

Graduate Course Number: 7533

Course Title: You Get What You Give: Enrich your music program with creativity, compassion, and fun!

Course Description

Think of this course as a music program make-over! Applying the concepts from the book *Pathways* by Joseph Alsobrook, create the music program you desire by diving into the five gifts music students need: *love, attention, accomplishment, boundaries, and fun*. Key learning activities include weekly readings, discussion & collaboration. At the end of this course, participants will have concrete ideas and completed projects that directly improve their teaching and culture. Open to all beginning, middle, and high school band, orchestra, and choral directors.

Course Structure: Asynchronous

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-scheduled online meetings, 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

- September 18, 2023 - December 8, 2023
- Online Zoom meetings every other Thursday @ 7:30pm
 - Starting Thursday, September 28

Number of Credits for the course: 3

Instructor Contacts

- Keith Ozsvath: ozsvathmeca@gmail.com
- Lisa Hatfield: hatfieldmeca@gmail.com

Note: 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

1. **Engagement:** Students are expected to actively participate throughout this course. This includes attending online Zoom meetings, completing assignments, and contributing to online discussions. Active engagement demonstrates a commitment to learning and allows for a deeper understanding of the materials.

2. **Communication:** Students are expected to communicate effectively with their instructors and each other. This involves asking questions, seeking clarification, and providing feedback when necessary. Timely and respectful communication is key to addressing any challenges or concerns that may arise during the course.

3. **Ownership:** Online learning requires self-discipline and self-motivation. Students are expected to manage their time effectively, adhere to deadlines, and complete assignments independently as well as take ownership of their education by being proactive, prepared, and accountable for their actions. This includes actively seeking help when needed, taking advantage of available resources, and adhering to academic integrity guidelines.

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<ul style="list-style-type: none"> ● Create an action plan for putting students first ● Design lessons, assessments, and activities around the course themes of <i>love, attention, accomplishment, boundaries, and fun</i>. Additionally, discussions and projects will focus around <i>program culture, classroom management, rehearsal procedures & strategies, and instruction</i>. 	<p>Assessments for this course include:</p> <ul style="list-style-type: none"> ● <i>Discussion summaries</i> ● <i>Project assignments</i> ● <i>Professional reflection</i>

Program-Level Outcomes Addressed

Professionalism in Teaching: Students will demonstrate the ability to reflectively discuss and share teaching strategies and best-practices. 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 course work
3. Reflectively discuss their teaching and ways to enhance it

Strength and Character

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

1. Discuss a variety of educational approaches
2. Describe why particular educational approaches are chosen for use
3. Choose and apply new approaches to the teaching praxis.

Course Requirements and Assessment:

Assignments are submitted by the weekly Monday deadline. Attendance and participation is required for all Zoom sessions. However, we understand that life can sometimes get in the way and interfere. If you find yourself falling behind, it is your responsibility to reach out to discuss your options.

Grading Breakdown

Weekly assignments & projects = 70%

Class discussions & Zoom sessions = 20%

Final reflection assignment = 10%

Grading Scale:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 59 & below

Instructional Materials

1. **Pathways by Joseph Alsobrook** (ISBN-13: 978-1579991340)
2. Desktop or Laptop Computer
3. Webcam or Smartphone for video meetings

Course Bibliography: N/A

Course Calendar or Schedule:

Class Start	Monday, September 18
First Zoom Meeting - 7:30pm	Thursday, September 28
Zoom Meeting - 7:30pm	Thursday, October 12
Zoom Meeting - 7:30pm	Thursday, October 26
Zoom Meeting - 7:30pm	Thursday, November 9
No Class - Fall Break	November 22-24
Final Zoom Meeting - 7:30pm	Thursday, November 30
Class End	Friday, December 8

Attendance Policy

Contrary to tracking physical or real-time attendance, this asynchronous course will focus on students' active engagement and timely completion of course requirements. Students will achieve full attendance if they regularly interact in discussion forums, complete assigned activities, engage with course materials, attend the online Zoom meetings, and submit periodic progress updates within the specified timeframes. Circumstances that may hinder a student's participation must be clearly and timely communicated with the instructors.

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 will access assignments and online discussions through Schoology and online meetings through Zoom. When utilizing these platforms, please engage in constructive discussions, use appropriate language, and interact with others in a respectful manner. Be cautious about sharing personal information and adhere to data security and privacy guidelines. If you are in need of troubleshooting and/or technical support throughout the course, reach out to your instructors or contact wfong@vandercook.edu.

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.