

ED 368: Teaching Music to Adolescents and Adults

Fall 2010

Class meetings: Monday, Wednesday, and Friday 11:45 AM – 12:55 PM, HILL 209

Professor Joy Hirokawa

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Office Hours: M – Th 10:30 – 11:30 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)
- Regeleski, Thomas. *Teaching General Music in Grades 4 - 8: A Musicianship Approach*. Oxford University Press, 2004. ISBN 0-19-513778-7
- Kelly, Steven N. *Teaching Music in American Society: A Social and Cultural Understanding of Music Education*. Routledge, 2009. ISBN 978-0-415-99209-1
- MENC. *Spotlight on Making Music with Special Learners*, 2004. ISBN 1-56545-167-8
- 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 and Participation: 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. Behaviors that indicate active participation include, but are not limited to, insightful answers that relate to the reading materials, thought-provoking questions, and meaningful participation in class activities and discussions. Respectful and professional behavior is expected at all times.

Unexcused absences will result in a reduction of your final grade by one grade per absence (A to A-). More than two unexcused absences will result in a failing grade for the course. Excused absences include illness or personal emergency. Absence due to illness will be excused only with a written form from a healing practitioner. Absence due to a personal emergency will be excused only with written documentation from the Learning and Counseling Center or other appropriate professionals. More than three absences will result in a reduction of your final grade by one grade per absence (A to A-). If you are absent for any reason, it is your responsibility to obtain all material distributed in class, to hand in any assignment due that day by 7:00 A.M., and to contact me prior to class with the reason for your absence.

Students are expected to come to every class on time, remain for the entire class, and be well prepared to discuss the outlined topics. All reading assignments must be completed prior to the designated class. Materials used to structure the reading material in a meaningful manner will be collected. We will be covering an enormous amount of material in a short time. I welcome

questions and look forward to discussions regarding areas of concern and/or interest. Please do not hesitate to contact me if you have any questions.

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.

Blackboard: We will be using Blackboard on a regular basis to submit assignments and communicate information. Please be sure you have signed up for this class on Blackboard by the end of the first week of class.

Grading: Grading will be determined as follows:

- 30% Written assignments (lesson plans, summaries of articles, responses to written questions, etc.)
- 20% Mid-term Project: 5 lesson unit
- 20% Final Project: Ensemble Program and Portfolio
- 10% Portfolio
- 10% Attendance/Participation/Scholarship (class discussions, activities, etc.)
- 10% Observations

Graded Items:

- **Written assignments** - A variety of written assignments varying from short responses to 3 – 4 page papers will be made throughout the semester. Please see separate list for specific assignments and due dates.
- **Lesson Plans** – Complete lesson plans must be written for each time you teach in your placement and will be reviewed. Four additional lesson plans for specific topics in class will be required. Lesson plans must be thorough and detailed, and must reflect well thought through procedures that support a clearly stated objective that is assessed at the conclusion of the lesson.
- **Mid Term Project** – You will be required to submit a complete unit consisting of 5 sequential lesson plans on a topic of your choice. The plans should reflect creative, broad thinking and a well thought through approach to the topic.
- **Final Project** - The final project will be to compose an ensemble program of 5 selections for an ensemble of your choice. You will include a description of the ensemble, a rationale for the selection of each piece, complete plans for teaching each piece, and an overall rehearsal plan for teaching the program that demonstrates the development of musicianship in the ensemble. You will create a sample program that might be handed out to the audience that includes program notes. The program should reflect knowledge of the age and skills of the ensemble in the selection of appropriate repertoire.
- **Participation and Scholarship** - Service and teamwork are an important part of being a music educator. You will be often asked to participate in activities outside of your classroom. Likewise, continued study and scholarship is critical to maintaining a fresh perspective in the classroom, and to be current on the latest research. It is also impossible, in two semesters of music methods classes, to be able to cover everything that you might encounter in the field. Therefore, each student is required to participate in either a workshop outside of the class, or to volunteer to assist in one of the many opportunities available on campus in which you might work with children. Please see the separate list of opportunities available. As other options become known, or if you come across something you would like to do that is not listed, please check first with me before you assume that the option is acceptable.
- **Observations** – in addition to logging the observations in your pre-student teaching placement, students will be required to seek out additional observations of musical instruction. These include:
 - **Areas not covered in your placement** – The four areas that need to be observed are general music, choral classroom, orchestral classroom, band instrument classroom. You are required to observe any setting that is not

covered in your placement. For example, if you are placed in a middle school general music classroom, you will need to observe choral, orchestral, and band instrumental classrooms. Observations may be at the middle school or high school level, or any combination of the two.

- **ELL/Diversity Observation** – As music educators, we are fortunate that we can easily incorporate cultural studies directly into our classrooms through the study of the musical expression of diverse populations. It is important to gain an understanding of, and to become more sensitized to cultural differences as they may appear in your classrooms, to learn how to best honor cultural traditions, and to gain a sense of what it must be like for a student of a different culture to be in your classroom. To this end, you will schedule a visit to a local cultural school such as the Hua Xia Chinese School, the Islamic Center of the Lehigh Valley or any other cultural organization for children. The organization may be in the Lehigh Valley or near your hometown if this is more convenient to schedule a visit. This visit should include some time observing cultural traditions, particularly in music or performing arts if available. Students will write a reflection on this experience.
- **Performances/rehearsals** – You are required to attend a variety of middle school and high school performances, and/or community youth ensemble or church ensemble performances. These could include marching band competitions, high school musicals, or community youth orchestra or children's choir concerts. As many performances take place at the end of the semester during finals week, you are encouraged to take advantage of any opportunity to attend a performance that comes your way prior to the end of the semester. A minimum of 2 performances of differing kinds is the required minimum, but you are encouraged to attend as many as possible.
- **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. A detailed list will be handed out in class:
 - Meet the Teacher Night letter
 - Guitar Lesson
 - Orffestration
 - General Music Singing/Listening Lesson
 - Mid-term – 5 lesson unit plan
 - Comprehensive Musicianship Ensemble plans
 - Web Lesson
 - Your best lessons from Pre-student teaching
 - Final – Concert Program project
 - 1 page statement of philosophy of music education
 - Annotated list of resources and vendors providing materials for music education

The portfolio will be checked 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.

- **Ongoing assignments throughout the semester:**
 - Continue to reflect on, revise, journal your philosophy of teaching music.
 - 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.
 - Maintain an annotated list of vendors for music supplies, teaching supplies, music for ensembles, etc.
 - Keep a notebook/journal of your observations of your co-op teachers and rehearsals you visit.
 - Maintain your list of concerts you have attended, along with the program and your reactions and observations.

- Four reading assignments in *Spotlight on Making Music with Special Learners* scheduled over four weeks. Each of these will focus on a different disability. Students will identify individuals possessing this disability who are available for observation in their placement. Additionally, students will consult with their co-op and other special education professionals in their placement to gain a better understanding of how to work with students with this disability. A written reflection summarizing these activities will be required for each. These will be different disabilities than those covered in EDUC 367.
- Continued dialogue with co-op and special education professionals in the pre-student teaching placement on meeting the needs of special learners.

Expectations and Requirements:

- **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 (typically 7:00 AM on the due date, but you may submit at any time prior to this.) 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 with 1" margins 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.
- **MENC Student Chapter** – all students are required to be members of MENC/PMEA (www.menc.org). Students are *encouraged* to become members of ACDA (www.acda.org) if they are more interested in choral music, subscribe to *The Instrumentalist* magazine (www.theinstrumentalist.com) if they are interested in instrumental music, or become members of ASTA (www.astaweb.com) if they are interested in orchestral music.
- **Electronic protocol** – Laptops will remain closed for most classes unless instructed to open them for a particular purpose. Laptops will be used only with the instructor's permission. Cell phones must be turned off during class. For emergency situations, students may ask the instructor for permission to put the cell phone on vibrate. Texting in class is unacceptable. Inappropriate use of cell phones and/or laptops during this course will result in a reduction of the final grade by one grade per incident (A to A-) and may result in a failing grade.
- **Email** - 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.

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Weekly Schedule of Topics

Week 1: Philosophy of Music Education, MEAE/Praxial approaches, Critical Pedagogy, the adolescent learner

Week 2: Curriculum, lesson plan writing, Standards Aligned Systems, observations

Week 3: General Music: Classroom Percussion, Drum circles, Orffestrations

Week 4: General Music: Guitar in the classroom*

Week 5: General Music: Unit planning

Week 6: General Music: Teaching singing, leading singing

Week 7: General Music: Listening lessons*

Week 8: Ensembles: Programming, Comprehensive Musicianship, Lesson Planning

Week 9: Ensembles: Instrumental

Week 10: Ensembles: Choral

Week 11 through 15:
Musical Theater
Special Education and ELL
Technology
Advocacy, Administration, Management
Philosophy revisited

*10 minute mini lessons will be taught in class for these 2 topics. Students will be randomly selected to teach 1 of these 2 mini lessons to the class, although ALL students will be required to write the lesson plans for a 10 minute mini lesson. Lesson plans will require accommodations for special learners and ELL.

Special Date: Saturday, November 6, 2010, 9:30 – 2:00

The Concert Choir of the Bel Canto Children's Chorus will be in residence for the day as a workshop choir. You will have an opportunity to conduct the choir, and receive feedback. Each student will have 10 minutes to work with the choir. Participation in this workshop is a required part of the course. Please plan accordingly.

Final Exam: During Finals Week, each student will meet individually with the instructor to review their final project and overall progress during the semester.

Field Placement:

As a required Lab for this course, students will complete 90 hours of Pre-Student Teaching Field Experience. During this field experience, students will actively engage in the teaching process initially in a supportive role, but eventually will teach a series of lessons by the end of the

semester. To prepare for this experience, students will consult with the co-op and special education staff, to learn the needs of *all* students in the classroom. This consultation will include viewing IEP's as well as learning strategies for helping Special Needs students. Lesson plans must reflect accommodations for Special Needs students. Students will also be required to meet with the ELL teacher in their placement, observe an ELL tutoring session, and work with ELL students directly in the classroom. Lesson plans for the field placement must reflect accommodations for ELL students.

Lesson plans for the placement will be submitted for review and grading.

A required Pre-Student Teaching meeting will take place on Tuesday, August 31 at 6:30 PM in PPHAC 102.

Clearances:

All clearances must be submitted to Mrs. Modjadidi prior to pre-student teaching. Any incomplete clearances must be submitted as soon as possible, and you must register no later than September 7, 2010 at 4:30. After that time, you will no longer be able to register for the course.