Graduate Programs in Education Course Syllabus

Course Title, Number, and Section Number: Body Mapping – What Every Musician Needs to Know About the Body – EDUC 549 032

Number of Graduate Credits: 1

Course Location:

- Wisconsin Center for Music Education
- 1005 Quinn Drive
- Waunakee, WI 53597

Course Dates and Times:

June 14-15, 2017 – 9:30 a.m. to 4:30 p.m.

Course Format

- **Campus/on-site**: 5% or less of the class sessions of a course delivered online

Legal Name of Instructor: Dr. Timothy Schaid
Mailing Address: 1005 Quinn Dr., Waunakee, WI 53597
Email address: schaidt@wsmamusic.org
Home Phone: 608-850-3566 Cell Phone: 920-203-6347

Instructor Preferred Method/ Times for Student Contact:

Online Office Hours	Email is best
Instructor's Response Policy	Instructor will respond to emails within 24 hours on weekdays and within 48 hours on weekends.

Presenter: Dr. Rachel Ware Carlton, Assistant Professor of Voice and Director of Graduate and Undergraduate Music at Silver Lake College, is an award winning soprano who has performed on the operatic and concert stage. She received her Doctor of Musical Arts and Master of Musical Arts degrees from the University of Minnesota and her Bachelor of Arts degree in music from Luther College. Dr. Ware Carlton has taught vocalists at the collegiate, secondary, and elementary levels. Her articles on vocal pedagogy, private studio management, and other topics have appeared in national publications.
Dr. Ware Carlton is a licensed Andover Educator and teaches the course "What Every Musician Needs to Know About the Body." She is available for workshops and lessons in body mapping for both vocalists and instrumentalists.

Course Description:
Body mapping is the conscious correcting of one's body map to produce efficient, coordinated and effective movement that allows musicians to play and sing with greater facility while remaining free from injury. Music educators can use the principles of body mapping to guide their students into accurate and efficient movements. This session will introduce music educators of all levels to the basics of body mapping and

provide time for teachers to explore their own body maps and discuss practical applications of this information in their own classrooms.

Texts & Readings:

Required Readings:

Conable, Barbara. "Body Map Self Map, Key Note Address to the Andover Educational Biennial Conference." June 2015. Andover Educators. <http://bodymap.org/main/?p=3763>.

Likar, Amy. "Musicians as Movers: Body Mapping and the Alexander Technique for musicians and Music Educators." Updated 2016. Andover Educators. <http://bodymap.org/main/?p=301>.

Conable, William. "Origins and Theory of Mapping." Updated 2016. Andover Educators. <http://bodymap.org/main/?p=299>.

Nichols, T. Richard. "Scientific Basis of Body Mapping." 2004. Andover Educators. <http://bodymap.org/main/?p=213>.

Graduate Catalog: http://www.viterbo.edu/registrar/graduate-catalog for reference only- not required to print.

Course Objectives/Competencies:

Body Mapping is an innovative and specific technique that enhances musicians' technical abilities and helps those in pain or discomfort. Within these Body Mapping sessions, clear, concise, and practical information about how the body moves in order to make music is presented will be presented:

1) Introduction to Body Mapping: Training Movement, the Relevant Senses, and Awareness
2) Body Mapping - Principles and Practice: Balance
3) Body Mapping - Principles and Practice: Structures and Movement of Breathing
4) Body Mapping - Principles and Practice: Arms/Legs

Each of the sessions above will provide participants with the opportunity to learn more about developing their Body Maps to improve technical facility and prevent injuries, be exposed to anatomical realities, and practice movement exercises in a fun and engaging atmosphere.

Course Instruction Methodology: Course activities will include hands-on learning, lectures, performances and observations.

Assignments and Requirements:

- Attendance and participation during both days of the workshop.
- A detailed written report (2-3 pages) addressing how you will utilize the ideas, and other learning from the workshop within your teaching and curriculum.
- A lesson plan or warm-up exercise to demonstrate one of the learned techniques to use in your classroom.

Assignments may be turned in at the workshop, mailed to Workshops, Wisconsin Center for Music Education, 1005 Quinn Drive, Waunakee, WI 53597, or emailed to melsner@wsmamusic.org – **no later than June 30, 2017**. Reports turned in after this date will not be graded and beyond this deadline no credit can be awarded for this course.

Viterbo University Course Expectations: Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes. Three credit courses are to equal 37.5 hours of class time. In addition, each credit of course requires that students spend two hours of work outside of class per week (3 credits = 6 hours per week). Minimum class and outside work time are calculated according to the formula: [750 + 1800] x the number of credits of a course = the minimum number of minutes of seat time and outside work required. For example, a three credit course requires a minimum of 7,650 total minutes.

Credits	Instructional Time	Outside Time	Total Time
1	12.5 clock hours or 750 minutes	30 clock hours or 1800 minutes	42.5 clock hours or 2550 minutes

Class Participation and Attendance: Attendance is expected in all online, blended, and face-to-face courses.

Evaluation Method:
Performance will be graded on Viterbo University established policy. An "A" represent clearly superior work, A "B" represents higher achievement than average. A "C" represents average and satisfactory work. The combination grades of "AB" "BC" and "CD" will also be used*. Evidence of Superior graduate work indicates not only high achievement, but also an unusual degree of initiative*. Grade deduction can occur for assignments that are late or do not reflect the quality of work expected of graduate level work. Grades cannot be submitted to Viterbo until all work has received a grade.

Course Grade Calculation:

Participation and written work should be done at the highest standard of quality at the graduate level and needs to include the following:

- A 100% attendance – during the time-frame illustrated in this syllabus; participation in small and large group discussions and sharing sessions; concise written report with application ideas gained specifically through the course. Superior graduate work. This indicates not only high achievement, but also an unusual degree of initiative.
- AB 90% of the above assignment, participation levels, etc. Above average graduate work.
- B 85% of the above assignment, participation levels, etc. Satisfactory and average work.
- BC 80% of the above assignment, participation levels, etc. Less than average graduate work.
- C 75% of the above assignment, participation levels, etc. Work is barely passing at the graduate level.

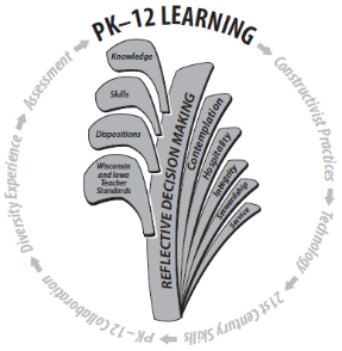
If below a C is to be awarded, it means that participant did not attend the full workshop and/or did not complete the written assignment on time and in a satisfactory manner. All students must obtain a grade of C or better to pass. The following rubric details the above grading scale more specifically:

Grading Scale:

A	95-100%
A/B	90-94%
B	85-89%
B/C	80-84%
C	79-83%
C/D	74-78%
D	70-73%

Instructor Late Work Policy: All work is expected to be turned in on time. Late work will be deducted one grade for each day that it is submitted late. Final assignments and projects will not be accepted late. University policy rarely supports extensions, incompletes, independent study, or other adjustments to course deadlines.

Conceptual Framework:



Viterbo University Programs in Education have adopted the Wisconsin/Iowa Standards for Teacher Development and Licensure, and INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. Each course contributes to the development of one or more of the WI/IA/INTASC Standards, and specific content standards where applicable.

Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-world experiences into the professional development of the teacher. The course will utilize a blend of traditional and authentic assessments.

Graduate courses are intended to provide each learner with an opportunity to extend and broaden professional knowledge. The learner will use personal skills of listening, communication, collaboration, and inspiration to further deepen his or her knowledge and to extend his or her preparation for leadership.

Viterbo University Core Values: In keeping with the tradition of our Franciscan founders, we hold the following core values:

- **Contemplation**, reflecting upon the presence of God in our lives and work
- **Hospitality**, welcoming everyone we encounter as an honored guest
- **Integrity**, striving for honesty in everything we say and do
- **Stewardship**, practicing responsible use of all resources in our trust
- **Service**, working for the common good in the spirit of humility and joy

Alignment of InTASC, Wisconsin, and Iowa Teaching Standards to Course Objectives and Competencies

InTASCStandards:	Wisconsin Teaching Standards:	Iowa Teaching Standards:	Course Objectives and Competencies
Standard 1: Learner Development	Standard 2: Know how children grow	Standard 4: Instruction that meets multiple learning needs of students	Music educators can use the principles of body mapping to guide their students into accurate and efficient movements.
Standard 2: Learning Differences	Standard 3: Know children learn differently	Standard 4: Instruction that meets multiple learning needs of students	
Standard 3: Learning Environments	Standard 5: Know how to manage a classroom	Standard 6: Competence in classroom management	
Standard 4: Content Knowledge	Standard 1: Know subjects they are teaching	Standard 2: Competence in content knowledge	
Standard 5: Application of Content	Standards 1 and 4: Know subjects and know how to teach	Standard 3: Competence in planning and preparing for instruction	This session will introduce music educators of all levels to the basics of body

			mapping and provide time for teachers to explore their own body maps and discuss practical applications of this information in their own classrooms.
Standard 6: Assessment	Standard 8: Know how to test for student progress	Standard 5: Uses methods to monitor student learning	
Standard 7: Planning for Instruction	Standard 7: Able to plan different kinds of lessons	Standard 3: Competence in planning and preparing for instruction	
Standard 8: Instructional Strategies	Standard 4 and 7: Know how to teach and able to plan different kinds of lessons	Standard 4: Instruction that meets multiple learning needs of students.	This session will introduce music educators of all levels to the basics of body mapping and provide time for teachers to explore their own body maps and discuss practical applications of this information in their own classrooms.
Standard 9: Professional Learning and Ethical Practice	Standard 9: Able to evaluate themselves	Standards 7 and 8: Engages in professional development and fulfills professional responsibilities	Participants will learn learn more about developing their Body Maps to improve technical facility and prevent injuries, be exposed to anatomical realities, and practice movement exercises in a fun and engaging atmosphere.
Standard 10: Leadership and Collaboration	Standards 6 and 10: Communicate well and connected with other teachers and the community	Standard 1: Implementation of school district's student achievement goals	

For the complete, revised (2011) InTASC Standards, please go to: http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf

Wisconsin Music Standards are also referenced because this course will reinforce or teach new ideas that teachers can use in the classroom with their students. Standards are labeled alphabetically as they are listed in the Wisconsin Model Academic Standards for Music.

Students in Wisconsin will:

A. Sing, alone and with others, a varied repertoire of music.
B. Play, alone and with others, a varied repertoire of music.
C. Improvise music.
D. Compose and arrange music.
E. Read and notate music.
F. Analyze and describe music.
G. Evaluate music and music performances.
H. Relate music to the other arts and disciplines outside the arts.
I. Relate music to history and culture.

Disability Statement:
The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need within two weeks of the start date of class and should contact the Academic Resource Center at 608-796-3190.

Course Support Services: Online learning assistance is available for all students from the Academic Resource Center (live or remote), or by accessing the SmartThinking link within Moodle. SmartThinking is an online tutoring and writing assistance service.

Graduate Writing Support: Students may schedule online writing appointments with the Academic Resource Center by going to the ARC web page. You may also access student support services directly from your Moodle course page; go to the top bar for options.

Academic Integrity: Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Students may view details for the academic integrity policy at:
http://www.thezonelive.com/SchoolStructure/WI_ViterboUniversity/handbook.pdf

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct
Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

Faculty members are required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. They must provide the University Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore Viterbo University cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although faculty members must report the situation, students still have options about how a case will be handled, including whether or not they wish to pursue a formal complaint. Viterbo's goal is to make sure students are aware of the range of options available and that students have access to the resources needed.

Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed on Viterbo University's Sex Discrimination, Sexual Harassment, and Sexual Misconduct web site.

For the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart, please visit Viterbo University's Sex Discrimination, Sexual Harassment, and Sexual Misconduct web site.

Counseling Services
It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: https://www.viterbo.edu/counseling-services; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-

8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911).

DISCUSSION BOARD RUBRIC

Criteria	Exceeds Expectation (9-10 points)	Meets Expectation (6-8 points)	Below Expectation (0-5 points)
Relevance	Posting responds directly to the discussion question and includes pertinent, connected or applicable information. Shows original thought that goes beyond the obvious and attempts to stimulate further discussion.	Posting responds directly to the discussion question. Does not prompt further analysis of the topic.	Posting does not respond directly to the discussion question. Gives little indication that the reading/assignment was completed. Relies on paraphrasing or uses material out of context.
Use of Examples	Posting reflects critical thinking and references previous or current session material and/ or relevant personal experiences.	Posting includes at least one reference to session material and/ or relevant personal experiences.	Posting does not include any references to session material or relevant personal experiences.
Contribution to Learning Community	Interacts easily and accurately with other posts in the discussion. Offers critical analysis of a key theme or existing post(s) which deepens or extends the conversation.	Posting engages with ideas from the session or the perspectives of the other posts in the discussion. Shows attention to other posts and makes a positive contribution to the conversation.	Posting does not critically engage with the posts of other students. Does not engage with the learning community as it develops.
Comprehension	It is evident from the posting that the participant understands the discussion question and the key ideas from the session material. In addition, the participant employs higher order thinking skills (analysis, synthesis, evaluation) when responding to the discussion question.	It is evident from the posting that the participant understands the discussion question and the general ideas referenced in the session material.	It is not evident from the posting that the participant understands either the discussion question or the ideas referenced in the session material.
Written Quality	Refer to Writing Rubric- *Exceeds Expectation.*	Refer to Writing Rubric- *Meets Expectation*	Refer to Writing Rubric- *Below Expectation*
Timeliness	Postings well distributed throughout the week. Initial posting is made by **Thursday** of each week in order to allow time for others to read and respond. Response posts are made must be made by **Saturday** of each week.	Postings somewhat distributed throughout the week. No more than two postings made on the same day. Initial posting is made Wednesday and response posts are made by Saturday of each week.	Postings are made on the same day or postings are late in the discussion period and may not allow adequate time for others to respond.
Tone	Posting has a positive, supportive and professional tone. Motivates and encourages others.	Posting has a positive, supportive or professional tone.	Posting is flat or negative in tone.
Word Count	Initial posting consists of a minimum of 250 words and the first two responses consist of a minimum of 200 words	Initial posting consists of a minimum of 250 words and the first response consists of a minimum of 150 words.	Initial posting consists of less than 200 words and all responses consist of less than 150 words.
			Total Points

Updated Summer 2017

Discussion(s) and Responses to Text Book & Reading - Guidelines			
	Proficient **2 points total**	**Basic** **1 point each**	**Minimal** **No points**
Important Points	Presents 5 or more essential points from the assigned reading. Explains why these essential points are important. Makes connection to self and others.	Presents 4 important points or some of the points are superficial. Minimally explains the essential points- lacks significant detail. Does not make connections to self or others.	Content of is ambiguous, lacks depth, or simply retells what has already been stated.
Perspective (Viterbo Graduate Student Perspective – thinking is shared)	Student's perspective, focal point, or point of view is included in response to readings, presentations, and discussions of each author's topic.	Student's perspective, focal point, or point of view is included but not clearly connected to readings, presentations, and discussions.	Student's perspective, focal point, or point of view is not included and/or connected.
Presence of Writer's Voice	The writer has integrated his or her own experiences to support stance as appropriate.	Some experiences are integrated to support stance.	More integration of experiences is needed to support stance.
Mechanics	Well written with few if any mechanical errors.	Some mechanical errors exist; however, they do not interfere with meaning.	The paper needs revision.

WRITING RUBRIC

Criteria	Exceeds Expectation (6-7 points)	Meets Expectation (3-5 points)	Below Expectation (0-2)
Structure	Thesis clearly defines scope and purpose. Body supports thesis with evidence from authoritative sources. Conclusion summarizes main idea and shows why it matters.	Thesis defines purpose, although it may be too broad or too narrow for the length of the paper. Body supports thesis with evidence from reliable sources. Conclusion restates main idea.	Thesis is missing or paper does not cover the idea stated in the thesis. Evidence is not sufficient to prove thesis or is based on unreliable sources. Ending does not tie paper together.
Flow	Ideas are arranged in a clear, logical order that is easy to follow. Transitions guide the reader smoothly from one idea to the next.	Ideas are arranged logically. Transitions give the reader some help in following the argument.	Movement between ideas is abrupt or illogical.
Depth	Paper shows extensive knowledge of standard works and terms in the field. Readers' questions and objections are anticipated and answered. Writer provides new information, clarity, or a unique perspective to scholarly discussion of topic.	Paper shows familiarity with standard works and terms in the field. Readers may be left feeling that an important aspect of the subject has not be explored. Paper reviews what others have written about the topic.	Paper appears to be hastily written. Arguments are unsupported. Exploration of the topic is superficial or contains numerous accuracies.
Use of sources	Material from other authors is smoothly integrated into text. Quotations are limited to statements that are particularly striking or examples in which the source's precise wording is important. All quotations are acknowledged according to APA style.	Material from other authors is credited and used as supporting evidence. Material from sources is introduced, but order of ideas depends on the original.	Material is plagiarized. Material from other authors appears to have been cut-and-pasted into text.
Conventions	Writing follows the grammatical and spelling conventions of standard English. Diction is formal, avoiding "I" and "we," slang, over used words such as "a lot" and "stuff", and contractions. [for exception, see APA 2.04]	Writing generally follows the grammatical and spelling conventions of standard English.	Writing is difficult to follow because of numerous errors in spelling and grammar. **Total Points**

Refer to the writing rubric for detailed expectations of graduate level writing. Graduate writing assistance is available to all students through the ARC.

Updated Summer 2017