

**MU374.2**  
**Music Ed Seminar**  
**Spring 2009**  
**Professor Joy Hirokawa**  
**Office: Music Center 305, Phone: 610-861-1671 (office)**  
**E-mail: jhirokawa@moravian.edu**  
**Class meetings: Friday 4:00 – 6:00 PM**  
**Music Building Room 202**  
**Office Hours: Monday 1:30 – 2:30, Tuesday 10:30 – 11:30, Wednesday 1:30 – 2:30, Friday**  
**3:00 – 4:00 or by appointment**

**Goals:** This course is designed to support the student during the student teaching experience. Emphasis will be placed on developing successful lesson plans, effectively teaching lessons in both elementary and secondary settings, learning to self assess teaching experiences, and communicating effectively students, faculty, staff, and parents in the school environment. Developing a philosophy, and preparing for interviews for employment will also be part of the coursework. Materials generated in this course will become part of the student's portfolio for future employment.

**Required Materials:**

*Crowd Control.* Susan Haugland. Rowman and Littlefield Education/MENC. ISBN 978-1-57886-611-3  
*Arts with the Brain in Mind.* Eric Jensen. Association for Supervision and Curriculum Development. ISBN 0-87120-514-9  
*An Orientation to Music Education.* Richard Colwell and Lizabeth Bradford Wing. Pearson/Prentice Hall. ISBN 0-13-048922-0  
Recommended: *Teaching General Music in Grades 4 – 8: A Musicianship Approach.* Thomas A. Regelski. Oxford University Press ISBN 0-19-513778-7  
Recommended: *Teaching Music with Purpose: Conducting, Rehearsing, and Inspiring.* Peter Boonshaft. Meredith Music Publications. ISBN 978 1-57463-076-3  
National Standards on Arts Education – MENC  
Articles and web based materials as assigned in class  
Books and recordings placed on reserve in the library

**Attendance Policy:** Since this class requires 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. Each absence will result in grade of zero for the day as well as for any activities for the day.

**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:**

- Journal (15%): Weekly entries to a journal will be posted to me via Blackboard. Each week a different topic will be the focus. Entries should be double spaced in Times New Roman font and should be roughly 2 pages in length, depending on the topic. Topics will be posted on Blackboard. Generally due Mondays at 12:00 AM.
- First placement evaluation (25%):
  - By co-op teacher
  - By Education department supervisor
  - By Music Education supervisor
  - Self evaluation
  - Lesson plan binder
- Second placement evaluation (25%):

- By co-op teacher
- By Education department supervisor
- By Music Education supervisor
- Self evaluation
- Lesson plan binder
- Portfolio (15%)
- Written assignments (10%)
- Class participation (10%)

### **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.
- **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. We will use Chicago/Turabian style citations.
- **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. Specifics of what should be included will be discussed in class. Aim to have as complete a portfolio as possible by the 4/17 class. You will bring your portfolio to class and critique each others portfolios. The final portfolio will be presented to me in a mock interview/conference during finals week.
- **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.

### **Assignments:**

- *Journal:* You will be maintaining a journal of your experiences during student teaching. Entries should be typewritten and double-spaced. They should be submitted on a weekly basis using the following format to Blackboard:
  - Journal Entry X\_first name\_last name.doc (or docx if you have the new version)
  - Each week will have a different slant as to the focus of your entry. You will be able to view the weekly topic at the beginning of the week so that you can focus on this aspect of your teaching as the week goes on.
  - The weekly topic will also be discussed in the seminar. Reflections on the group discussion as it relates to your personal experience during the week should also be included in the journal entry.
  - Entries for each week will be due by Sunday night at midnight following the week being considered.
  - Each entry should be roughly 2 pages, more or less as needed to describe the week.
- *Lesson Plans:* All lesson plans must be submitted to your co-op at least two days in advance of the lesson you are teaching. If you know you are going to be observed, submit a copy of the lesson plan to Mrs. Malok or me two days prior to the observation. This can be done via email:
  - Mrs. Malok: lmalok@moravian.edu
  - Prof. Hirokawa: jhirokawa@moravian.edu
- Weekly reading assignments in the required texts and handouts.
- Responses to readings as required.
- Other assignments as listed on the Weekly Schedule of Topics and Assignments. Due dates will generally be the Friday following the date the assignment is given unless otherwise noted.
- A lesson plan binder is due at the completion of each placement. This is separate from your portfolio. This binder should contain all planning that occurred for the placement for each unit including:
  - Long range plans for each unit spelled out on a calendar
  - Daily lesson plans
  - Materials associated with the plans (hand outs, worksheets, recordings, quizzes, tests, project instructions, anything developed as a teaching aid)
  - Means of summative assessments
  - Accommodations for diverse learners
  - Adaptations for English Language Learners
  - Your reflections on the lesson – in a formal analysis afterwards, as well as in notes for improvement written into the lesson plan for the next time you teach the lesson.
  - See the Handbook for Student Teaching p. 53 – 60. Read all the information for elementary, secondary and music.
  - Your binder should be organized with tabs and a table of contents of the units so that you can find the information quickly in the future.