

**Sul Ross State University  
MUS 3316  
Secondary Music Methods  
Spring 2015**

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**Office:** 206A  
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**Class Meetings:** M/W/F 2-2:50pm, FAB 200

**Description:**

This course is a comprehensive study of instructional and program materials, rehearsal techniques and program planning for secondary school choirs and bands. Topics include organization, scheduling, budgeting, purchasing, recruiting, motivation, and problems associated with evaluation. Methods of starting beginners and rehearsing ensembles are demonstrated with techniques addressing problems unique to public school ensemble instruction.

**Objective:**

- Formulate a personal philosophy of music education
- Encourage awareness of the many issues related to teaching
- Prepare students with the basics needed to be a successful secondary school music teacher
- To develop curricular goals and objectives for secondary school general music and classes
- To develop a repertoire of teaching strategies appropriate to the developmental characteristics and learning styles of adolescents
- To develop observational skills to analyze the effectiveness of interactions within teaching situations

**Required Materials**

- Hoffer, C. R. (2000). *Teaching music in the secondary schools* (5th ed.). Belmont, CA: Wadsworth/Thomson Learning.
- A 3-ring binder with index tabs (a one-inch binder should be large enough)

**Class Attendance and Participation**

- Late arrival and excessive absences are unprofessional and, therefore, unacceptable for this course.
  - You are allowed two unexcused absences for the semester. Each absence after two will lower your final grade by one letter grade.
  - Absences will be excused for medical emergencies or serious personal conflicts, but prior approval or documentation is required.
  - Travel is not a valid excuse for excused absence, unless for the abovementioned reasons. Plan your travel accordingly.
  - A tardy of no more than 10 minutes will equate to 1/3 of an absence.
  - A tardy of more than 10 minutes will be recorded as an absence. (I still encourage you to come to class if you'll be more than 10 minutes late- you will be less likely to miss information that way.)
  - Please call my office if you are going to be absent or tardy to class. Call *prior* to the start of class.
  - Students with six unexcused absences will be dropped from the class.

**Grading Procedures**

*Your final grade will be determined by the following formula:*

1. Observations 15%
2. Assignments and quizzes 50%
3. Notebook 15%
4. Final Exam 20%

-- No late assignments will be accepted without a doctor's note or professor's prior approval.

**Professional Communication Policy**

- All communication with me should be done either face-to-face, by office phone, or through email.
- You are expected to check your email on a regular basis.
- Communication by cell phone is for EMERGENCY ONLY! Please call if an emergency will prevent you from attending class. Text messaging will not be allowed, nor will Facebook messages.

**Program learning outcomes for Music:**

The graduating student will demonstrate that he/she:

- Is able to integrate appropriate musical expression into performance
- Is able to prepare appropriate program notes
- Is able to evaluate and critique a musical performance
- Has a general knowledge of music history

**ADA Accommodations**

It is Sul Ross State University policy to provide reasonable accommodations to students with disabilities. If you would like to request such accommodations because of a physical, mental, or learning disability, please contact the ADA coordinator for Program Accessibility located in the Counseling Center or call 837-8203.

**Tentative Weekly Course Outline**

- 1/21- First day of class  
 1/30, 2/2, 2/4- No class (Online lectures and assignments)  
 2/11-14- TMEA  
 3/16-20: Spring Break  
 4/3: No class, Good Friday  
 4/16: Presidential Investiture, 2pm  
 5/6- Last class day  
 5/13, Wednesday at 3pm- Final Exam

*(Since all good teaching must be flexible, this schedule is subject to change!)*

<b><u>Date</u></b>	<b><u>Reading</u></b> <i>(Due on the first date listed)</i>	<b><u>Assignment</u></b>	<b><u>Due Date</u></b>	<b><u>Topic(s)</u></b>
1/21		Summary/critique of your high school music experience	1/23	<ul style="list-style-type: none"> <li>• Introductions &amp; expectations</li> <li>• Organization of class</li> <li>• Personal goals for class</li> <li>• Unknowns of teaching</li> </ul>
1/23	Chaps. 1-3			<ul style="list-style-type: none"> <li>• Your HS experience</li> <li>• Why teach?</li> <li>- Personality and Ego</li> </ul>
1/26	Chapter 4	Survey of area middle and high school music	2/6	<ul style="list-style-type: none"> <li>-Secondary School Curriculum</li> <li>• Intro to Standards</li> </ul>

		programs		<ul style="list-style-type: none"> <li>• Evaluation of HS experience to Standards Presentations of survey info</li> </ul>
1/28	Chapter 5 & State/National Standards Article: <i>Reforming Secondary Music</i> (online)	TEKS lesson planning assignment	2/2 by email	<ul style="list-style-type: none"> <li>• The state of regional music programs</li> <li>• What should a secondary music curriculum include?</li> </ul>
1/30		Personal Philosophy paper	2/4 by email	<ul style="list-style-type: none"> <li>• Define "MUSIC"</li> <li>• Planning instruction</li> <li>• Philosophy of teaching</li> </ul>
2/2	Chapter 6			<ul style="list-style-type: none"> <li>• Learning styles</li> <li>• Lesson Plan development</li> </ul>
2/4		1. Leadership style self-reflection paper	2/9	<ul style="list-style-type: none"> <li>- Leadership styles</li> <li>- Problems for women in music</li> </ul>
2/6				Review
2/9	Chaps. 7/8			<ul style="list-style-type: none"> <li>• Music teaching methods for band directors</li> </ul>
2/16-2/20		Instrumentalists: Page #100 Vocalists: Page 116 #1 and #2	2/23	<ul style="list-style-type: none"> <li>• Presentation of leadership papers</li> <li>• Music teaching methods for choir directors</li> </ul>
2/23-2/27	Chapter 9-11	Rehearsal assignment	3/2	<ul style="list-style-type: none"> <li>• Rehearsal procedures</li> <li>• Sheet music resources</li> <li>• How to choose music</li> <li>• Intonation and expression</li> </ul>
3/2-3/6	Chapter 14 Article: <i>Thinking Skills in the Music Classroom</i>	Choose repertoire for a sample school concert  Write a one-week chorus/band rehearsal plan	3/6  3/13	<ul style="list-style-type: none"> <li>• Instructional strategies</li> <li>• Critical thinking/listening</li> <li>• Active performing</li> <li>• Program planning</li> </ul>
3/23-27	Chapter 13 Article: <i>Current Approaches to Secondary General Music Instruction</i>	Recruiting presentation  Active listening lesson plan	3/27  4/10	<ul style="list-style-type: none"> <li>• Feeder programs</li> <li>• Recruiting</li> <li>-Non-performance courses</li> <li>• Recruiting presentations</li> </ul>
3/30, 4/1		Research/present various curriculum & lesson plan formats/ideas	4/8	<ul style="list-style-type: none"> <li>• The State &amp; National Standards</li> <li>• Lesson plan components</li> </ul>
4/6-4/10	Chapter 15-16	Classroom rules	4/15	<ul style="list-style-type: none"> <li>• Teenagers and Music</li> <li>-Rehearsal &amp; classroom management</li> </ul>
4/13-4/17	Chapter 12 & Article: <i>Agenda For Excellence in Music at the Middle Level</i>			<ul style="list-style-type: none"> <li>• Middle level issues</li> </ul>
4/20-4/24	Chapter 17	Assessment assignment  Resume assignment	4/29  5/1	<ul style="list-style-type: none"> <li>- Assessment</li> </ul>

4/27-4/30		Revise personal philosophy paper, write reflective self-assessment	5/6	<ul style="list-style-type: none"> <li>• Budgeting</li> <li>• Purchasing</li> </ul>
5/4				<ul style="list-style-type: none"> <li>-First year teaching tips</li> <li>•UIL rules</li> <li>• Contest entry/forms</li> </ul>
5/6	Final class day			Review for final
5/13	Final Exam			