

Graduate Course Number: 7333

Course Title: Multi-Cultural Techniques for Teaching Rhythm

Days/Times of Online/Zoom Meetings: June 5 - July 28, 2023. This course is mostly asynchronous with weekly required Zoom chat sessions on Wednesday evenings from 5:30-7:00 central time.

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: 3 graduate credits

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

Anthony DeQuattro

203-415-3958

[rhythmstew@gmail.com](mailto:rhythmstew@gmail.com)

Office hours are available via Zoom on Mondays from 5:30-7:30 central time

“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 a 60-minute class period plus 2 hours of outside the class preparation or its equivalent. Students are expected to attend the weekly chat sessions as well as listen to and watch presentations provided by the instructor. Additional tasks include readings, online discussions, video sessions, and recording analyses. There will also be a pre-course assignment due the first day of the class.

Course Description: This course utilizes music and dance traditions from Cuba, Brazil, Ghana and other locales to offer teachers alternatives to mainstream rhythm pedagogy. Since different cultures teach music in different ways, the experience of learning how rhythms are taught in other cultures will increase the teachers' options in the classroom for rhythmic education and development. The rhythms will be presented in both their traditional forms and in simplified forms. The simplified forms make the different music, dances, and cultures more accessible to the younger student.

| <u>Student Learning Outcomes</u>   | <u>Outcomes Assessments</u>  |
|--|--|
| <ul style="list-style-type: none"> <li>● Students will be able to debate the efficacy of non-Western teaching methods in a Western classroom</li> <li>● Students will be able to create teaching sequences that simplify complex rhythms without altering the inherent feel of the original rhythm</li> <li>● Students will be able to assess the integrity of simplified traditional rhythms</li> <li>● Students will be able to differentiate between multiple music and dance styles from various cultures</li> </ul> | <ul style="list-style-type: none"> <li>● Students will engage in online discussions analyzing and debating the methods studied</li> <li>● Students will create written teaching sequences demonstrating the simplification process studied during the course</li> <li>● Students will submit analyses of assigned recordings</li> <li>● Students will video record performance demonstrations of varied traditional rhythms</li> </ul> |

Program-Level Outcomes Addressed:

*Professionalism in Teaching*

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

*Excellence in Music*

Students will demonstrate the ability to apply newly acquired techniques and perform a variety of music in different genres and styles.

*Strength in Character*

Students will discuss a variety of teaching methods and educational approaches, taking into account varying needs and abilities of their students.

Course Requirements and Assessment:

- Students will create Rhythm Simplifications based on the methods discussed during the course. Grades will be based on the accuracy of these simplifications.
- Students will submit Video Performances of the rhythms studied during the course. Grades will be based on the level of adherence to the instructions for this assessment.
- Students will engage in weekly Online Discussions. A grading rubric will be provided that lists the exact criteria for each discussion. Grades will be based on the criteria detailed on the accompanying rubric, including number of posts, questions raised, questions answered, contrarian opinions explored, etc.
- Students are required to attend the Weekly Chat. Grades will be based on attendance and participation.
- Students will submit Recording Analyses, for which they will describe key elements of the style being presented. Grades will be based on the criteria detailed on the accompanying rubric, including accuracy of references, breadth and rigor of analysis, etc.

Grading Breakdown:

- |                          |     |
|--------------------------|-----|
| ● Rhythm Simplifications | 20% |
| ● Video Performances     | 10% |
| ● Online Discussions     | 50% |
| ● Weekly Chat            | 10% |
| ● Recording Analyses     | 10% |

Instructional Materials:

There are no required materials. Online sources will be provided during the course.

Course Bibliography:

Online sources will be provided during the course.

Course Calendar or Schedule: <<Course Calendar or Schedule:>>

Week 1: Afro/Cha Cha Cha (Cuba)

Week 2: Mambo/Rueda (Cuba)

Week 3: Afro-Cuban 6/8 (Cuba)/Solkattus (vocal rhythms) (India)

Week 4: Gahu (Ghana)

Week 5: Agbekor (Ghana)

Week 6: Rumba Guaguanco (Cuba)

Week 7: Samba/Maculele (Brazil)

Week 8: Review

### Attendance Policy:

This course is mostly asynchronous with Weekly Chat sessions, via Zoom, on Wednesday evenings from 5:30-7:00 central time. Attendance at Weekly Chats is required and a grade will be assigned based on this attendance.

### 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.”