

Dr. Elizabeth Ruccius
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Office hours – TBA

Seminar for Student Teachers – MUS 374.2
George Washington Room – Fridays 4:00-6:00pm

Required - Membership in MENC

Journal articles will be used as the basis for discussions.

Attendance – is required at all seminar meetings. Tardiness is not excused unless beyond the student's control.

Participation – is expected of all students. This includes preparation of written assignments, reading, contributing to discussions, and presentations of student work.

Assignments

1. Philosophy. Students will develop a personal philosophy of music teaching. The first version will be handed in for review and comments. The final version will be graded. 10% of final grade
2. Unit of lessons. You will create 2 units, one for each placement. On the due date, you will present your work to the class in the form of a summary of the contents of that unit, including a handout with pertinent information. More information will be given in class. 20% of final grade for each unit
3. Repertoire list. You will compile 2 repertoire lists, one for each placement, of music that could be performed in that situation for a program. Include all reference information applicable to those pieces, and an annotation of what the piece is “about” and how it could be performed. 10% of final grade for each list
4. Reflections. You will write a total of 4 reflections, 2 for each placement, of lessons that you presented. A suggested outline will be shared in class. 10% of final grade for the group of 4 reflections
5. Conference attendance. To be discussed in class. You should attend the PMEA conference and write a summary/critique of 2 of the sessions you attend. 10% of final grade
6. Attendance and participation. 10% of final grade

Goals

1. Organization, planning, preparation
2. Confidence, flexibility, quick thinking
3. Conducting an ensemble, leading a rehearsal
4. Discipline/classroom management/motivational techniques
5. Being consistent and fair
6. New perspectives on teaching/trying new technique
7. Handling stress, learning balance

Questions for the cooperating teacher

1. Surviving the first year of teaching
2. Out of class preparation time
3. Dealing with parents and administration
4. Special need students in performing ensembles and classes
5. Competition and/or cooperation
6. Dealing with the negative student
7. Field trips
8. Budget
9. Ensembles – recruitment and retention

Schedule – Subject to change

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| 1/18 | Introduction day – meet and greet Mrs. Malok, review syllabus, unit of lessons | |
| 1/25 | What’s in a philosophy? What materials are at your school? What kinds of classes? | |
| 2/1 | Organization, inclusion | |
| 2/8 | Motivation, management, assessment. | <u>First version of philosophy due</u> |
| 2/15 | Unit work | |
| 2/22 | Programs, parents, best advice | |
| 2/29 | Sharing your work | <u>Units due, repertoire lists due, first 2 reflections due</u> |
| 3/7 | Spring Break!! | |
| 3/14 | Meet and greet, with new cooperating teachers
How to recruit | |
| 3/21 | Organizations – departments, materials, students | |
| 3/28 | Budgets – how to get the money, how to spend it | |
| 4/4 | Psychological dealings with middle and high school students | |
| 4/11 | Unit work | <u>Final Philosophy due</u> |
| 4/18 | PMEA conference | |
| 4/25 | Sharing your work | <u>Units due, repertoire lists due, second reflections due, conference reports due</u> |
| 5/2 | (Many happy) returns, evaluations
Last seminar!!! | |