

**UCC/UGC/ECCC**

Proposal for Course Change

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| --- |
| **[ ]  FAST TRACK (Select if this will** **be a fast track item. Refer to**  [***Fast Track Policy***](http://www4.nau.edu/avpaa/UCCPolicy/Agenda_FastTrack_Consent.docx) **for eligibility)** |

# *If the changes included in this proposal are significant, attach copies of original and proposed syllabi in* [*approved university format*](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)*.*

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Course subject and number: | **MUS 307L** | 2. Units: | **2** |

 [**See upper and lower division undergraduate course definitions**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc).

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| --- | --- | --- | --- |
| 3. College: | Arts and Letters | 4. Academic Unit: | School of Music  |

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| 5. Current Student Learning Outcomes of the course.Upon successful completion of MUS 307L students will:Foundational Knowledge:Learn to utilize the Suzuki philosophy* Acquire foundational skills in teaching a beginning strings class
* Acquire assessment methods for self-evaluation and peer settings
* Learn to teach basic music notational concepts to children

Application* Prepare a DVD recording that is a representative sample of teaching in both individual and group class setting
* Demonstrate differing styles for teaching violin/viola technique in the Suzuki repertoire.
* Demonstrate the process of preparing various levels of group classes for performances
* Demonstrate teaching musicality in a group class of violinists/violists
* Demonstrate teaching music notation to young children

Integration* Through observation, teaching and assisting in the Marshall Magnet Elementary School K-2 Suzuki Program, foundational theoretical concepts and teaching tools will be utilized and experienced
* Through observation, teaching and assisting in the NAU Music and Dance Academy, teaching tools and theoretical concepts will be utilized
* Apply Pre-twinkle and Suzuki repertoire to an individual or group lesson environment

Care/Value* Through the practice of participating in the practicum and teaching within diverse cultures and physical settings, an expanded understanding of human relationships and varied needs will be acquired
* In working with young children and parents, participants will develop an understanding of community and social interactions within an arts education environment
* In performing for community events, skills in managing and promoting music programs will be acquired

Learning how to learn* In preparing DVD’s of group and individual classes, participants will learn specific assessment techniques through self-evaluation and peer evaluation on teaching
* In preparing for a presentation on topics related to the Suzuki philosophy, participants will develop skills on oral and technical lectures.
* Participation in observing student lessons in class, one will develop skills in evaluation and learning
 | Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*Upon successful completion of MUS **~~307L~~** 4**07L** students will:Foundational Knowledge:Learn to utilize the Suzuki philosophy* Acquire foundational skills in teaching a beginning strings class
* Acquire assessment methods for self-evaluation and peer settings
* Learn to teach basic music notational concepts to children

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* Participation in observing student lessons in class, one will develop skills in evaluation and learning
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| 6. Current **title,** **description** and **units**. Cut and paste, in its entirety,from the current on-line academic catalog\* MUS 307L SUZUKI PEDAGOGY (1)Description: Letter grade only. May be repeated for up to 8 units of credit.Units: 1 | Show the proposed changes in this column **Bold** the proposed changes in this column to differentiate from what is not changing, and **~~Bold with strikethrough~~**what is being deleted.MUS ~~307L~~407L SUZUKI PEDAGOGY LAB (1)Description**: A practicum that includes teaching children in group lessons as well as experiences in related areas such as ... preparatory music reading classes, administrating a Suzuki program, organizing and teaching a workshop, community performances and recitals**. Letter grade only. May be repeated for up to 8 units of credit.Units: 1 |

\*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

 7. Justification for course change.

**Changing the course accurately reflects the current delivery and focus of the course (Pedagogy based vs. Performance based).**

**Co-convening MUS 507L/MUS 407L Suzuki Pedagogy Lab class will formalize the past and current presentation of the classes and will serve to benefit the learning experiences of both the graduate and undergraduate student. The combined graduate and undergraduate classes will more accurately represent the current delivery of the course, and will help to ensure the sustainability of the program.**

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| 8. Effective **BEGINNING** of what term and year? | **Fall 2014** |
| [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1314Effective.xls). |  |

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

|  |  |
| --- | --- |
| **CURRENT** | **PROPOSED** |
| Current course subject and number:MUS 307L | Proposed course subject and number:**MUS 407L** |
| Current number of units: | Proposed number of units: |
| Current short course title:SUZUKI PEDAGOGY | Proposed short course title (max 30 characters):**SUZUKI PEDAGOGY LAB** |
| Current long course title:SUZUKI PEDAGOGY | Proposed long course title (max 100 characters): **SUZUKI PEDAGOGY LAB** |
| Current grading option:letter grade [ ]  pass/fail [ ]  or both [ ]  | Proposed grading option:letter grade [ ]  pass/fail [ ]  or both [ ]  |
| Current repeat for additional units: | Proposed repeat for additional units: |
| Current max number of units: | Proposed max number of units: |
| Current prerequisite: | Proposed prerequisite (include rationale in the justification): |
| Current co-requisite: | Proposed co-requisite (include rationale in the justification):  |
| Current co-convene with:NONE | Proposed co-convene with:**MUS 507L** |
| Current cross list with: | Proposed cross list with: |

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)? Yes [x]  No [ ]

 If yes, describe the impact. If applicable, include evidence of notification to and/or response

 from each impacted academic unit.

**Master of Music, Suzuki Pedagogy (Violin) Emphasis.**

10. Is there a related plan or sub plan change proposal being submitted? Yes [x]  No [ ]

 If no, explain.

11. Does this course include combined lecture and lab components?                  Yes [ ]  No [x]

 If yes, include the units specific to each component in the course description above.

**Answer 12-15 for UCC/ECCC only:**

12. Is this course an approved Liberal Studies or Diversity course?                  Yes [ ]  No [ ]         If yes, select all that apply.   Liberal Studies [ ]    Diversity [ ]    Both [ ]

13. Do you want to remove the Liberal Studies or Diversity designation?            Yes [ ]  No [ ]

 If yes, select all that apply.   Liberal Studies [ ]    Diversity [ ]     Both [ ]

14. Is this course listed in the [**Course Equivalency Guide**](https://aztransmac2.asu.edu/cgi-bin/WebObjects/Admin_CEG.woa/wa/ByInst?inst=NAU)?                               Yes [ ]  No [ ]

15. Is this course a [**Shared Unique Numbering**](https://aztransmac1.asu.edu/cgi-bin/WebObjects/ATASS.woa/wa/SUNList?S=X) (SUN) course?                            Yes [ ]  No [ ]

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| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland**  | **1/9/2014** |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals**: |  |
|  |  |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes [ ]  No [ ]

Approved as modified: Yes [ ]  No [ ]

|  |  |
| --- | --- |
| **EXTENDED CAMPUSES** |  |
|  |  |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:**  |  |
|  |
| Academic Unit Head | Date |
|  |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes [ ]  No [ ]

Approved as modified: Yes [ ]  No [ ]

**PROPOSED SYLLABUS (MUS 407L)**

**Northern Arizona University**

**School of Music**

**MUS 407L: Suzuki String Practicum**

**Spring 2014**

Instructor: Karin Hallberg, M.A., M.Ed., Ph.D Candidate

Class Location: Bldg. 37, 137

Class Times: Friday 1:50 – 2:40; Thursday 4:00-6:00

Class Dates: 01/ 17/14 - 05/08/14

Credit Hours: 1

Office: Ponderosa Building, 120

Office Hours: Monday and Wednesday 1:00-2:00 or by appt.

Office Phone: 523-8065

E-mail: Karin.Hallberg@nau.edu

**Course Description**

This course is a practicum on the pedagogical process of instructing children violin/viola in both individual and group settings using the Suzuki repertoire and philosophy. Emphasis will be placed on the preparation and implementation of weekly individual and group classes of Suzuki violin/viola students. Ultimately, students in this course will learn to assimilate skills in teaching students the violin/viola in diverse settings, manage a music program or studio integrating skills in community venues utilizing the Suzuki Method.

**Student Learning Outcomes**

As a result of reading, discussion, performing, and observational experiences from this course students will develop the following concepts associated with teaching the violin/viola using the Suzuki Method:

Foundational Knowledge:

* Utilization of the Suzuki philosophy
* Acquire foundational skills in teaching a beginning strings class
* Acquire assessment methods for self-evaluation and peer settings
* Learn to teach basic music notational concepts to children

Application

* Prepare a DVD recording that is a representative sample of teaching in both individual and group class setting
* Demonstrate differing styles for teaching violin/viola technique in the Suzuki repertoire.
* Demonstrate the process of preparing various levels of group classes for performances
* Demonstrate teaching musicality in a group class of violinists/violists
* Demonstrate teaching music notation to young children

Integration

* Through observation, teaching and assisting in the Marshall Magnet Elementary School K-2 Suzuki Program, foundational theoretical concepts and teaching tools will be utilized and experienced
* Through observation, teaching and assisting in the NAU Music and Dance Academy, teaching tools and theoretical concepts will be utilized
* Apply Pre-twinkle and Suzuki repertoire to an individual or group lesson environment

Care/Value

* Through the practice of participating in the practicum and teaching within diverse cultures and physical settings, an expanded understanding of human relationships and varied needs will be acquired
* In working with young children and parents, participants will develop an understanding of community and social interactions within an arts education environment
* In performing for community events, skills in managing and promoting music programs will be acquired

Learning how to learn

* In preparing DVD’s of group and individual classes, participants will learn specific assessment techniques through self-evaluation and peer evaluation on teaching
* In preparing for a presentation on topics related to the Suzuki philosophy, participants will develop skills on oral and technical lectures.
* Participation in observing student lessons in class, one will develop skills in evaluation and learning

**Course Structure**

This course will be taught primarily through lecture, discussion and application of principles. Students will be expected to attend classes offered through the NAU Community Music and Dance Academy Suzuki program.

*Written assignments:* All written assignments will have descriptors and rubrics on Blackboard. Assignments will be submitted on Blackboard in APA format.

*Notebooks:* Information acquired in the notebooks will be cumulative over the courses. Descriptors and rubrics will be available on Blackboard.

**Required Text**

Suzuki Violin/Viola Repertoire Books 1-4

Starr, W. (1996). *The Suzuki Violinist.* Knoxville, TN: Kingston Ellis Press.

Suzuki, S. (2013). *Nurtured by Love.* Miami, FL: Alfred Publishing.

**Course Requirements**

Class Attendance and Participation: Class participation is based upon relevant and consistent contribution to class discussion and activities. More than two absences or lack of participation may result in a lower final grade. When possible, notification should be given in advance of any absence.

* All students are required to attend and teach a group class on Thursday from 4:00 to 6:00.
* Students who are not able to teach a Thursday class may substitute with teaching a class at Marshall School. Times available are Mon-Thurs. 9:10 to 11:25 or 12:55 to 3:15
* Students are required to attend two Formal Recitals (dates will be provided in class)

**Assignments**

In addition to reading and participating in class discussion, students will:

1. Prepare five 3-5 minute teaching videos of a student at any level demonstrating the following concepts:
* Basic environmental set-up and warm-ups
* Skills in developing the left hand with violin students
* Skills in developing the right hand (bow hand and arm)
* Skills in developing tone using the Suzuki repertoire
* Teaching repertoire

Descriptors and an evaluation form will be provided on Bb.

1. Conduct one peer and one-self evaluations of group class. Peer evaluations will include discussing teaching concepts with the undergraduate student observed.
2. Prepare a Group Class Notebook

\*Check itinerary for assignment deadlines.

**Evaluation Methods and Assessment**

*Grading: Grades will be awarded based on the percentage of possible points attained by each student. Students may earn points as follows:*

|  |  |  |
| --- | --- | --- |
| *Activity* | *Points* | *Date Due/Scheduled* |
| *Peer evaluation* | *10 points* | *01/31* |
| *Video #1* | *20 points* | *02/14* |
| *Video # 2* | *20 points* | *02/21* |
| *Video #3* | *20 points* | *02/28* |
| *Self evaluation due* | *10 points* | *03/14* |
| *Video #4* | *20 points* | *03/28* |
| *Video #5* | *20 points* | *04/11* |
| *Prepare to lead a Suzuki piece on the last group recital* | *25points* | *04/17* |
| *Notebook of group plans* | *25 points* | *05/02* |
| *Total* | *170 points* |  |

*The final grades will be determined based on a percentage of the total possible points as follows:*

*A = 90% to 100%, B = 80% to 89%, C = 65% to 79%, D = 55% to 64%, and F < 55%.*

**Tentative Itinerary**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic | Lesson Outcomes | Assignment Due |
| 01/17 | Course Introduction | Bring instruments* Preparation for Play-In on January 23, 4:00 at Ashurst
* Make assignments for the group class attendance
* Make assignments for recital positions
* Make assignments for community performances
 | Decide on a piece you are comfortable to lead on January 23 |
| 01/24 | PhilosophyPre-twinkle | Review 4 of the 8 philosophy principles* Review Beginner Set Up
* Discuss environment in the individual lessons
 | Be prepared to teach or lead a postural set up to the class |
| 01/31 | PhilosophyTwinkle | Review last 4 philosophy principles* Discussion on Group Ideas on these pieces
* Choose one piece to lead in group class
 | Review and perform chosen group pieceOne peer evaluation due |
| 02/07 | PhilosophyArticle presentation | * Graduate student presentation on articles
* All undergraduates must attend class
 |  |
| 02/14  | Early to Mid Book 1 technique on the left hand | Discussion on the expectations of an Early Book 1 student* Discussion on recording a taping of greeting and warm-up with a student
 | Upload video of a greeting, basic posture, and beginning warm-up with a student. No more than 3-5 minutes. |
| 02/21 | Videos of Left hand | Viewing of specific videos of student lessons on beginning posture and left hand set upDiscuss expectations for next video on left hand and postural set-up* The beginning left hand
* The intermediate left hand
* Expectations for future learning
 | Review steps in setting up posture and developing left hand and be able to discuss and demonstrate.Upload video of teaching left hand technique. No more than 3-5 minutes. |
| 02/28 | Viewing of student videos on the left hand | Discussion of student videos on rapport, engagement, and achievement of outcomesDiscuss the process of setting the bow hold* The beginning bow hold
* Adaptations for the bow hold
* Exercises for the bow hold
 | Prepare and upload a 5 minute video focusing on setting and developing the bow hold. |
| 03/07 | Evaluation and Assessment | Assessing yourself and self-regulating behaviors |  |
| 03/14 | Viewing on student videos on bowhold | Discussion of student videos on rapport, engagement, and achievement of outcomes on the bow hold and bow arm | Self-evaluation due |
| 03/21 |  | Spring Break |  |
| 03/28 | Tone production | Discussion on the process of producing tone on the string instrument* Adapting to the age of the student
* Adapting to the size of the instrument
* Demonstrating teaching techniques that support good tone production
 | Submit videos focusing on tone during the week. |
| 04/04 | Viewing on student videos on tone production | Discussion of student videos on rapport, engagement, and achievement of outcomes on tone production |  |
| 04/11 | Developing Musicality | Discussion on expectations of the Late Book 1 student in technique and musicality* Preparing your teaching video
 | Book 1 Lesson Video Due during this week |
| 04/18 | Developing musicality for the individual performance | Continued discussion on expectations of the progression of students in technique and musicality from Units1-4  |  Attend formal recitals on Thursday  |
| 04/25 |  Preparing for Group Performances  | What is the purpose of performing in a groupHow does one prepare a group for performancesInfluence of children and music on the community | Be prepared to lead a piece in class |
| 05/02  | Assessing peer notebooks |  | Notebooks due |
| 05/09 | Individual meetings and review | Reflections on management of the Suzuki Program (class discussion) | Set up a time to meet and discuss individual teaching assignments |

Northern Arizona University

Policy Statements

<http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html>

Safe Environment Policy

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault, or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website (<http://home.nau.edu/diversity/>). If you have concerns about this policy, it is important that you contact the Director of the School of Music, dean’s office, the Office of Student Life (523-5181, begin\_of\_the\_skype\_highlighting 523-5181end\_of\_the\_skype\_highlighting), or NAU’s Office of Affirmative Action (523-3312, 523-3312end\_of\_the\_skype\_highlighting).

Students with Disabilities

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail), or 928-523-8747 (fax).Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation ([www.nau.edu/dr](http://www.nau.edu/dr)) eight weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

Institutional Review Board

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: <http://www.research.nau.edu/vpr/IRB/index.htm>. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288, 928-523-8288, or 523-4340.

Academic Integrity

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook <http://www4.nau.edu/stulife/handbookdishonesty.htm>.

Academic Contact Hour Policy

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time . . . at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

SENSITIVE COURSE MATERIALS

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”

**PROPOSED SYLLABUS (MUS 507L)**

**Northern Arizona University**

**School of Music**

**MUS 507L: Suzuki String Practicum**

**Spring 2014**

Instructor: Karin Hallberg, M.A., M.Ed., Ph.D Candidate

Class Location: Bldg. 37, 137

Class Times: Friday 1:50 – 2:40; Thursday 4:00-6:00

Class Dates: 01/ 17/14—05/08/14

Credit Hours: 1

Office: Ponderosa Building, 120

Office Hours: Monday and Wednesday 1:00-2:00 or by appt.

Office Phone: 523-8065

E-mail: Karin.Hallberg@nau.edu

**Course Description**

This course is a practicum on the pedagogical process of instructing children violin/viola in both individual and group settings using the Suzuki repertoire and philosophy. Emphasis will be placed on the preparation and implementation of weekly individual and group classes of Suzuki violin/viola students. Ultimately, students in this course will learn to assimilate skills in teaching students the violin/viola in diverse settings, manage a music program or studio integrating skills in community venues utilizing the Suzuki Method.

**Student Learning Outcomes**

As a result of reading, discussion, performing, and observational experiences from this course students will develop the following concepts associated with teaching the violin/viola using the Suzuki Method:

Foundational Knowledge:

* Advanced utilization of the Suzuki philosophy
* Acquire foundational skills in teaching a beginning strings class
* Acquire assessment methods for self-evaluation and peer settings
* Develop skills in mentoring and supervising undergraduate students in learning how to teach
* Develop skills in administering a music program
* Learn to teach basic music notational concepts to children

Application

* Prepare a DVD recording that is a representative sample of teaching in both individual and group class setting
* Demonstrate differing styles for teaching violin/viola technique in the Suzuki repertoire.
* Demonstrate the process of preparing various levels of group classes for performances
* Demonstrate foundation skills of violin/viola technique in both an individual and class setting
* Demonstrate teaching musicality in a group class of violinists/violists
* Demonstrate teaching music notation to young children

Integration

* Through observation, teaching and assisting in the Marshall Magnet Elementary School K-2 Suzuki Program, foundational theoretical concepts and teaching tools will be utilized and experienced
* Through observation, teaching and assisting in the NAU Music and Dance Academy, teaching tools and theoretical concepts will be utilized
* Demonstrate advanced knowledge of presenting and utilizing the Suzuki philosophy with a community population
* Apply Pre-twinkle and Suzuki repertoire to an individual or group lesson environment

Care/Value

* Through the practice of participating in the practicum and teaching within diverse cultures and physical settings, an expanded understanding of human relationships and varied needs will be acquired
* In working with young children and parents, participants will develop an understanding of community and social interactions within an arts education environment
* In performing for community events, skills in managing and promoting music programs will be acquired

Learning how to learn

* In preparing DVD’s of group and individual classes, participants will learn specific assessment techniques through self-evaluation and peer evaluation on teaching
* In preparing for a presentation on topics related to the Suzuki philosophy, participants will develop skills on oral and technical lectures.
* Participation in observing student lessons in class, one will develop skills in evaluation and learning

**Course Structure**

This course will be taught primarily through lecture, discussion and application of principles. Students will be expected to attend classes offered through the NAU Community Music and Dance Academy Suzuki program.

*Written assignments:* All written assignments will have descriptors and rubrics on Blackboard. Assignments will be submitted on Blackboard in APA format.

*Creating surveys:* Surveys will be created through Survey Monkey. Discussions will center on developing appropriate questions for the community involved in the program.

*Notebooks:* Information acquired in the notebooks will be cumulative over the courses. Descriptors and rubrics will be available on Blackboard.

**Required Text**

Suzuki Violin/Viola Repertoire Books 1-4

Starr, W. (1996). *The Suzuki Violinist.* Knoxville, TN: Kingston Ellis Press.

Suzuki, S. (2013). *Nurtured by Love.* Miami, FL: Alfred Publishing.

**Course Requirements**

Class Attendance and Participation: Class participation is based upon relevant and consistent contribution to class discussion and activities. More than two absences or lack of participation may result in a lower final grade. When possible, notification should be given in advance of any absence.

* All students are required to attend and teach a group class on Thursday from 4:00 to 6:00.
* Students who are not able to teach a Thursday class may substitute with teaching a class at Marshall School. Times available are Mon-Thurs. 9:10 to 11:25 or 12:55 to 3:15
* Students are required to organize community performance of the NAU Academy Suzuki Program (dates will be presented in class)
* Students are required to host and organize two Formal Recitals (dates will be provided in class)

**Assignments**

In addition to reading and participating in class discussion, students will:

1. Prepare five 3-5 minute teaching videos of a student at any level demonstrating the following concepts:
* Basic environmental set-up and warm-ups
* Skills in developing the left hand with violin students
* Skills in developing the right hand (bow hand and arm)
* Skills in developing tone using the Suzuki repertoire
* Teaching repertoire

Descriptors and an evaluation form will be provided on Bb.

1. An educational resource that is peer reviewed that may apply to the Suzuki philosophy in teaching in a group setting: present and review. Details will be posted on Bb for both the paper and presentation.
2. Conduct three peer and one-self evaluations of group class. Peer evaluations will include discussing teaching concepts with the undergraduate student observed.
3. Write a reflection of administrative duties in organizing the Suzuki program recitals and undergraduate teachers. An individual meeting will follow to discuss reflections and teaching.
4. Prepare a Group Class Notebook
5. Prepare recital programs, assign undergraduate students to recital duties, and lead one group class on a piece for the Academy group and formal recitals.
6. Develop parent survey for evaluations on undergraduate teachers

\*Check itinerary for assignment deadlines.

**Evaluation Methods and Assessment**

*Grading: Grades will be awarded based on the percentage of possible points attained by each student. Students may earn points as follows:*

|  |  |  |
| --- | --- | --- |
| *Activity* | *Points* | *Date Due/Scheduled* |
| *Peer evaluation* | *10 points* | *01/31* |
| *Article Review and presentation* | *30 points* | *02/07* |
| *Video #1* | *20 points* | *02/14* |
| *Video # 2* | *20 points* | *02/21* |
| *Video #3**Peer evaluation 2* | *20 points**10 points* | *02/28* |
| *Self evaluation due**Parent survey*  | *10 points**25 points* | *03/14* |
| *Video #4**Peer evaluation 3* | *20 points**10 points* | *03/28* |
| *Video #5* | *20 points* | *04/11* |
| *Organization of two recitals and one community performance**Self reflection of administrative duties* | *60 points**10 points* | *To be announced**04/17* |
| *Notebook of group plans* | *25 points* | *04/25* |
| *Total* | *290 points* |  |

*The final grades will be determined based on a percentage of the total possible points as follows:*

*A = 90% to 100%, B = 80% to 89%, C = 65% to 79%, D = 55% to 64%, and F < 55%.*

**Final Grade**

Each project will receive a letter grade and have the following numeric assignment:

A=5; B=4; C=3; D=2; F=1.

Tentative Itinerary

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic | Lesson Outcomes | Assignment Due |
| 01/17 | Course Introduction | Bring instruments* Preparation for Play-In on January 23, 4:00 at Ashurst
* Make assignments for the group class attendance
* Make assignments for recital positions
* Make assignments for community performances
 | Decide on a piece you are comfortable to lead on January 23 |
| 01/24 | PhilosophyPre-twinkle | Review 4 of the 8 philosophy principles* Review Beginner Set Up
* Discuss environment in the individual lessons
 | Be prepared to teach or lead a postural set up to the class |
| 01/31 | PhilosophyTwinkle | Review last 4 philosophy principles* Discussion on Group Ideas on these pieces
* Choose one piece to lead in group class
 | Review and perform chosen group pieceOne peer evaluation due |
| 02/07 | PhilosophyArticle and presentation | Choose a principle in the Suzuki philosophy and find a resource or article* Write a 2-4-page response to present on the article. See rubric on Bb
 | Brief discussion on SAA articles* Hand in hard copy of review
* 15 minute Presentation on the article
 |
| 02/14  | Early to Mid Book 1 technique on the left hand | Discussion on the expectations of an Early Book 1 student* Discussion on recording a taping of greeting and warm-up with a student
 | Upload video of a greeting, basic posture, and beginning warm-up with a student. No more than 3-5 minutes. |
| 02/21 | Videos of Left hand | Viewing of specific videos of student lessons on beginning posture and left hand set upDiscuss expectations for next video on left hand and postural set-up* The beginning left hand
* The intermediate left hand
* Expectations for future learning
 | Review steps in setting up posture and developing left hand and be able to discuss and demonstrate.Upload video of teaching left hand technique. No more than 3-5 minutes. |
| 02/28 | Viewing of student videos on the left hand | Discussion of student videos on rapport, engagement, and achievement of outcomesDiscuss the process of setting the bow hold* The beginning bow hold
* Adaptations for the bow hold
* Exercises for the bow hold
 | Prepare and upload a 5 minute video focusing on setting and developing the bow hold. |
| 03/07 | Evaluation and Assessment | Developing surveys for your Suzuki program Assessing yourself and self-regulating behaviors |  |
| 03/14 | Viewing on student videos on bowhold | Discussion of student videos on rapport, engagement, and achievement of outcomes on the bow hold and bow arm | Survey dueOne self-evaluation due |
| 03/21 |  | Spring Break |  |
| 03/28 | Tone production | Discussion on the process of producing tone on the string instrument* Adapting to the age of the student
* Adapting to the size of the instrument
* Demonstrating teaching techniques that support good tone production
 | Submit videos focusing on tone during the week.Peer evaluation 2 due |
| 04/04 | Viewing on student videos on tone production | Discussion of student videos on rapport, engagement, and achievement of outcomes on tone production |  |
| 04/11 | Developing Musicality | Discussion on expectations of the Late Book 1 student in technique and musicality* Preparing your teaching video
 | Book 1 Lesson Video Due during this week |
| 04/18 | Developing musicality for the individual performance | Continued discussion on expectations of the progression of students in technique and musicality from Units1-4  |  Attend formal recitals on Thursday and write out reflections of the event and student performances |
| 04/25 |  Preparing for Group Performances  | * What is the purpose of performing in a group
* How does one prepare a group for performances

Influence of children and music on the community | Be prepared to lead a piece in class |
| 05/02  | Notebooks due | Students will assess each other’s notebooks |  |
| 05/09 | Individual meetings and review | Reflections on management of the Suzuki Program (class discussion) | Set up a time to meet and discuss individual teaching assignments |

Northern Arizona University

Policy Statements

<http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html>

Safe Environment Policy

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault, or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website (<http://home.nau.edu/diversity/>). If you have concerns about this policy, it is important that you contact the Director of the School of Music, dean’s office, the Office of Student Life (523-5181, begin\_of\_the\_skype\_highlighting 523-5181end\_of\_the\_skype\_highlighting), or NAU’s Office of Affirmative Action (523-3312, 523-3312end\_of\_the\_skype\_highlighting).

Students with Disabilities

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail), or 928-523-8747 (fax).Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation ([www.nau.edu/dr](http://www.nau.edu/dr)) eight weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

Institutional Review Board

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: <http://www.research.nau.edu/vpr/IRB/index.htm>. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288, 928-523-8288, or 523-4340.

Academic Integrity

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook <http://www4.nau.edu/stulife/handbookdishonesty.htm>.

Academic Contact Hour Policy

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time . . . at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

SENSITIVE COURSE MATERIALS

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”