

Graduate Course Number: 7743

Course Title: Mariachi 101: Building a Successful Program

Course Structure: Asynchronous with weekly class meeting via Zoom

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, 8-week half-semester class.

Days/Times of Class Meetings: October 16, 2023–December 8, 2023

This course is mostly asynchronous. We will have a required class meeting each week; these meetings will tentatively be scheduled for Wednesdays from 7pm-8pm Central Time. During our first meeting, we will decide as a class if this day/time works for all. If you need to miss a meeting, please contact the instructor prior to the weekly meeting to make plans for an alternate time.

Number of Credits for the course: 2 Graduate Credits

Instructor Name and Email: Scott Glasser, sglasser@asu.edu

Office Hours: Available via Zoom, Thursdays, 6pm-8pm Central Time and via 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: Each hour of credit implies approximately 15 hours of course work completion, for a total of 30 hours. Participants can expect to dedicate 3-4 hours per week. This time could include reading, watching videos, practicing mariachi instruments, creating video playing assessments for instructor/peer feedback, participating in online discussions, and attending live chats or office hours on Zoom.

Course Description: Are you looking to expand the offerings of your music program and engage more students? Have you been wanting to establish a mariachi program but do not know where to start? Through this course, participants will be provided with resources, insight, and advice on building a school mariachi program from scratch, one that is inclusive of students from all backgrounds. Join us for an eight-week course that will inspire your journey as a mariachi director, empower you as a music educator, and assist you in building a successful program from the ground up!

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Understand and identify the roles of each instrument/section of the mariachi ensemble, as well as the historical significance of mariachi within Mexican culture ● Understand and identify the different styles of mariachi (ranchera, bolero, vals, son) ● Perform basic chord progressions on guitar using standard manicos/strum patterns ● Perform basic melodies on violin and trumpet ● Design lessons for the beginning mariachi K-12 classroom 	<p>Assessments will include...</p> <ul style="list-style-type: none"> ● Discussion Questions and Posts ● Written Reflections ● Playing Assessments ● Instructor and Peer Assessment/Feedback ● Lesson plan/teaching demonstration

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 coursework
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

Course Requirements and Assessment:

Schoology will be updated every Sunday with the week's assignments and resources. Students are expected to check Schoology for updates.

Throughout the course, students are required to:

- Read articles and chapters, as well as watch videos, as assigned
- Contribute to weekly class discussions during Zoom meetings
- Demonstrate an understanding of course material through performing playing assessments and providing feedback to others
- Create lesson plans and assessments for the beginning mariachi K-12 classroom setting

Grading Breakdown:

Discussion Board Posts: 20%

Weekly Class Zoom Meetings: 20%

Playing Assessments: 40%

Final Lesson/Teaching Demonstration: 20%

Instructional Materials:

Most materials (articles, readings, music) for this course will be provided by the instructor via Schoology.

Students will need access to:

Guitar

Violin

Trumpet

Required Textbook to Purchase:

[Foundations of Mariachi Education, Vol. 1 \(William Gradante, editor\)](#)

Course Bibliography: N/A

Course Calendar or Schedule:

Week 1: Introductions, Overview of Mariachi

Week 2: How Do I Build a Successful Mariachi Program?

Week 3: Guitar/Vihuela Technique and Chord Progressions

Week 4: Guitar/Vihuela Chord Progressions with Mánicos (Strum Patterns and Styles)

Week 5: Beginning Violin Technique

Week 6: Beginning Trumpet Technique

Week 7: Extended Practice for Violin/Trumpet, Introduction to Guitarrón (You are NOT required to have a guitarrón)

Week 8: Design Lesson Plan and Record Teaching Demonstration Video

Attendance Policy: This course is mostly asynchronous with a required class Zoom meeting each week. Students are expected to meet course deadlines and submit assignments on or before the listed due dates. If there are extenuating or unforeseen circumstances that arise, please contact the instructor for an extension on an assignment.

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.”