

Eastern Mennonite University
MUED 342 SECONDARY SCHOOL MUSIC
Fall 2011

Instructor: Sharon Miller, M.Ed., M.M.
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Class Times: M, W, F 9:00-9:50 a.m.
Location: Lehman, Rm. 11
Semester Hours: 3 SH
Office Hours: as posted or by appt.

COURSE DESCRIPTION: This course is a study of methods and materials designed to prepare students to teach in middle and high school music programs. Students will observe school music teachers as part of the course and participate in a practicum. Special emphasis is given to the maturing adolescent voice, performing ensembles and teaching global music.

COURSE OBJECTIVES: (Numbers in parenthesis correspond to Teacher Candidate Performance Outcomes in the EMU Teacher Education Handbook. S=Scholarship; I=Inquiry, PK=Professional Knowledge, C=Communication, Ca=Caring, L=Leadership)

Students will:

1. demonstrate an understanding of recent thinking and current practice in secondary music education with an emphasis on global perspectives through reflective writing and discussion from readings in textbooks and professional journals, through interaction with area middle and high school teachers during observations and field experience, and through attendance at a professional conference. (S, I, PK, C, L) Thereby, students will demonstrate critical thinking through the creative arts. (GVC Creative Arts requirement met in this course.)
2. expand (or begin) a personal philosophy of music education to include a global approach to music education, additional methods for teaching diverse learners, and the role of performance groups in music education. (I, PK, C, Ca)
3. demonstrate an understanding of the role and qualities of the music educator in the contemporary secondary school with special attention given to the development of teaching strategies implementing appropriate technological tools, classroom discipline and the structure of a balanced music curriculum using the National Standards and Virginia SOL's for music. (T, PK, C, L)
4. develop design(s) for possible organization of a music curriculum for general music students as well as the development of performing organizations which meet the National Standards and Virginia SOL's for music. (PK, L)

5. Create clear and complete developmentally appropriate lesson plans for general music and/or performance classrooms. (S, PK)

***Note:** The lesson plan criteria which includes Lesson Outcome/Objectives, Aligned Assessment, Differentiation, and Planning for Instruction will be used for admission to student teaching decisions beginning July 2012.*

6. demonstrate knowledge of practical methods for dealing with administrative factors that concern the successful music teacher including the problems of scheduling, practices in measurement and evaluation, facilities, budgets, relations with school administrators, public relations, adherence to copyright laws and other ethical questions. MENC will be the primary source. (PK, L)

7. develop age-appropriate teaching skills through practicum experience in local middle and high school settings. (S, C)

***Note:** The Practicum Evaluation rubric completed by the practicum teacher will be used for admission to student teaching decisions beginning July 2011.*

BOOKS AND MATERIALS:

Required Texts:

Philpott, Chris and Gary Spruce, ed. (2007) *Learning to Teach Music in the Secondary School* (2nd ed). New York: Routledge.

Campbell, Patricia Shehan. (2004) *Teaching Music Globally*. New York: Oxford University Press.

Wade, Bonnie C. (2004) *Thinking Musically*. New York: Oxford University Press.

Supplementary Matierals:

Choksy, Lois, et. al. (2001) *Teaching Music in the Twenty-First Century*. Upper Saddle River, NJ: Prentice-Hall, Inc.

Hammel, Alice M. & Ryan M. Hourigan (2011) *Teaching Music to Students with Special Needs*. New York: Oxford Press.

Haugland, Susan L. (2007) *Crowd Control*. Lanham, MD: Rowman & Littlefield Education.

Hoffer, Charles R. (2001) *Teaching Music in the Secondary Schools*, 5th edition. Belmont, CA: Wadsworth Pub.

Mixon, Kevin. (2011) *Reaching and Teaching All Instrumental Music Students*. Lanham, MD: Rowman & Littlefield Education.

inTune! Monthly and other materials from the In Tune Library.

CLASS/LAB SESSIONS:

I. Approximately 30+ hours will be spent in schools or other educational settings in order to gain experience in and reflect on the content being covered in this course.

II. Approximately 28 hours will be spent in college class settings discussing and

presenting topics covered in this course. The first 2 months will require intensive reading and writing in preparation for Practicum experiences in November. Attendance is expected at all class sessions and observations. Timely preparation of all assignments is essential.

Projects and Exam Schedule

See Class and Assignment schedule for due dates.

**** Graded assignments are due to my office (put in bulletin board folder) or on Moodle by 6 p.m. the day the assignment is due. Grades for late assignments will be reduced by .5 points for each day it is late. Exceptions must be cleared with the instructor at least 2 days prior to the due date.**

Semester Grading

Area	Points
1. Attendance, Preparation of daily assignments & Class Participation. 1 point will be deducted for each class missed after 3. Observations are required. Missed observations must be made up at the same location and time of day.	15
2. Test #1	15
3. Test #2	15
4. Response papers (2 papers @ 10 points each)	20
5. Annotated Bibliography	20
5. Observations (3 observations @ 10 points)	30
6. Music Analysis & Lessons – Part 1	15
Part 2	30
7. Assignment #2 – Unit Project	60
8. Assignment #3 – Text Comparison	10
9. Peer Teaching	15
10. Practicum journal	20
11. Test #3	15
12. Notebook	10
13. Philosophy revision	<u>10</u>
Total Semester Points	300

Grading Scale

92 – 100 A
83 – 91 B
74 – 82 C
65 – 73 D

ACADEMIC INTEGRITY:

“Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that

promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. . . EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Cited from "Academic Integrity," 2011-12 EMU Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

DISABILITY STATEMENT:

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

WRITING TUTORS:

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit the Academic Support Center on the 3rd floor of the Sadie Hartzler Library, 432-4254.

Music Education Books in EMU's Library

Books on teaching and books to use in teaching music can be found downstairs in the following locations:

Main Collection and Reference:

372.87 (Education)

780.7 (Music - Education)

Curriculum Materials:

CU372.87 (Includes general music texts)

CU780's

CR Curriculum Reference (includes SOL's)

Juvenile:

J780's (Books with songs & activities to use with children.)

J (Books for children to read or for parents and teachers to read to children.)

DVD's, Cassettes and Videos (mostly 780's)

When using the On-line Catalog, the main subject headings to look under are:

Music: Instruction and Study

Music: Study and Teaching

Music in Education

There are books under other headings, so a thorough search may be necessary.

Music Dept. CD's are available in the Music Office for 2-day check-out.