

MUSI 4623

Teaching Music in Secondary Schools

Section 01

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Office: Band Building

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Required Text and Materials

- Cooper, L. (2004). *Teaching Band and Orchestra: Methods and Materials*. Chicago: GIA Publications.
- Brinson, Barbara A. (1996) *Choral Music: Methods and Materials, Developing Successful Choral Programs (Grades 5-12) CA*: Wadsworth Group/Thomson Learning
- Video SD card
- Baton

Supplemental Texts:

- Abrahams, F., et al. (2005) *Teaching Music Through Performance in Choir, vol. 1*. Chicago, IL: GIA
- Miles, R. (1997). *Teaching Music through Performance in Band, vol. I*. Chicago: GIA Publications

Course Description:

This course is designed to prepare music majors for teaching and managing the secondary music classroom. It incorporates appropriate instrumental and choral instructional strategies, materials, and classroom management skills. This course also will explore the skills needed to administer and maintain a successful music program. Includes a field experience component.

Prerequisite: Acceptance into the Teacher Education Program.

Conceptual Framework:

The Division of Education and the Unit for Teacher Preparation supports its philosophy and motto "teacher as Leader for the 21st century: through a rigorous professional education curriculum and through their Conceptual Framework. Knowledge, pedagogy, leadership, and reflective best practice are the four key concepts of the Conceptual Framework of which each program is based. This philosophy and motto is the foundation for all activities and coursework.

Course Objectives:

The objective of this course is for students to develop instructional strategies in music appropriated for the junior high school and high school ensemble. Also students will build knowledge and expertise in the administration of a secondary music program, principles of music learning, classroom management, and evaluation of music learning. Decisions will be made on which specifics to emphasize, how to organize lessons in an effective manner, which instructional techniques to use, when to modify techniques to meet special needs of students, how to select and evaluate instructional materials, how to manage a music classroom, and what and how to evaluate students. Students will be able to:

1. Recognize and incorporate standard repertoire and the methods of choosing quality materials of junior high and high school ensembles.
2. Develop highly effective rehearsal procedures for performing ensembles including proper warm-up activities and seating.
3. Develop lesson/rehearsal planning and implementation skills including error detection exercises and varying teaching/rehearsal techniques.
4. Develop and incorporate varied assessment techniques for individuals, sections and ensemble
5. Develop effective administrative techniques in the areas of recruitment, auditioning, assessment, and evaluation.
6. Understand classroom management and discipline procedures in music classrooms.

Course Requirements /Assessment Tasks

1. Micro-Teaching Project

Students will develop and teach a minimum of two music lessons for different grade levels (7-12th grade) to present to the class. (one for instrumental and one for choral) Students must use the LWC lesson plan format and must include all worksheets, resources, and assessments. Micro-Teaching lessons will be scored using a rubric by the instructor.

7. Video Lesson (Choral students only – 2nd half)

Students will teach one lesson in the public schools and video tape it. This video tape and corresponding LWC forms For video lessons will be critiqued and discussed individually with the instructor. Ideally, these will be presented and discussed in the methods class *before* you teach them in the school classroom.

8. Field Hours

Students will participate in 25 field hours. (12 in instrumental, 13 in vocal) These hours will be divided into two different field placements. All hours must be documented and appropriate information must be collected. All 25 hours must be completed to pass the course. Failure to complete all field hours and documentation will result in an "F" grade.

Policy Statements:

Deadlines:

Late assignments or projects will not be accepted. If you cannot meet a deadline, you should contact the instructor and ask for a deadline extension BEFORE the deadline arrives. Although extensions may be granted, they are not automatic. If you miss a deadline without receiving an extension, you may not make up the missed work. The instructor reserves the right to change any or all of the requirements.

Emergency exceptions:

The only exception to the rule regarding missed deadlines is if you have had an emergency just before class or during class. If you choose to ask for an emergency exception, you will be required to provide written proof of the emergency. Only the instructor can decide whether a situation qualifies as an "emergency". If your case qualifies as an emergency and you have written evidence, you will be allowed to make up the missed assignment or in-class work without penalty. Note: An appointment with a doctor, dentist, or other health professional, will not qualify as an emergency.

Grading:

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| Participation | 10% |
| Assignments | 15% |
| Projects | 75% |

- *Micro-Teaching Project (10%)*
- *10 Day Unit (15%)*
- *Ensemble Handbook (15%)*
- *Concert Programming Project (10%)*
- *Electronic Rep. Resource File (10%)*
- *Video Lesson (10%)*

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| 94-100% | A |
| 90-93% | A- |
| 87-89% | B+ |
| 83-86% | B |
| 80-82% | B- |
| 77-79% | C+ |
| 70-76% | C |
| 60-69% | D |
| Below 60 | F |

Academic Integrity

Academic integrity is essential to the existence of an academic community. Every student is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lindsey Wilson College. Maintaining a culture that supports learning and growth requires that each student make a commitment to the fundamental academic values: honesty, integrity, responsibility, trust, respect for self and others, fairness and justice.

To foster commitment to academic integrity, faculty are asked to require each student to place and sign the following Honor Code on tests, exams and other assignments as appropriate: **On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.**

Violations of the academic integrity policy include cheating, plagiarism or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer by the use of proper documentation. Not only the direct quotation of another writer's words, but also any paraphrase or summary of another writer's concepts or ideas without documentation is plagiarizing that writer's materials. Academic dishonesty is a profoundly serious offense because it involved an act of fraud that jeopardizes genuine efforts by faculty and students to teach and learn together. It is not tolerated at Lindsey Wilson College.

Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examinations may expect an "F" for the activity in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism are reported by the instructor to the Academic Affairs Office along with copies of all relevant materials. Each instance of cheating or plagiarism is counted separately. A student who cheats or plagiarizes in two assignments or tests during the same

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semester will be deemed guilty of two offenses. If the evidence is unclear, or if a second offense occurs, the VP for Academic Affairs or Associate Dean will work in cooperation with the Dean of Students to move the student before the campus Judicial Board for review. Violations will ordinarily result in disciplinary suspension or expulsion from the College, depending on the severity of the violation involved. **Note:** The College has purchased Turnitin.com, a web product used to detect plagiarized documents.

Questioning a Grade -- The Student Academic Complaint Policy

A student, who wishes to question **an assignment grade, or other academic issue**, should follow the procedure below:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding grades should be made within seven (7) days of receipt of the disputed grade and, if possible, will be decided by the faculty member within seven (7) days of receipt. If the disputed grade is the final grade for the course, "receipt" is defined by when the final grade is posted online by the registrar. (Please refer to the next section for appealing a final grade.)
2. Unless there are extenuating circumstances, the student may, within seven (7) days request in writing a review of such decision by the Chair of the division in which the grade was assigned. Upon receipt of such request, that Chair will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as to the nature of the dispute.
3. Upon receipt of these written accounts, the Chair will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render his or her decision in writing.
4. If either the student or the faculty member desires to appeal the decision of the Division Chair, the student or faculty member may, within seven (7) days by written request to the chair, ask that the matter be reviewed by a Grade Appeals Panel convened by the Academic Affairs Office.
5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by e-mail within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by e-mail within the time limit, steps 2, 3 and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

A student who wishes to question a **final grade** should follow the procedure below:

1. Confer with the faculty member who assigned the disputed grade.
2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office before the first day of the semester following the one in which the grade was issued. The written request must include the specific basis for the appeal.
3. The Academic Affairs Office will convene a Grade Appeals Panel, comprised of the Vice President for Academic Affairs, the Associate Academic Dean, and the chair of the academic unit which houses the course for which the grade is appealed. If one of the members is the faculty member who issued the grade, an alternate will be appointed. The student and the faculty member may appear separately before the panel to explain their positions. The hearing is non-adversarial. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Grade Appeals Panel. The Grade Appeals Panel will notify the student of its decision, if possible, within seven (7) days of the meeting.

Policy for Verification of Student Identity and Protection of Privacy

In compliance with United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315, all credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. One or more of the following methods must be used:

- a) A secure login and pass code;
- b) Proctored examinations; and/or
- c) Remote proctoring of one of more examinations using Tegrity or other technologies

Verification of student identity in distance learning must protect the privacy of student information. Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with data on file. It is a violation of College policy for a student to give his or her password to another student.

For undergraduate classes at the Columbia campus, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the advisor and the instructor for each course involved as indicated on the Add/Drop Form. The change must be reported to the Business Office and the Registrar's Office on an Add/Drop Form, which may be obtained from the Registrar's Office. For AIM courses, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Director of the Evening Program. For courses taught at Community sites, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Site Coordinator for the campus. Permission to add courses will not be given after the last date for late registration. Authorization for dropping a course will not be approved after more than 75% of the instructional days for a course are completed, as outlined below:

| Course | Deadline | Submitted by the Student to |
|---|---|------------------------------------|
| Columbia undergraduate and graduate full semester courses | Not later than 30 days before the end of the semester | Registrar |
| AIM courses | By the sixth week of class | Registrar |
| Courses at Community Campuses | By the third weekend of class | Site Coordinator or the Registrar |

