

GRADUATE SYLLABUS

Graduate Course Number 6443
 SPRING SEMESTER 2023
 6 Habits to Grow a Successful Band
 (ONLINE)

3 Credits

Glen Schneider, Instructor -
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Office hours—ONLINE via email or Schoology.com for appointments, Instructor is available on Monday and Thursday evenings via phone.

Online Meetings:

- Monday, Feb 13, 6:00pm-7:00pm with ***Glen Schneider***
- Monday, February 27, 6:00-7:00pm with ***Scott Rush***
- Monday, April 3, 6:00-7:00pm with ***Tim Lautzenheiser***
- Monday, April 24, 6:00-7:00pm ***Final Meeting for Project Presentations***

This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.

Course Description :

This course is an opportunity to discover and develop the six habits that are necessary to achieve growth in your band program. Join Glen Schneider, Scott Rush, and Tim Lautzenheiser where through reflective practices, you will focus on assessing current student motivation, focus, confidence, energy, purpose, and leadership, to gradually build the mindset and instructional tools for your students that leverage the habit formation process, and maximize student musicianship to ultimately fulfill the mission of the program.

Student Engagement Statement:

Each hour of credit implies a 50-minute class period plus 2 hours of outside the class preparation or its equivalent. Students will periodically be asked to design learning units that will require additional time or recording of classroom activities at their respective schools. Since this course is online, the assignments, readings, and discussion post expectations are designed to stay within these specifications.

Course Description (from the current catalog):

Student Learning Outcomes	Outcomes Assessments
Course-level outcomes: <ul style="list-style-type: none"> ● <i>Differentiate effective rehearsal strategies</i> 	Assessments: <ul style="list-style-type: none"> ● <i>Written assignments submitted in Schoology</i>

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<ul style="list-style-type: none"> • <i>Question current practices</i> • <i>Inspect current practices and gestures</i> • <i>Argue for philosophical structure</i> • <i>Assess your conducting/leadership regularly</i> • <i>Conclude your findings from video observation/reflection</i> 	<ul style="list-style-type: none"> • <i>Discussion posts in Schoology</i> • <i>Teaching demonstrations, video</i> • <i>Casual Action Based Research</i> • <i>Reflection</i>
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Program-Level Outcomes Addressed:

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

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

- The typical work flow for each learning module will include Readings, one assignment, one discussion, and work on an extended assignment.
- Discussions 25% + Assignments 25% + Final Project 50% = 100% Final Grade

Instructional Materials

Habits of a Significant Band Director, by Scott Rush

<https://www.giamusic.com/store/resource/habits-of-a-significant-band-director-book-g9567>

The Joy of Inspired Teaching, by Tim Lautzenheiser

<https://www.amazon.com/joy-Inspired-Teaching-G4041/dp/0941050505>

Course Bibliography:

Rush, S. (2018). *Habits of a significant band director: How successful band directors leave a musical and Personal Legacy*. GIA Publications.

Lautzenheiser, T. (1993). *The joy of inspired teaching*. GIA Publications, Inc.

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Course Calendar or Schedule:

Module 1 - Readings, Discussion, and Online Meeting - Monday, Feb 13, 6:00pm-7:00pm with **Glen Schneider**

Module 2 - Readings, Discussion, and Unit Assignment

Module 3 Readings, Discussion, and Online Meeting - Monday, February 27, 6:00-7:00pm with **Scott Rush**

Module 4 Readings, Discussion, and Unit Assignment

Module 5 Readings, Discussion, and Unit Assignment

Module 6 Readings, Discussion, and Unit Assignment

Module 7 Readings, Discussion, and Online Meeting - Monday, April 3, 6:00-7:00pm with **Tim Lautzenheiser**

Module 8 Readings, Discussion, and Unit Assignment

Module 9 Readings, Discussion, and Final Assignment

Module 10 Readings, Discussion, and Online Meeting - Monday, April 24, 6:00-7:00pm **Final Meeting for Project Presentations**

Module 11 Discussion, (conclusion)

Attendance Policy

- Institutional policy is that the student must notify the instructor personally – phone message/e-mail/personal conversation – and not just password through another student. Please communicate ahead of time should you be unable to finish an assignment or perform an assignment on 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.

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.

If applicable, include what you do specifically in your class to address health and safety by typing over this text. Include such things as the Institute of Health and Human Performance WOW exercise program, the Alexander technique, Feldenkrais, etc.

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:

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- ***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.