



**ED 368: Teaching Music to Adolescents and Adults  
Fall 2011**

Monday, Wednesday, and Friday 11:45 AM – 12:55 PM, HILL 209  
75 Hour Lab (9/26/11 – 12/2/11)

Professor Joy Hirokawa

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Office Hours: M, T, & W 1:00 – 2:00, T 10:00 – 11:00, or by appointment

*“In a hundred years from now it will not matter what my bank account was, the type of house I lived in, or the kinds of clothes I wore, but the world may be much different because I was important in the life of a child.” (Author unknown)*

*“Without music, life would be a mistake.” (Nietzsche)*

**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:**

- Hoffer, Charles R. *Teaching Music in the Secondary Schools*. 5<sup>th</sup> Edition. Wadsworth/Thomson Learning, 2001. ISBN 978-0-534-51655-0
- Regeleski, Thomas. *Teaching General Music in Grades 4 - 8: A Musicianship Approach*. Oxford University Press, 2004. ISBN 0-19-513778-7 (purchased last semester)
- MENC. *Spotlight on Making Music with Special Learners*, 2004. ISBN 1-56545-167-8 (purchased last semester)
- 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:** Readings will be assigned from periodicals and other publications and will be distributed in class, posted on-line, or 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 professional. 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 class time, 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. 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:

- 20% Reflective Journal
- 20% Mid-term Project: Ensemble Program and Plans
- 20% 5 lesson Unit
- 10% Team Teaching
- 10% Observations
- 20% Portfolio including Philosophy statement

The following grade conversions will be used in determining your recorded letter grade for the course. It should be noted that in computing grades, a weighted system will be used utilizing the percentages listed above:

94 - 100 = A	74 - 76 = C
90 - 93 = A-	70 - 73 = C-
87 - 89 = B+	67 - 69 = D+
84 - 86 = B	64 - 66 = D
80 - 83 = B-	60 - 63 = D-
77 - 79 = C+	0 - 59 = F

**Graded Items:**

- **Journal (20%):** Due each week by Noon on Sunday electronically. There will be questions as prompts that you should strive to connect to the discussions in class, the readings, your observations, and especially, connections between what you are learning in class and what you are observing in your placement.
- **Mid Term Project (20%):** The mid-term project will be to compose a concert program of 15 – 20 minutes 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 schedule for teaching the program over 10 rehearsals 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 concert program should reflect knowledge of the age and skills of the ensemble through the selection of appropriate repertoire, understanding of educational principles in teaching musicianship in the rehearsal setting through the rehearsal plans, attention to state standards, and adaptations for Special Needs and ELL students.

- **Five Lesson Unit (20%)** – This will be a unit that you will be teaching in your pre-student teaching placement. You will select concepts and objectives in collaboration with your co-op that support the curriculum of your host school. You will create complete plans for each lesson as well as any materials required to teach the lesson. The plans should reflect creative, broad thinking, a well thought through approach to the topic, and a clear understanding and application of educational principles gained throughout your Moravian education coursework, including the state standards for music and adaptations for Special Needs and ELL students.
- **Team Teaching (10%)** – A variety of topics will be available for selection to teach the class. Working with a partner, you will create a lesson plan that includes clear objectives, meaningful activities including higher-order questions, and an effective assessment. You will provide a fact sheet that will summarize the information you have presented and include resources relative to your topic.
- **Observations (10%)** – in addition to observing in your pre-student teaching placement, students will be required to seek out other musical instruction to observe. The purpose of this assignment is to familiarize you with the broad variety of teaching situations for which you need to be prepared, and to identify teacher behaviors required for these different teaching situations. These include:
  - **Areas not covered in your placement (3)** – The four areas that need to be observed are general music, choral classroom, orchestral classroom, and band classroom. Observe any setting that is *not* covered in your placement. (Observations on your placement will be included in your weekly Journal entry.) 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.
  - **Performances/rehearsals (2)** – You will need to attend a variety of middle school and high school performances/rehearsals, and/or community youth ensemble or church ensemble performances/rehearsals. These could include marching band competitions, high school musicals, or community youth orchestra or children’s choir concerts. As many performances do not take place until 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. 2 performances or rehearsals of differing kinds are the required minimum, but you are encouraged to attend as many as possible.
  - **Diversity Observation (Optional)** – 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 as an ELL. To this end, students are strongly encouraged to 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 with activities 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 be invited to share their experience with the class, and reflect on the experience in their journals.
  - **Summary:**
    - Required: 3 areas of secondary music including general, choral, instrumental, and string not covered in your placement (placement will be included in the weekly journal response.)
    - Required: 2 varied Performances/Rehearsals
    - Optional but strongly encouraged: Cultural Center

- **Portfolio (20%)** - 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 as well as demonstrate reflective practice as an educator. Specific assignments must be included as follows, but other work of the student's selection may also be added:
  - 5 lesson unit plan and lessons
  - Concert Program project
  - Orffestration for secondary music
  - 1 page statement of philosophy of music education
  - Fact sheets from team-taught presentations
  - Summary reflection of your pre-student teaching.

The portfolio will be checked for overall quality, content, 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.
- **Suggested ongoing activities throughout the semester:**
  - 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.
  - Collect programs for concerts you attend and make notes on your reactions and observations to the performance as well as the individual pieces you hear.
  - Maintain a list of ideas for lessons, additional resources in print, articles of interest for specific topics.
  - Continue to 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 at the beginning of the class on the due date. 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](http://www.menc.org)). Students are *encouraged* to become members of ACDA ([www.acda.org](http://www.acda.org)) if they are more interested in choral music, subscribe to *The Instrumentalist* magazine ([www.theinstrumentalist.com](http://www.theinstrumentalist.com)) if they are interested in instrumental music, or become members of ASTA ([www.astaweb.com](http://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 silenced 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.
- This syllabus should be considered a flexible document. As the semester unfolds and student needs require, 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.*

**Required Special Date: Saturday, October 15, 9:00 – 12:00 Orff Workshop with Orff Specialist Michelle Przybylowski**

**Plan ahead!: Saturday, March 17, 10:00 – 12:00 – Improvisation in the Instrumental Rehearsal Workshop with Nancy Beitler**

**Field Placement:**

As a required Lab for this course, students will complete 75 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 five lessons by the end of the semester. To prepare for this experience, students will consult with the co-op and special education staff, to better meet 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 48 hours prior to teaching the lesson.

*A required Pre-Student Teaching meeting will take place on Wednesday, 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 6, 2011 at 4:30. After that time, you will no longer be able to register for the course.