

# UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

<b>COLLEGE (check one):</b>	<b>Arts and Sciences</b> <input checked="" type="checkbox"/>	<b>Business</b> <input type="checkbox"/>	<b>Education</b> <input type="checkbox"/>	
Proposal Submitted By:	Brooks Kuykendall		Date Prepared:	Oct. 9, 2019
Course Title:	Music and Social Justice: Street Choir Engagement			
Department/discipline and course number*:	MUSC 255			
Prerequisites:				

*\*This course number must be approved by the Office of the Registrar before the proposal is submitted.*

Number of credits:	3	Will this course meet for at least 700 contact minutes for each credit hour proposed? <b>If no, provide a credit hour justification.</b>	<b>YES</b> <b>X</b>	<b>NO</b>
Will this be a <b>new, repeatable</b> "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			<b>NO</b> <b>X</b>	<b>YES</b>

Date of first offering of this <b>new</b> course: <b>FALL SEMESTER, year</b>	2020
Proposed frequency of offering of the course:	Every semester
Proposed enrollment limit for the course:	15
List the faculty who will likely teach the course:	Christopher Ryder
<b>Are ANY new resources</b> required?	<b>NO</b> <input type="checkbox"/> <b>YES</b> <input checked="" type="checkbox"/> <i>Document in attached impact statement</i>

\*\*The earliest the course may be offered is the fall semester of the academic year **FOLLOWING** the year in which the course proposal is approved.

<b>This new course will be (check all that apply):</b>			
Required in the major	<input type="checkbox"/>	Required in the minor	<input type="checkbox"/>
Elective in the major	<input checked="" type="checkbox"/>	Elective in the minor	<input checked="" type="checkbox"/>
		General Elective	<input type="checkbox"/>
		General Education**	<input type="checkbox"/>

**\*\*AFTER** the new course is approved, a separate proposal must be sent to the General Education Committee.

<b>Catalog Description</b> (suggested length – less than 50 words):	
Exploring social justice in a local context, expanding and deepening knowledge and skills to effect change through active engagement in the community with a collaborative musical ensemble. Lectures on campus paired with downtown weekly music-making with Fredericksburg's homeless/street population.	

<b>COURSE HISTORY:</b>	Was this course taught previously as a topics or experimental course?	<b>YES</b>	[X]	<b>NO</b>
<b>Course Number and Title of Previous Course</b>		<b>Semester Offered</b>	<b>Enrollment</b>	
MUSC473A Special Studies in Music: Street Choir		Spring 2020		
X <b>CHECK HERE</b> if the proposed course is to be <b>equated</b> with the earlier topics or experimental offerings. If equated, students who took the earlier "topics" course will only be able to take the new course as a repeat (C- grade or lower).				
<b>NOTE:</b> If the proposed course has not been previously offered as a topics or experimental course, <b>explain in the attached rationale statement</b> why the course should be adopted even though it has not been tried out.				

**REQUIRED ATTACHMENTS:**

1. **Rationale Statement** – Why is this course needed? What purposes will it serve?
2. **Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.3)
3. **Impact Statement** – Provide details about the Library, space, staffing, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. **Any change that impacts another Department must have a written statement (such as an email) from the Chair(s) agreeing to the change.**
4. **Sample Syllabus**

Department Chair Approval\*:  Date: Oct. 9, 2019

CCC Chair Approval:  Date: 10/7/19

**\*COB and COE proposals approved by the Associate Dean. BEFORE consideration by the UCC, the proposal must be approved the two levels noted above. Approval by the UCC and UFC are noted on the proposal "status history" at the UCC web site.**

## 1. Rationale statement

This course offering will enable the Department of Music to contribute to the Beyond the Classroom / Community Engagement curriculum. While the Department currently offers performance (MUPR) courses that engage the community in other ways, this course would offer engagement with those in a vulnerable population, and equip students with strategies to engage, empathize with, and advocate for those affected by homelessness in a creative musical exploration and performance. Half the course time would be on-campus lecture sessions; the other half would be downtown sessions, part of which would be rehearsal time. (At the end of this proposal, an appendix includes SLO commentary from the proposal for Community Engagement designation.)

**2. Credit Hour Justification** None needed: 150 minutes of contact hours per week.

## 3. Impact Statement

As this course would need to be offered every semester in order to maintain the momentum among the street community of campus, the biggest impact would be shifting around faculty loads to make room for this in Dr. Ryder's teaching load. He has been teaching two sections of class voice each semester, but we are going to reduce these offerings—just one section per semester, which can be more easily and economically adjucted out.

## 4. Sample Syllabus

**Music and Social Justice: Street Choir Engagement (MUSC 255)** University of Mary Washington  
**Proposed Course Syllabus – Fall 2020** Tuesday/Thursday 3:30-4:45pm, Pollard TBA and Off Campus

**Dr. Christopher Ryder**

Pollard 208; 540.654.1960; cryder@umw.edu

**Office Hours:**

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### Course Description

Exploring social justice in a local context, expanding and deepening knowledge and skills to effect change through active engagement in the community with a collaborative musical ensemble. Lectures on campus paired with downtown weekly music-making with Fredericksburg's homeless/street population.

### Course Goals and Objectives

This course will introduce students to social justice issues in a local context with a focus on expanding and deepening their knowledge and skills to effect change through active engagement in the community. The course will be comprised of a 75-minute weekly lecture on campus and service learning in support of the Fredericksburg Street Choir rehearsals and concerts, including a 75-minute weekly rehearsal. This course will promote an understanding and critical analysis of factors which impact those experiencing homelessness. Guest Lecturers will present on such topics as: diverse populations, mental health, chronic illness, food insecurity, housing instability, and other social justice issues. The service learning Fredericksburg Street Choir rehearsals will promote skillful physical activities, musical development, mental engagement, and aesthetic sensitivity to benefit personal wellbeing. Students from various disciplines across the university will exchange skill sets, work together to develop their cultural sensitivity with specific insights to the homeless population, interact with and provide support for the

Fredericksburg Street Choir, and come to understand the effect of community singing in a highly diverse adult population.

### **Student Learning Outcomes:**

- Students will apply knowledge and skills acquired during lecture/seminar toward successful engagement and communication with diverse populations.
- Students will complete a minimum of 15 hours of service learning through engagement with the Fredericksburg Street Choir.
- Students will begin to develop an understanding and critical analysis of factors which impact those experiencing homelessness.
- Students will develop individual skills in musical collaboration, physiological development, and aesthetic enhancement through participation in the weekly rehearsals.
- Students will demonstrate ethical and professional behavior in all service learning activities, including management of an organization of time.
- Students will identify personal values and learning goals, and use these to create personalized learning experiences that include alternate ways of learning by leading lessons with the Fredericksburg Street Choir.
- Students will reflect on their experiences in class, and the effect these will have on their lives after graduation.
- Students will be an integral part of the performances presented throughout the semester

### **Course Requirements**

- A minimum of 15 hours of fieldwork (1.25 hours per week) is required by the Office of Community Engagement.
- Students will become aware of appropriate behavior and language to use with the Fredericksburg Street Choir population in weekly classes, integrating themselves into the musical and social aspects of the rehearsal.
- Students will operate with integrity and professionalism at all times. This includes being punctual and not sharing personal information with members of the Fredericksburg Street Choir.
- Students will self-report service learning attendance on the hours log, contacting the instructor for any absences in advance (unless an emergency).
- See Assignments

### **Course Format:**

- Lecture/Seminar: Tuesdays 3:30-4:45 pm in Pollard Room TBA
- Fredericksburg Street Choir Rehearsals: Thursdays 3:30-4:45 pm at Fredericksburg Baptist Church, 1019 Princess Anne St. Fredericksburg VA 22401
- Fredericksburg Street Choir Performances as scheduled

### **Required Text and Materials**

Musical scores and resources will be provided. Students will be expected to have all necessary materials with them at each lecture/seminar and rehearsal.

### **Responsibilities**

- **ATTENDANCE/PARTICIPATION:** Students will be allowed one absence from Fredericksburg Street Choir (Thursday service-learning) and one absence from lecture (Tuesday class) per semester without grade penalty. Subsequent absences will result in a deduction of 10 points for each. All absences are to be communicated to the instructor in advance whenever possible to provide coverage of duties for the Fredericksburg Street Choir rehearsals. Schedules of responsibilities for the service learning work, including performances, will be developed in the weekly seminar classes. Of utmost importance is the professional responsibility of each UMW student to be fully present and engaged in the rehearsals, developing a sense of community and nurturing self-expression through words, musical skills and movement. It is expected that UMW students will arrive early and assist with setup and breakdown at our community partner site: Fredericksburg Baptist Church.
- **TARDINESS/EARLY DEPARTURE:** We have limited lecture and rehearsal time, and it is essential that students make every effort to arrive on time. If you arrive after attendance has been taken, you are individually responsible for reporting the time of your arrival to the person taking attendance. If you fail to do so, your tardiness will be counted as an absence. Further, it is expected that you will remain in class until dismissed by the Instructor. Each occurrence of tardiness will count as ½ of an absence from class.

- **CELL PHONES/TABLETS:** Cell phone use is not permitted during class; this includes texting, calling, receiving calls, and other phone functions. It is expected that members will turn their phones off before class begins. Members who violate this policy will be counted absent for rehearsal and may be asked to leave.
- **PERFORMANCES:** All performance dates will be determined and communicated to the members of the ensemble no less than two weeks prior to the date. Each member is responsible for ensuring that all personal conflicts are taken care of to ensure participation in performances. Performance participation is mandatory and may not be excused.

## Grading

Students will receive three hours of course credit. Grades are determined as follows:

Active Music Engagement	10%
Social Justice Assignment	10%
Journal/Hours Log	30%
Capstone Project	25%
Class Engagement/Service	25%

Final grades will be assigned according to the following grading scale:

99-100 A+, 95-98 A, 91-94 A-  
 89-90 B+, 85-88 B, 81-84 B-  
 79-80 C+, 75-78 C, 71-74 C-  
 69-70 D+, 65-68 D, 61-64 D-  
 60 and below, F

## Assignments

### *Active Music Engagement (10%)*

While researching a musical artist or group for social activism, choose a song with special meaning to you (personally) which also may connect with members of the choir (universal appeal) and may be listened to within the context of the service learning experience. Rap and modern music is welcomed, taking into consideration the musical strengths and abilities of the choir and of your classmates. **Be prepared to teach your song to the class, including a recording and lyrics. If you have chords or sheet music bring them as well.**

### *Social Justice Assignment (10%)*

Select a musical artist or group of artists whose work promotes (promoted) activism in Social Justice. Research contributions of artist and impact on society including the following:

- Timeline - historical (social & political) perspective
- Comprehensive listing of musical performances, publications and recording associated with this work.
- Outcomes resulting from activism: i.e. fundraising, social awareness, creation of foundation
- Relevance of process and product impacting society
- Provide reference citation using APA format, a minimum of 4 references required (blogs not acceptable)
- Create a 10-15 min multimedia presentation and present it to the class during class.

### *Journals/Hours Log (30%)*

Written in paragraph form, will respond to "What, So What, and Now What?" contextual reflection.

- **What?** Describe in detail the facts and event(s) of the service experience. What are we doing? What have we accomplished?
- **So what?** What did you learn? What difference does/did it make? Why should we do it? How is it important? How do you feel about it?"
- **Now what?** How will you think or act in the future as a result of this experience? These What's next? Where do you go from here? What has this prepared you for?"

Post your responses on Canvas.

### *Capstone Project (25%)*

For this project you will create a capstone representation of your experience and learning over the course of the semester. The format is open and should cover the following areas:

- An indication of the agency where you served, including population served, services offered, and your role within the program

- An explanation of how you applied the course learning objectives and competencies in your field service work
- What have you learned about your client population and/or client system?
- What have you learned about how diversity and difference influences clients and your work with them?
- How have you grown personally and professionally from field this semester?
- How has this semester influenced your understanding of social justice and the use of music?

Presentation options include: digital story/photo journal, film (motion picture or animated), audio presentation, play script, poetry, visual or performing art (with written explanation), reflection paper, Prezi or other form of presentation. You will present this to your classmates during class. Expected length 10-15 minutes.

#### *Class Engagement and Service (25%)*

- Consistent attendance, **on time**
- Fulfillment of assigned duties
- Active engagement throughout rehearsals and seminars
- Contribution to acceptance and inclusion of community members and peers  
**\*tardiness to class and choir will impact your grade\***

#### **Accessibility**

The Office of Disability Resources has been designated by the college as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter, along with a copy of our class syllabus with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Resources and have reasonable accommodation needs, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability.

#### **Title IX Statement**

University of Mary Washington faculty are committed to supporting students and upholding the University's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence*. Under Title IX and this Policy, discrimination based upon sex or gender is prohibited. If you experience an incident of sex or gender based discrimination, we encourage you to report it. **While you may talk to me, understand that as a "Responsible Employee" of the University, I MUST report to UMW's Title IX Coordinator what you share.** If you wish to speak to someone confidentially, please contact the below confidential resources. They can connect you with support services and help you explore your options. You may also seek assistance from UMW's Title IX Coordinator. Please visit <http://diversity.umw.edu/title-ix/> to view UMW's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence* and to find further information on support and resources.

#### **Resources**

Stephanie Lucas-Waverly  
Title IX Coordinator  
Office of Title IX  
Fairfax House  
540-654-5656  
toldfiel@umw.edu

Chrystal Rawls  
Title IX Deputy for Students  
Area Coordinator  
540-654-1184  
mthomson@umw.edu

#### **Confidential Resources**

*On-Campus*  
Talley Center for Counselling Services –  
Lee Hall 106

Student Health Center  
Lee Hall 112

*Off-Campus*  
Empowerhouse  
540-373-9373

RCASA  
540-371-1666

#### **Course recording policy**

Classroom activities in this course may be recorded by students enrolled in the course for the personal, educational use of that student or for all students presently enrolled in the class only, and may not be further copied, distributed, published or otherwise used for any other purpose without the express written consent of the course instructor. All students are advised that classroom activities may be taped by students for this purpose. Distribution or sale of class recordings is prohibited without the written permission of the instructor and other

students who are recorded. Distribution without permission is a violation of copyright law. This policy is consistent with UMW's [Policy on Recording Class and Distribution of Course Materials](#).

### **Honor System**

Honor and personal integrity are core values at the University of Mary Washington. We aspire to create a community of trust among our students, faculty, and staff in which a spirit of respect and free inquiry are cherished.

Working together with our student-run Honor System, the faculty and administration are committed to authentic learning in our disciplines and to helping our students develop their own personal integrity. It is understood as a matter of honor that students shall complete assignments, practice their parts, and be prepared for rehearsals and performances.

## **APPENDIX: from the Community Engagement proposal for this course**

**Analysis of Knowledge** (Connects and extends knowledge -- facts, theories, etc. -- from one's own academic study/field/discipline to community engagement and to one's own participation in community life, politics, and government.)

Course requirements include a minimum of 15 hours (1.25 hours per week) of field work in the form of rehearsals with the Fredericksburg Street Choir, which includes a diverse population of those affected by and currently experiencing homelessness. Weekly lectures and seminars will equip students with knowledge and skill necessary for engaging with this population.

**Identity/Commitment** (Provides evidence of experience in community-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced or clarified commitment public action.)

Students will identify personal values and learning goals, and use these to create personalized learning experiences that include alternate ways of learning by leading lessons with the Fredericksburg Street Choir.

**Action and Reflection** (Demonstrates independent experience, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.)

Students will keep a journal and log of hours for their community engagement activities with the Street Choir. In their journal, they will reflect on their own accomplishments and those of the class, as well as the potential effect on their lives after graduation.

**Diversity of Communities/Cultures** (Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from a diversity of communities and cultures.)

Students will engage weekly with a very diverse population of those who have been affected by or are currently experiencing homelessness. Class time will be devoted to equipping students with strategies for this engagement, including appropriate behavior, language, and attire. Students will be expected to act ethically and responsibly at all times, protecting the personal information of those in the Street Choir.

**Communication** (Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further community action.)

As mentioned in the above learning outcome, the course will equip students with strategies for communication and interaction with members of the Fredericksburg Street Choir.

**Contexts/Structures** (Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a community aim.)

The Fredericksburg Street Choir will operate through a partnership between the University of Mary Washington and Micah Ecumenical Ministries, which is a non-profit organizing that specializes in serving those experiencing homelessness. Further, choir rehearsals are hosted by Fredericksburg Baptist Church. Through their engagement in this process, students will experience first-hand the collaboration of these three community partners.

**Academic impact** (Uses community engagement experience to inform one's academic study/field/discipline.)  
Regardless of their chosen field of study, students will learn skills and strategies for engaging with a diverse population in meaningful ways, communicating through shared musical performance.