

:

Graduate Course Number: 7132

Course Title: Music the Brain and Learning\_\_\_\_\_

Days/Times of Class Meetings: online

Number of Credits for the course: 3

Instructor with phone number, email address, and office hours: Libby Allison 5083338702 libbyallison@mac.com  
office hours by appointment

“This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.”

**Student Engagement Statement:** Students are expected to communicate in a collegial fashion with the instructor and classmates. They are expected to complete readings and assignments in a timely fashion in order to post responses by the due dates posted on the course site. It is also expected that students will inform the instructor as soon as possible if facilitation or accommodations for learning or scheduling reasons are needed. This is a tightly scheduled 8 week course.

**Course Description:** Students will explore current research and best practices in music learning and teaching with respect to brain anatomy, development, and function, psychological and sociological intersections, personal learning styles and habits and music teaching methods. Culturally responsive teaching will be examined as it pertains to accommodating differently abled music learners, students of widely varying cultures and traditional music learning and teaching methodologies. Course participants will examine current practice as well as analyze their own practice and devise practical approaches to planning for and implementing music instruction. The course is designed to allow participant learners to pursue their personal interests and professional practices and to provide an opportunity for reflection and revision or reinforcement of their practices.

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Analyze their own personal learning and instructional style.</li> <li>2. Identify basic brain function and anatomy as it relates to learning, retention and mastery, music instruction and practice.</li> <li>3. Identify the connections between music learning, instruction and brain function with cultural relevance, diverse learners, and current music instructional practices.</li> <li>4. Apply principles of music learning, teaching and brain function to planning for music instruction.</li> <li>5. Identify and use the concepts and practices of action research, in order to devise and conduct a short action research project in a personal area of interest.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading response, discussion and assignment activity, reflection</li> <li>2. Discussion, Practitioner’s Corner assignments, lesson plan</li> <li>3. Reading response, discussion Practitioner’s Corner assignment</li> <li>4. Reading response, Lesson plan assignment</li> <li>5. Reading response, discussion, action research project</li> </ol>

**Program-Level Outcomes Addressed:** Professionalism in Teaching - Candidates will participate in group and character-building activities by working alone and with others to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth. Students will demonstrate the ability to: Research best educational practices; Discern new uses for information from a variety of course work; Reflectively discuss their teaching and ways to enhance it, Strength in Character- Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional

practices and those demonstrated as effective through current research. Students will demonstrate the ability to:  
Discuss a variety of educational approaches; Describe why particular educational approaches are chosen for use;  
Choose and apply new approaches to the teaching praxis.

**Course Requirements and Assessment:** Engagement in course materials through Posts, Responses, Assignments, and Activities

- **On-line Discussion, Activities and Engagement:** 50% of final grade Discussion and Activities: 2-3 posts (300 words max.) each week based upon questions posed by instructor or reading. Response engagement: Short responses to classmates' posts (minimum of 2 each week, due in weeks 1-7)

- **Individual assignments:** 15% of final grade Assignment Response: These are short assignments which will be submitted to the instructor for direct feedback. (2-3 number depending on class interest, due in weeks 2-6)

Projects: Lesson plan, Action research project

- **Lesson Plan Assignment:** 15% of final grade

Design (or edit an existing lesson plan of your own) to reflect brain based procedures for planning, instruction and assessment. Details to be explained in class materials

- **Informal Action Research project:** 10% of final grade (topic due in week 4, short paper due in week 7) Details to be explained in week 2 of class materials.

Summative Activity

- **Summative activity:** 10% of final grade (due in week 8) Summary and presentation of evidence of learning as related to the student learning outcomes. Details to be explained in class materials.

**Grading Breakdown:** Posts, Discussion, Responses and Online activities 50%

Individual Assignments 15%

Lesson Plan Assignment 15%

Informal Research Project 10%

Summative Activity 10%

**Instructional Materials:** Sousa, David How the Brain Learns, Corwin (Sage Publications) 5th edition, 2017

Levitin, Daniel, This Is Your Brain on Music, Plume (Penguin Group) 2006

Additional materials and resources will be listed as appropriate throughout the course

**Course Bibliography:** N/A

**Course Calendar or Schedule:** Week 1

Topics: Course introduction, Personal/professional introductions, Sousa book (How the Brain Learns), Introduction to action research and basic brain information

Responses, Assignments, Engagement: Introduction post, 2 discussions

Reading: Sousa, introduction, Chapter 1

Week 2

Topics: Personal learning, brain function, sensory preference, processing, recall, memory and response  
Responses, Assignments, Engagement: 2 discussions, Action Research project assigned- topic due in week 4  
Reading: Sousa, chapters 2 and 3

### Week 3

Topics: This is Your Brain on Music  
Responses, Assignments, Engagement: Prepare one assigned lead response to a section of reading, 1 class discussion of action research ideas  
Reading: Levitin, chapters 2, 3, 4, 6, 7

### Week 4

Topics: Music instruction, method, style, transfer, brain organization  
Responses, Assignments, Engagement: Lesson plan activity assigned, due in week 6 and 2 discussions. Action research topic due  
Reading: Sousa, chapters 4.5

### Week 5

Topics: thinking skills, culture, emotion, safety  
Responses, Assignments, Engagement: 2 discussions and assigned practitioner's corner  
Reading: Sousa, chapter 7 and assigned web based reading

### Week 6

Topics: Reflecting, Planning  
Responses, Assignments, Engagement: 2 discussions and Lesson plan due  
Reading: Sousa, chapter 8

### Week 7

Topics: Connections, making changes  
Responses, Assignments, Engagement: Action Research project due , discussion: short descriptive post about your research project  
Reading: none assigned

### Week 8

Topics: Assessment, progress and progressivism  
Responses, Assignments, Engagement: Summative activity, MECA course evaluation  
Reading: none assigned

**Attendance Policy:** Students are expected to engage in course activities each week for the duration of the course. Extenuating circumstances may be considered. Please contact instructor asap.

### **Candidate Conduct**

***“An important part of VanderCook’s Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.”***

- Cell Phone/Computer Policy: All discussions and assignments will be on the Schoology site.

### Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

### 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**

“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.”