in webcam, speaker and microphone.
Prerequisites	
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 children's songs 4. create educational experiences appropriate for elementary classrooms such as songs, games, and improvisational- and movement-based activities 5. understand and discuss the strengths and weaknesses of the Alberta music curriculum 6. critically consider the multicultural and intercultural contexts of teaching music in Canada

	7. design and facilitate lessons
Course schedule	TBD—Note that some aspects of this course may run asynchronously, however, students should ensure that they are available during the scheduled class times.
Assessment components	Assignment 1: "If I Built a Music School": Initial Reflection on the Elementary Music Classroom Assessment Method: In-Class Presentation Description: Students will reflect on how they expect the teaching and learning of music in the elementary classroom to be experienced and present their thoughts in an oral presentation. Weight: 10% Due Date: TBD Assignment 2: Instrumental Skill Development Assessment Method: In-Class Presentation Description: Students will demonstrate knowledge of basic ukulele or guitar chords as well as strumming patterns by leading classmates in a song of their choice. In addition, students will identify and explain how their chosen song aligns with 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. Weight: 10% Due Date: TBD Assignment 3: Creating and Facilitating Lessons (3) Assessment Method: Group In-Class Presentations Description: Drawing on course content and skills, students create and facilitate 10-15 minute lessons that will be followed by 5 minute debriefing discussions. Students will design play-based lessons that necessitate active engagement in music making. In preceding classes students will devise lesson plans that connect to the curriculum and create a plan for accommodations and assessments. Weight: 20% x 3 Due Date: TBD Assignment 4: Active Participation Assessment Method: See "Description" Description: 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 instructor 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. Weight: 10% Due Date: TBD Assignment 5: Self- and Peer-Assessment Assessment Method: Ongoing observation by the instructor Description: Students will contribute self-assessments of their teaching (Assignment 3) in a medium of their choice (written, oral, audio, video) following criteria devised by the instructor and class. Similarly, students will contribute peer-assessments of classmates' teaching using a medium of their choice.

	Weight: 10% Due Date: TBD
Assessment expectations	Guidelines for Submitting Assignments: With the exception of self- and peer-assessments, assignments are presented in class. Assignments not presented in class will be submitted via D2L. Missed or Late Assignments: All assignments must be completed to pass the course. The instructor will strive to be accommodating to students who are unable to present on their chosen date due to circumstances out of their control such as illness, however, this may result in students having to schedule an alternative presentation date beyond the end of classes during exams. Attendance and Participation Expectations: See Assignment 4. Expectations for Writing: 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.
Grading scale	For the course as a whole, letter grades should be understood as follows, as outlined in section F.1.Grading System and Transcripts of the Calendar: https://www.ucalgary.ca/pubs/calendar/current/f-1.html. • 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. A+ = 100-95%; A = 94-90%; A- = 89-85%; B+ = 84-80%; B = 79-75%; B- = 74-70%; C+ = 69-67%; C = 66-64%; C - = 63-60; D+ = 59-55%; D = 54-50%; F = 49.99% or lower
Guidelines for Zoom Sessions	Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the

	instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/ .
	If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).
	The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.
Academic Accommodation	It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.
	Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf).
	Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a Protected Ground other than Disability should communicate this need in writing to their Instructor.
	SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ .
Academic integrity, plagiarism	Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.
	For information on the Student Academic Misconduct Policy and Procedure please visit: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf and https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Procedure.pdf. Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.
Internet and electronic communication device	The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf.
Intellectual Property	Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright	All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.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 https://www.ucalgary.ca/pubs/calendar/current/k.html.
Freedom of Information and Protection of Privacy	Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.
Student Support	Please visit this link for important information on UCalgary's student wellness and safety resources: https://www.ucalgary.ca/registrar/registration/course-outlines