Graduate Course Number: 7741

Course Title: Build, Maintain and Champion

Days/Times of Class Meetings: 11am-12:30pm Tuesdays June 7 - July 26 (June 28th class held on June 29)

Number of Credits for the course: 3

Instructor with phone number, email address, and office hours: Chip Staley 630.484.8092 cstaley@vandercook.edu
    office hours 10:30am everyday

“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 requires students to reflect their own ideas in writing every week and participate in weekly Zoom meetings. This course also requires students to read one book from a list provided by the instructor. Students will share highlights of the book with the class.

Special Note: Attendance at weekly conference calls is required. The conference calls will take place on Zoom 11am-12:30pm Tuesdays, June 7 - July 26. The June 28 class will be held on Wednesday June 29. In the unlikely event a student misses a conference call, an alternative assignment must be completed.

K-12 music educators completing this course will be even more skilled at setting priorities for building the infrastructure needed to provide a high-quality music education for all students. Participants will learn specific ways to continually improve classroom instruction, authentically engage building administration, and cultivate a community of stakeholders dedicated to cementing the essential role music plays as a core curricular offering.

Course Description: This course will recharge your batteries, reset your aspirations and rebuild your spirit. Affirm your priorities for building the infrastructure needed to provide quality music education for all students. Reinforce the most effective way to continually improve classroom instruction, authentically engage building administration, and cultivate a community of stakeholders dedicated to cementing the essential role music plays as a core curricular offering. Personal reflection through writing is a major component of this class. Attendance at a weekly Zoom class is required (Tuesdays 11:00am-12:30pm Central time with Tuesday June 28th rescheduled for Wednesday June 29).

The class size is capped at 12 students to ensure there will be plenty of opportunity for professional conversations.
### Student Learning Outcomes

1. Students will be able to be strong advocates for music as an essential component of a comprehensive education.
2. Students will be able to set priorities for building the infrastructure needed to provide a high-quality music education for all students.
3. Students will be able to improve classroom instruction by adopting a more diverse and inclusive approach to selecting literature and designing lessons.
4. Students will be able to encourage building administration to become better advocates for the arts.
5. Students will be able to cultivate a community of stakeholders dedicated to cementing the essential role music plays as a core curricular offering.

### Outcomes Assessments

1. Students will be able to be strong advocates for music as an essential component of a comprehensive education. (Written reflection and Zoom discussion)
2. Students will be able to set priorities for building the infrastructure needed to provide a high-quality music education for all students. (Written reflection and Zoom discussion)
3. Students will be able to improve classroom instruction by adopting a more diverse and inclusive approach to selecting literature and designing lessons. (Written reflection and Zoom discussion)
4. Students will be able to encourage building administration to become better advocates for the arts. (Written reflection and Zoom discussion)
5. Students will be able to cultivate a community of stakeholders dedicated to cementing the essential role music plays as a core curricular offering. (Written reflection and Zoom discussion)
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, 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: Recognize style traits of various composers, genres, and periods; Identify major and transitional composers in a variety of styles, genres, and periods; 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: 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: Select a book from this list to read and review this summer: (Seek instructor approval for a book not on this list)

Linchpin by Seth Godin
Punished by Rewards by Alfie Kohn
Finding Your Element by Sir Ken Robinson
Drive by Daniel Pink
Rising Strong by Brené Brown
The Culture Code by Daniel Coyle
Good to Great by Jim Collins
Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students by Zaretta L. Hammond-Hanson

Grading Breakdown: Zoom Discussion 30% Written Reflections 40% Book Presentation 20% Final Project 10%

Instructional Materials: One book from recommended list.

Course Bibliography: Recommended book list: Linchpin by Seth Godin
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Course Calendar or Schedule: Special Note: Attendance at weekly conference calls is required. The conference calls will take place on Zoom 11am-12:30pm Tuesdays, June 7 - July 26. The June 28 class will be held on Wednesday June 29. In the unlikely event a student misses a conference call, an alternative assignment must be completed. Written reflections on prompts relevant to Zoom discussions are due weekly.

Attendance Policy: Attendance at weekly conference calls is required. The conference calls will take place on Zoom 11am-12:30pm Tuesdays, June 7 - July 26. The June 28 class will be held on Wednesday June 29. In the unlikely event a student misses a conference call, an alternative assignment must be completed.

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: Students are expected to attend to the Zoom call and not multitask with other electronic devices.

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.”