

Graduate Course Number: 590/7193*

Course Title: Culturally Responsive SEL in Your Choral/General Music Classroom

Days/Times of Online/Zoom Meetings: This course is mostly asynchronous with a weekly chat session that will be held throughout the term. The chat sessions are TBD by participants once the course has begun.

Asynchronous Courses: Asynchronous courses are designed for music educators whose time zones or teaching schedules do not allow them to attend classes synchronously. Through the use of pre-recorded lectures, independent research and writing projects, online discussion forums, watching online videos, and taking quizzes, the workload expectations are equivalent to the rigor that would normally be offered in an on-site, 15-week semester class.

Number of Credits for the course: 2 graduate credits/3 graduate credits*

* This course is offered at two course levels. Students enrolled in the MMed program at VanderCook are eligible to enroll for the 500 course number. Students not enrolled in the MMed program who wish to earn graduate credit as a MECA Continuing Education student should register for the four digit course number. The difference in credits earned and tuition cost is attributed to the difference in tuition rates for the MMed and MECA Continuing Education programs. If you are unsure which section is best for you, please contact us directly at meca@vandercook.edu.

Instructor with phone number, email address, and office hours:

Darlene Machacon, (949) 29-8592, dmachacon@vandercook.edu

Office hours: TBD

“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: : Each hour of credit implies 3-4 hours of classwork, including assigned reading, discussion posts and Zoom meetings. Students in compressed courses are required to prepare for the first day of classes by preparing the pre-course readings and any pre-class assignments.

Course Description: This course is not your every day class on social and emotional learning (SEL). Get ready to dive deeper into how our general and choral music classrooms are gateways for both teacher and student to find identity, belonging, and agency. In this class, there will be discussion of topics such as:

- Foundational understanding of social and emotional learning for both the teacher and students
- Elements of culturally responsive teaching specifically for the music classroom and going beyond “diversifying” curriculum

- Teacher positionality and philosophies
- Introduction to transformative social and emotional learning's effect in music learning
- Approaches to co-creating student-centered material and experiences

The course will consist of reading texts and supplemental material, participating in discussions, engaging in personal reflections, and producing practical and meaningful projects that will challenge you to guide your students to be future change-makers in their communities.

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
Students will be able to synthesize knowledge of social and emotional learning and culturally responsive teaching to teaching strategies and learning activities.	Written responses to discussion topics Assignments demonstrating knowledge of social and emotional learning with culturally responsive teaching
Students will be able to reflect on their own teaching philosophy, teacher disposition and bias and how it is connected to SEL implementation.	Teacher reflections through journals and discussion posts Unit plan with sequential SEL lessons
Students will be able to pull inspiration from teacher-created resources from shared projects.	Concert/Informance Program Design with Transformative SEL competencies

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:

1. Research best educational practices
2. Discern new uses for information from a variety of course work
3. Reflectively discuss their teaching and ways to enhance it

Excellence in Music

Candidates will explore more deeply the culturally and historically important aspects of music, musicians, and composers throughout the world and across time.

Students will demonstrate the ability to:

1. Recognize style traits of various composers, genres, and periods
2. Identify major and transitional composers in a variety of styles, genres, and periods
3. Learn or review and apply new techniques to perform in a style appropriate to genre, style, period, and culture

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:

1. Discuss a variety of educational approaches
2. Describe why particular educational approaches are chosen for use
3. Choose and apply new approaches to the teaching praxis.

Course Requirements and Assessment: This course will consist of regularly assigned readings, reflection, and discussion posts pertaining to the topics of social and emotional learning, culturally responsive teaching, and other related content. Projects provide an opportunity for students to apply knowledge in a practical manner that can be used for the following school year and are shared out in a resource so students can learn from one another's work.

Assignments are to be submitted in a timely manner according to the proposed Course schedule provided in syllabus. It is permitted to work ahead as long as the required readings and assignments prior to larger projects are completed. Creating time for reflection and discussion in the learning community is a part of the learning process in understanding these frameworks.

Assessment will be ongoing, in the form of written communication and scored according to assignment parameters met. Discussion responses and journal reflections should be communicated thoughtfully, respectfully, and with an open mind. Specific criteria for other assignments will be given at a later time.

Grading Breakdown:

- Discussion responses and journal entries: 40%
- Unit Plan: 30%
- Concert/Informance Design: 30%

Instructional Materials:

- Required Text: Culturally Responsive Teaching in Music Education
- Required Text: Portraits of Music Education and Social Emotional Learning
- Recommended Text: Culturally Responsive Choral Music Education

Course Bibliography: N/A

Course Calendar or Schedule:

- Week 1: Social Emotional Learning (SEL) 101
 - Discussion post: Introduce yourself

- Readings
- Discussion post
- Reflection journal post
- Week 2: Culturally responsive education part 1
 - Readings
 - Discussion post
 - Reflection journal post
- Week 3: Culturally responsive education part 2
- Week 4: Connections between SEL and culturally responsive practices
 - Readings
 - Project: Celebration of knowledge on culturally responsive SEL in the music room (choice of paper, presentation, or student-created project)
 - Reflection journal: What am I taking joy in?
 - Discussion post
- Week 5: Introduction to anti-bias and anti-racist teaching and its connection to SEL
 - Readings
 - Discussion post
 - Reflection journal post
- Week 6: Intro to Transformative SEL
 - Readings
 - Discussion post
- Week 7: Embedding Culturally Responsive SEL in Lesson Design
 - Readings
 - Discussion post
 - **3-5 lesson unit plan** for your content area
 - Discussion post: Pick a lesson or unit plan from the submissions and modify it for your learning community.
- Week 8: SEL for Changemakers
 - Reflection journal post
 - **Design a concert program** or informance (community demonstration)

Attendance Policy: N/A

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.”