

Graduate Course Number: MECA 7613 GRAD: 555LA*

* 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.

Course Title: Latin American Music in the General/ Elementary Music Classroom

Course Structure: Synchronous

Synchronous Courses: Each one credit hour earned assumes approximately 3.75 clock hours of work, on average, per week of combined in-person learning/chat sessions and independent work/study.

For a 12-week, 3-credit online course, students will spend, on average, 11.25 clock hours per week of combined chat sessions and independent work/practice.

For an 8-week, 3-credit online course, students will spend, on average, 16.6 hours per week of combined chat sessions and independent work/practice.

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.

Days/Times of Class Meetings: TBD

Number of Credits for the course: 3 credits

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

Ani Silva-Berrios- (407) 433-5263

asilvaberrios@vandercook.edu

Office Hours Upon Request

“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 attend the synchronous Zoom meetings from 6:30-7:30pm est, on the day agreed upon. Full participation is expected with cameras on during the meetings. Students will work on weekly discussions and/or listening quizzes, create three unique lessons throughout the course, and write a written reflection at the end of the course. All assignments are to be completed by the due dates posted on the course site - no exceptions! It is encouraged that students communicate with the instructor as soon as possible should accommodations be needed, or if any schedule conflicts arise as the course progresses.

Course Description:

Latin American music comprises a variety of genres. As diverse as our Latinx students are, it is important to represent the music of their cultures, but also provide opportunities to learn about other Latinx cultures, too. These interactions can be best depicted in the music classroom through different mediums and lessons. This course is designed for music educators who would like to incorporate a variety of Latin American music genres and activities in the general music classroom. Participants in this course will have the opportunity to learn about different Latin American music, culture, musical history, artists, dances, and songs, apply the content through a sample variety of activities appropriate for the music classroom using Orff Schülwerk and Kodály approaches, and develop authentic lessons that are inclusive, student-driven, engaging, and equitable for their students

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<p>Students will be able to: attain a broad understanding of selected Latin American music genres, and develop a strong sense of how to incorporate these in the elementary music classroom. (Assessment: Discussion Posts)</p> <p>understand, identify, and differentiate specific Latin American music genres and their unique musical elements. (Assessment: Listening Quizzes)</p> <p>develop appropriate lessons for the elementary music classroom incorporating Latin American music genres. (Assessment: Lesson Projects)</p>	<p>Students will engage in nine (9) discussion posts to demonstrate understanding of course content, and reflect on teaching practices and their application in the elementary music classroom.</p> <p>Students will complete three (3) listening quizzes to identify and differentiate the selected Latin American music genres and their unique musical elements.</p> <p>Students will develop three (3) appropriate and unique lesson activities for the elementary music classroom incorporating Latin American music genres, that reflect understanding of the course content and its future integration into the elementary music curriculum.</p>

Program-Level Outcomes Addressed:

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

Course Requirements and Assessment:

Zoom Meetings

We will have synchronous Zoom meetings consisting of class discussions and activities that will be applicable to the students' success in the course. Attendance will count towards the final grade.

Discussion Posts

Students will have weekly discussion posts that need to be completed by the due dates posted on the course site. Discussion prompt responses should be at least 150 words in length and will be graded on a

complete/incomplete basis. There will be a total of nine (9) discussion posts throughout the course.

Listening Quizzes

Listening quizzes will consist of ten (10) musical examples representative of the variety of musical genres covered throughout this course. Each example will be worth 1pt (10pts per quiz).

Lesson Projects*

Lesson projects will be due after each Latin American region is discussed. These will consist of a detailed lesson plan and unique lesson activity that are appropriately designed for a grade level of choice. Each lesson should include a Latin American music genre that has been discussed up to date.

**Rubric to be provided*

Written Reflection

A written reflection summarizing your takeaways from the course, and explaining how you will apply these practices in the classroom will be due at the end of the course. This reflection should be at least 500 words in length.

Grading Breakdown:

Zoom Meeting Attendance - 15%

Discussions (9) - 15%

Listening Quizzes (3) - 10%

Lessons (3) - 45%

Written Reflection (1) - 15%

Instructional Materials: Recommended Text

Brill, Mark. (2018). *Music of Latin America and the Caribbean. (2nd Edition)*.
New York:Routledge

Course Bibliography: TBD

Course Calendar or Schedule:

Wk. 01: Course Overview and Introduction

Wk. 02: Caribbean Latin American music genres (Pt. 1)

Wk. 03: Caribbean Latin American music genres (Pt. 2)

Wk. 04: Caribbean Latin American music genres (Pt. 3)

Wk. 05: Lesson Activities, and Lesson Project #1

Wk. 06: Central American Latin American music genres (Pt. 1)

Wk. 07: Central American Latin American music genres (Pt. 2)

Wk. 08: Lesson Activities, and Lesson Project #2

Wk. 09: South American Latin American music genres (Pt.1)

Wk. 10: South American Latin American music genres (Pt. 2)

Wk. 11: South American Latin American music genres (Pt. 3)

Wk. 12: Lesson Project #3 and Written Reflection

Attendance Policy:

Students are expected to attend all Zoom meetings as it is an essential element for the students' success of the learning outcomes. If a schedule conflict should arise, the student must notify the instructor within 48 hours and make arrangements for an alternative meeting time.

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: <<Candidate Conduct Continued: Cell phone/computer policy:>>

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.”