

MECA Course Syllabus

7265 Greater Chicago American Orff-Schulwerk Association (GCAOSA) 2015-2016 Workshop Series, Fall 2015
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This Syllabus is subject to change upon notification to the students in a regular class session.

Workshop Sessions

“Music for All: Awakening Creativity”

Presented by **Kerri Lynn Nichols** - Saturday, September 19, 2015, 9:00 a.m. to 1:00 p.m.

“Paying Attention to Possibility: The Power of Choice in the Music Classroom”

Presented by **Roger Sams** - Saturday, October 17, 2015, 9:00 a.m. to 1:00 p.m.

Chapter Share

Presented by **GCAOSA Members** - Saturday, January 23, 2016, 9:00 a.m. to 1:00 p.m.

“Fun and Games While Expanding Your General Music Percussion Ensemble: New pieces and stories for Drums, Xylophone, and Recorder”

Presented by **Paul Corbiere** - Saturday, February, 20, 2016, 9:00 a.m. to 1:00 p.m.

“Elemental Adventures”

Presented by **James Harding** - Saturday, March 19, 2016, 9:00 a.m. to 1:00 p.m.

“PROCESS=THE RECIPE FOR SUCCESS in Elemental Music Making”

Presented by **Michelle Pryzbylowski** - Saturday, April 16, 2016, 9:00 a.m. to 1:00 p.m.

Course Learning Objectives

Students should learn and be able to demonstrate:

- The ability to summarize and analyze clinic sessions and concert performances at a professional conference.
- Critical thinking skills related to information presented in clinic sessions.
- Reflection upon how information presented will impact teaching, programming and classroom performance.

MECA courses and ISBE Standards

MECA courses, by their very nature and design, address the ISBE Music Content and Professional Teaching Standards throughout the course content. Music technology courses also incorporate the ISBE Technology Standards.

VanderCook Candidate Outcomes Addressed

VanderCook College of Music, 3140 S. Federal St., Chicago, IL 60616
312.225.1139
meca@vandercook.edu

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The outcomes that the College strives to develop in its teacher candidates were derived from the institution's Conceptual Framework and are expressed in its core dispositions. This course addresses the following Candidate Outcomes:

1. A high level of musicianship
2. Academic ability and diligence leading to a lifetime of learning
3. Skill in the process of teaching
4. Self-discipline and persistence
5. Interpersonal and intrapersonal skills
6. Good citizenship and personal integrity
7. Building pragmatic links with educational programs in diverse communities
8. Professionalism in action word, and appearance

Course Requirements and Exit Assessment

A notebook summarizing and critiquing all sessions attended must be compiled. The notebook should include copies of all handouts, programs and any other supporting materials. The notebook should be mailed to Rick Palese, Director of Continuing Education, VanderCook College of Music, 3140 S. Federal St. Chicago, IL 60616, for evaluation and grading.

Materials Needed

- Three-ringed notebook
- Tabbed dividers - quantity that is appropriate for materials

Parameters

- Include a title page stating course number and title, your name, address, phone, email, and the term (Fall 2014).
- Table of Contents
- Page Numbers
- All information must be typed and neatly formatted in a manner befitting graduate credit. No hand written work will be accepted.
- Full sentences, and correct grammar and spelling are required.
- Notes may be included, however narrative is expected for summaries and reflections.
- All handouts and supporting materials must be included.

Notebook Due Date: Please submit notebooks to Rick Palese no later than May 8th, 2015

Grading Scale

A = 36-40pts
B = 32-35pts
C = 28-31pts
D = 24-27pts
F = 0-23pts

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Attendance and Conduct

Students must attend 12.5 clock hours of workshop sessions to earn one credit and 25 clock hours for two credits.

Academic Honesty

Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include:

- Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.

Plagiarism

Plagiarism means taking someone else's words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology - really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.

Disability Statement

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If a student has a disability which might interfere with that student's ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.