

Graduate Course Number: 7183

Course Title: Conversational Solfege Levels 1 & 2

Days/Times of Online/Zoom Meetings: June 5, 6, 9 & June 12-16 9:00am to 1:00pm CST. This course is an on-line, synchronous course with a live moderator and daily class discussions.

Number of Credits for the course: 3 graduate credits

Instructor with phone number, email address, and office hours: Emily Maurek, emilymo73@hotmail.com. Office hours are available via Zoom 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:

This course is an on-line, synchronous course with a live moderator and daily class discussions. Content will be delivered in both pre-recorded modules and live lessons.

Students will be expected to:

- Attend all classes.
- Active/reflective participation in class activities and discussions.
- Complete assigned readings and articles
- Successful completion of a written assessment on the twelve steps of Conversational Solfege.
- Prepare and teach a technique or game from steps 2-12 of a Conversational Solfege unit of choice
- Create five sequentially written lesson plans based on Conversational Solfege unit of choice

Course Description: Conversational Solfege™ is a pedagogical method to be used with children who have already developed tuneful, beautiful, and artful skills and are ready to develop a deeper understanding of rhythm and melody. Created by leading music educator, Dr. John Feierabend, Conversational Solfege develops the comprehension of music through the use of rhythm and solfege syllables aurally, at a conversational level, then gradually evolves into written music notation. Through carefully sequenced activities, Conversational Solfege enables students to joyfully assimilate the skills and content necessary to be musically literate. Through various techniques, Conversational Solfege allows the acquisition of musical reading and writing, dictation, improvisation, and composition in an intuitive manner. This course is applicable to general music, choral, and instrumental teachers.

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<p>Students will be able to understand and interpret the philosophy, history and learning sequence presented in Conversational Solfege.</p> <p>Students will be able to analyze and apply when and how to teach music literacy utilizing the Conversational Solfege philosophy and approach.</p> <p>Students will be able to develop the teaching skills necessary to present lessons utilizing developmentally appropriate materials and activities reflecting the philosophy and process of Conversational Solfege.</p>	<p>Written Examination.</p> <p>Create five sequentially written lesson plans reflecting the approach and processes of Conversational Solfege reflecting a Conversational Solfege unit of study.</p> <p>Prepare and teach a technique or game from steps 2-12 reflecting the approach and processes of Conversational Solfege reflecting a Conversational Solfege unit of study.</p>

Program-Level Outcomes Addressed:

Professionalism in Teaching:

Students will demonstrate the ability to reflectively discuss and share teaching strategies and best-practices.

Course Requirements and Assessment:

1. Written examination. The exam will consist of fill-in-the-blank and multiple choice questions. This assessment will be administered electronically during the last two days of the course.
2. Written Assignment. Based on the Conversational Solfege unit of choice, create five sequentially written lesson plans reflecting the approach and processes of the

Conversational Solfege approach. The assignment will utilize a reflective, fill-in template to be turned in by the last day of the course.

3. Teaching Demonstration. Individually or in a group, prepare and teach a technique or game from steps 2-12 reflecting the approach and processes of Conversational Solfege reflecting a Conversational Solfege unit of study. Demonstrations will occur during class time during the last two days of the course.

Grading Breakdown: Written examination and sequential lesson plans will be graded utilizing a percentage-based grading scale. Teaching demonstration is a completion grade.

Instructional Materials:

Required Text: *Conversational Solfege, Level 1* Teacher's Manual (Purple Book)

Optional Text: *Conversational Solfege Level 2* Teacher's Manual Teacher's Manual (Orange Book)

Optional Text: *Feierabend Fundamentals: History, Philosophy and Practice*. John M. Feierabend, GIA Publications, Inc.

Course Bibliography:

N/A

Course Calendar or Schedule: June 5, 6, 9 & June 12-16 9:00am to 1:00pm CST

Attendance Policy: Students are expected to attend all class sessions. In emergency situations, a make-up session can be scheduled with the instructor. Students are expected to meet course deadlines and submit work on or before the listed due dates. In some instances, with instructor approval, students may turn in work after the due date without penalty. Students are expected to attend all live discussions with their cameras ON, via Zoom.

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.”

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.”