

Graduate Course Number: 7753

Course Title: Creating a Student-Centered Music Curriculum

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: <<Thursday 5:30 pm cst- 8:00 pm cst:>>

Number of Credits for the course: <<One Credit:>>

Instructor with office phone number, email address, and office hours: <<407-970-7656, colquhoun.shane@gmail.com, and 5:00 pm cst- 7:00 pm cst>>

“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 will complete all assignments and participate in all class discussions. Each hour of credit implies approximately 2 hours a week of course work completion, for a total of 45 hours. Additional time may be required depending on the student's level of comfort with the weekly assignment.>>

Course Description: <<This course will provide music educators with a comprehensive plan for creating culturally relevant and student centered music curriculum and courses. Participants will design lessons that can be used for shorter units of study or semester and year-long courses. >>

<b><u>Student Learning Outcomes</u></b>	<b><u>Outcomes Assessments</u></b>
<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Create meaningful General Music courses.</li> <li>2. Incorporate emerging music methods and pedagogies.</li> <li>3. Identify the different roles of the music teacher.</li> <li>4. incorporate project based learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Final Project demonstrating understanding of cultural relevance in regards to lesson planning</li> <li>2. Discussions/ reflection questions</li> <li>3. Weekly reflective assignments</li> </ol>

Program-Level Outcomes Addressed: <<

Professionalism in Teaching Candidates will participate in group discussions

Students will demonstrate the ability to:

1. Understand cultural relevance and student centered teaching
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. Think critically about their current teaching practice
2. Assess the structure of their current course offerings
3. Make informed classroom decisions based on the the needs of their students

Course Requirements and Assessment: <<Student will complete weekly assignments that will culminate in a unit plan that is culturally relevant and detailed enough to implement at the conclusion of the course. >>

Week 1: Class Survey  
Week 2: Analyzing the Results  
Week 3: Emerging Practices Reflection  
Week 4: Lesson Plan/ Units

Grading Breakdown: <<

Grading Scale  
A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = 59 & below>>

Instructional Materials: <<Required text- *The Learner Centered Music Classroom* Edited by: David A. Williams and Jonathan A. Kladder.>>

Course Bibliography: <<N/A.>>

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

Week 1 Different roles of the music educator

- Teacher vs Facilitator
- Learner-centered vs Student-centered
- Music Teacher as the producer

Week 2 Progressive pedagogy

- Music as Second Language
- Informal Music Learning
- Cultural Relevance
- MultiCultural Music Education

Week 3 Learner Centered Book Review

Week 4 Final Unit/Lesson Plans

Attendance Policy: <<Students are required to attend class and complete all coursework each week.>>

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.”