

ED 368
Teaching Music to Adolescents and Adults
Fall 2008
Professor Joy Hirokawa
Office: Music Center 305, Phone: 610-861-1671 (office)
E-mail: jhirokawa@moravian.edu
Class meetings: Monday and Wednesday 2:20 – 3:50 PM
Music Building Room 202
Office Hours: M – Th 11:30 – 12:30 or by appointment

Goals: This course is designed to prepare the student for teaching music at the secondary level, including general, instrumental, and choral music classes. It is the final course in music education prior to student teaching. During this course, students will develop a repertoire of teaching ideas and materials for all areas of secondary music education, practice teaching lessons to their peers, and develop a philosophy of music education. Materials generated in this course will become part of the student's portfolio for future employment.

Required Materials:

National Standards on Arts Education – MENC (same as ED 367)
Music! Its Role and Importance in Our Lives – DeGraffenreid, Fowler, Gerber, Lawrence
Articles and web based materials as assigned in class
Books and recordings placed on reserve in the library

Recommended Materials:

To be distributed with each unit of study.

Other Materials: Articles will be assigned from periodicals and other publications. Some will be distributed in class, others will need to be located electronically. Some materials will be on reserve in the library.

Attendance Policy: Since a substantial component of this class is active engagement in discussion, practice teaching, and activities, attendance is critically important. Absences will significantly impact the ability of the student to successfully complete the course with a superior grade.

Academic Integrity: Students are expected to uphold the standards of academic honesty, as they are spelled out in the Student Handbook. Students are required to be familiar with copyright issues as well as the college policy on plagiarism.

Grading: Grading will be determined as follows:

20% Written assignments (summaries of articles, responses to written questions, etc.)
20% Prepared lesson plans and practice teaching
20% Mid-term Project: 5 lesson unit
20% Final Project: Ensemble Program
10% Participation (class discussions, activities, etc.)
10% Observations

Expectations and Requirements:

- **Prompt attendance** for each class. As a future professional music educator, being on time means being 5 – 10 minutes early. Arriving at the appointed time means you are late. (Robert Page) Make it a habit.
- **Observations** – in addition to logging the observations in your pre-student teaching placement, students will be required to seek out additional observations of classroom lessons. The class will determine with the instructor the number of observations which can realistically be completed in the semester.

- **Performances/rehearsals** – Students will be required to attend a variety of middle school and high school performances, as well as community youth ensemble or church ensemble performances. These could include marching band competitions, high school musicals, community youth orchestra or children’s choir concerts. The class will determine with the instructor the number of performances which can realistically be attended in the semester.
- **Piano, Voice and Guitar Proficiency** must be completed by mid term. Individual appointments can be made with the instructor at any time in the first half of the semester. The earlier you complete this, the better.
- **Assignments** must be turned in on time. On time means at the beginning of the class on the due date, or the time indicated for electronic submission. The instructor will indicate in class if an assignment is to be submitted in hard copy format or electronically. Late assignments will be dropped to the next fraction of a grade for each day late (A- becomes B+, etc.) All written assignments should be word processed in Times New Roman font, 12 point, double spaced unless otherwise indicated. Length of written assignments will be indicated with each assignment. Lesson plans will follow the format distributed in class.
- **The Written Word** – As a future Music Educator, you need to be articulate and be able to clearly express yourself in any number of public situations. Correct grammar, punctuation, sentence structure, and spelling will be an important aspect in the grading of any written work you submit, as will any citations related to research.
- **Portfolio** - Each student should maintain a portfolio of work completed during the semester. This portfolio is intended to show your best work in a future employment interview. Specific assignments must be included as follows, but other work of the student’s selection may also be added:
 - Meet the Teacher Night letter
 - Guitar Lesson
 - Recorder Lesson
 - Orffestration
 - Garage Band Lesson
 - Annotated list of resources and vendors providing materials for music education
 - Mid-term – 5 lesson unit plan
 - Comprehensive Musicianship Ensemble plans
 - Annotated list of website resources
 - Web Lesson
 - Final – Concert Program project
 - 1 page statement of philosophy of music education

The portfolio will be graded on a rubric for overall quality, contents, and appearance. Prepare it as if you were preparing for a job interview. Submission of the portfolio will be the final assignment for the semester and will be due on the final day of class.

- **MENC Student Chapter** – all students are required to be members of MENC/PMEA. Students are *encouraged* to become members of ACDA if they are more interested in choral music, subscribe to *The Instrumentalist* magazine if they are interested in instrumental music, or become members of ASTA if they are interested in orchestral music.
- **Electronic protocol** – Cell phones must be disabled during class. Texting in class is unacceptable. While email is an absolutely fabulous tool, and a direct means of communication, it can also be pretty overwhelming when that inbox is continually full, and can be downright annoying if the questions asked in the email could have been answered by simply re-reading the information already given to the students! BEFORE you email me with a question, please review all your notes and papers to see if you can find the information on your own, or ask a classmate. Please do NOT email me with questions about an assignment the night before the assignment is due. Your question will not be answered and you will be flogged (figuratively) in class. On the other hand, I welcome considered questions and dialogue, and of course if you are at all confused about

something, please ask. Remember that my door is (almost) always open (Office 305), so don't be shy.

- **Disclaimer!** – This syllabus should be considered a flexible document. As the semester unfolds, revisions may occur.

Weekly Schedule of Topics and Assignments

Date	Topic	Assignment	Assignment due date
8/25/08	The Adolescent Learner Philosophy of Music Ed	Brainstorm Philosophy Read: Gerber: The Adolescent Learner (handout) Respond to Questions on Philosophy	ongoing 8/27/08 8/27/08
8/27/08	Philosophy/Curriculum	Write initial draft of philosophy Respond to Questions on Curriculum	9/3/08 9/3/08
9/1/08	Labor Day!	YYYY	YYYY
9/3/08	Curriculum/Lesson Plans Standards Observations	Curriculum Assignment Observations of co-op teacher	9/8/08 10/15/08
9/8/08	Teaching Drumming Orffestrations	Orffestration Discuss Mid Term Assignment	9/10/08 10/20/08
9/10/08	Practice teaching Orffestration	Music Ed. Journal Assignment Bring guitar next class	9/15/08
9/15/08	Teaching Classroom Guitar	Prepare a 7 minute lesson in guitar to teach Research Guitar Methods books	9/17/08 9/17/08
9/17/08	Practice teaching a guitar class	Research Professional Organizations Bring recorder next class	9/22/08
9/22/08	Teaching Recorder	Prepare a 7 minute lesson in recorder to teach Research recorder methods books Make appointment for competency tests	9/24/08 9/24/08
9/24/08	Practice teaching a recorder lesson	Research Vendors for Music Education Bring recorder & guitar next class	9/29/08
9/29/08	Combining it all – Blues lesson	Become familiar with Music! It's Role and Importance in Our Lives; select a lesson you would like to teach	10/1/08
10/1/08	Garage Band	Create a lesson plan using Garage Band	10/8/08
10/6/08	Fall Break	YYY	YYY

10/8/08	Singing/Listening lessons	Teaching Music/ General Music Today assignment Toy assignment	10/13/08 10/13/08
10/13/08	Singing/Listening lessons	Prepare 7 minute singing/listening lesson plan	10/15/08
10/15/08 MidTerm	Practice teaching singing/listening class	Revisit draft of Philosophy	
10/20/08	Ensembles Programming Comprehensive Musicianship	Introduce Final Project Develop a rationale and criteria for selecting music Review Comprehensive Musicianship books in the library	12/8/08 10/22/08 10/22/08
10/22/08	Choral ensembles	Reading: Cooksey and Gackle	10/27/08
10/27/08	Choral ensembles	Respond to questions	10/29/08
10/29/08	Choral ensembles	Select a piece and develop a lesson plan for teaching the piece	11/3/08
11/3/08	Practice teaching choral lesson	Choral Journal assignment	11/5/08
11/5/08	Instrumental ensembles	Review instrumental methods books	11/10/08
11/10/08	Instrumental ensembles	Respond to questions	11/12/08
11/12/08	Instrumental ensembles	Select a piece and develop a lesson plan to teach the piece	11/17/08
11/17/08	Present instrumental lesson	Instrumentalist assignment	11/19/08
11/19/08	Musical Theater	Respond to questions Work on annotated list of websites for web based lessons	11/24/08 11/24/08
11/24/08	Web based lessons	Create a lesson plan for a 45 minute period using the internet	12/1/08
11/26/08	GOBBLE	GOBBLE	GOBBLE
12/1/08	The other stuff you need to know: Advocacy, copyright, sacred text issues, administration	Respond to questions	12/3/08
12/3/08	Philosophy revisited	Revise philosophy statement to 1 concise page	12/8/08
12/8/08	Presentations of final projects	Final observations of co-op teachers Portfolio	12/10/08 12/10/08
12/10/08	Class summary and assessment	Portfolios due today	Happy Holidays!

Ongoing assignments throughout the semester:

1. Continue to reflect on, revise, journal your philosophy of teaching music.
2. Maintain an annotated list of interesting websites that could be used for either research or for a lesson. Include your ideas of how you might use these sites.
3. Maintain an annotated list of vendors for music supplies, teaching supplies, music for ensembles, etc.
4. Keep a notebook/journal of your observations of your co-op teachers and rehearsals you visit.
5. Maintain your list of concerts you have attended, along with the program and your reactions and observations.