



Syllabus for Secondary Music Methods - Spring 2026

MUS 3316

Credit: 3

Place: FAB 200 (Choir Room)

Time: MWF @ 11:00 AM - 11:50 AM

Instructor:

Dr. Andrew Alegria

Office: FAB 200A

Phone: (432) 837-8216

Email: andrew.alegria@sulross.edu

Office Hours:

M/W/F 9:00 AM - 10:00 AM

or by appointment

Course Description:

This course will survey and put into practice major elements of implementing and maintaining a successful secondary instrumental/orchestral/vocal music program. Topics covered include, but are not limited to, pedagogical methods of rehearsing, score study and analysis, age-appropriate method books and repertoire, giving effective feedback, developing assessment tools, creating an instrumental program budget, classroom management and discipline, and state and national standards.

Student Learning Outcomes for Music Majors:

- * SLO 1: All students will demonstrate the ability to integrate appropriate musical expression into performance.
- * SLO 2: All students will demonstrate the ability to research and prepare appropriate program notes.
- * SLO 3: All students will demonstrate the ability to evaluate and critique a musical performance.

This course contributes to meeting these cumulative SLOs.

Student Learning Objectives (SLOs)

After completing this course, students should be able to:

1. Plan for teaching/rehearsing by self-teaching the score and identifying concepts and issues within a piece of intermediate instrumental or vocal music. (*Skills*)
2. Rehearse a studied piece in a variety of ways to address rehearsal and conducting techniques, specific instrument issues, and pedagogical knowledge of how students learn. (*Skills, Attitudes or dispositions*)
3. Complete an in-depth analysis of an assigned piece of instrumental or vocal music. (*Attitudes or dispositions*)
4. Consider identified and researched issues of teacher/conductor effectiveness while evaluating self, peer, and in-field teaching. (*Knowledge, Attitudes or dispositions*)

5. Develop appropriate and applicable assessment tools for the evaluation of instrumental music progress and achievement. (*Skills, Attitudes, or dispositions*)
6. Complete an overview study of both instrumental method books and Grade 1-6 pieces of instrumental music. (*Knowledge, Skills, Attitudes or Dispositions*)
7. Design a mock budget for a middle or high school instrumental or vocal program (*Knowledge, Skills*)

Major Assignments with Matched SLOs

- Each student will develop and execute a lesson plan for three different areas of instrumental or vocal instruction. The students will be evaluated on their lesson plans, rehearsal techniques, and written peer and self-evaluations. (1,2,4,5)
- Students will be assigned a score study project in which they will complete an in-depth study of a piece of instrumental or vocal music. They will also be expected to complete a repertoire project throughout the course of the semester that overviews multiple instrumental and vocal pieces of varying grade levels. (2,3,6)
- Instrumental students will complete a survey of current instrumental method books/sight reading books, while vocal students will complete a survey of choral vocal warm-ups/sight singing studies. Everyone will present their findings to their peers in an effort to expose everyone to the maximum number of books available and to discuss the pros of each. (1,7)
- Each student will develop a mock budget for a middle or high school instrumental or vocal program. (7)

Required Materials

- Blackboard access
- Score for score analysis project (will be assigned by instructor)
- A baton
- 3 ring binder with paper for notes
- Manuscript paper
- Pencil, pen, colored pencils/fine-tipped markers, large eraser
- valid driver's license in order to enter into the high schools/middle schools

Required Textbook (Band/Orchestra)

Feldman, Evan, and Ari Contzies. *Instrumental Music Education: Teaching with the Musical and Practical in Harmony*. 3rd ed. New York Routledge, 2021.

Recommended Textbook (Choral)

Neuen, Donald. *Choral Concepts*. Los Angeles: Schirmer, 2002.

Grade Weighting

Grading Categories	Weighting
Observations and Self-Evaluations	10%
Homework and Lesson Plans	25%
Projects (I, II, III, IV)	40%
Final Exam (cumulative)	15%
Notebook	10%

Class Attendance Policy

Tardy/Late to Class will be determined as follows. Every 3 tardies equals 1 absence. Even if you are more than 10 minutes late, still come to class. If you know you're going to be late, send Dr. Alegría a text message.

Excused absences include university activities and sickness. For both categories, an email must be sent to Dr. Alegría by either an SRSU professor, the SRSU university system, or a letter from your physician. Remember, a severe illness is one that needs hospitalization or follow-up visits with a physician. Unless you are contagious, have a fever, or have projectile bodily fluids, make plans to come to class and sit in the back.

Unexcused absences will be decided by the instructor on a person-by-person basis. Known conflicts should be submitted by email as soon as possible. This includes but is not limited to mental health day, mental health week, forgetting about the class, hanging out with friends and/or family, car problems, house problems, pet problems, personal illness in which the student does not plan to see the doctor (e. g. headaches, tummy-aches, toothaches, bowel movement problems, etc...).

Each student will receive three unexcused absences for the whole semester.

- Upon the 4th unexcused absence, you will lose 10 points.
- Upon the 5th unexcused absence, you will lose 20 points.
- Upon the 6th unexcused absence, you will lose 30 points.
- Upon the 7th unexcused absence, you will lose 40 points.

Students are responsible for notes, handouts, and all assignments from missed classes, either excused or unexcused. Dr. Alegría will not repeat classes nor provide his lecture notes.

Participation

- * Paying attention, asking relevant questions, and giving constructive feedback when called upon will all be considered when determining the class participation grade.
- * You are responsible for notes, handouts, and all assignments from missed classes. Dr. Alegría will not repeat classes nor provide his lecture notes.

High School and Middle School Observations

During the semester, we will observe music at two school districts. We will make plans for Alpine ISD and Fort Stockton ISD. There will be two writing observation assignments in total due at the end of the semester. Be sure to have a valid driver's license. More information to come when we are able to travel.

Food and Drinks in FAB 200

Aside from a scheduled social event in FAB 200, **DO NOT** bring food into the choir room. Closed bottled water will be allowed during class time. If a spill happens, please clean up the liquid immediately.

American with Disabilities Act

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Ronnie Harris, LPC, Counselor, at 432-837-8203 or email ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

COURSE CALENDAR

Week 1

Wed., Jan. 14 - Syllabus and Introduction

Fri., Jan. 16 - Chapter 13: Basic Rehearsal Technique (pg. 1-20)

Homework: Biography and Résumé

Week 2

Mon., Jan. 19 - No Class - MLK

Wed., Jan. 21 - Chapter 13: Basic Rehearsal Technique (pg. 1-20)

Due: Biography and Résumé

Fri., Jan. 23 - Chapter 13: Components of an Effective Rehearsal (pg. 21-29)

Homework: Philosophy of Music Education

Week 3

Mon., Jan. 26 - Ch. 13: Diagnosis of & Prescription for Common Problems (pg. 30-53)

Homework: TMEA Assignment

Wed. Jan. 28 - Ch. 13: Diagnosis of & Prescription for Common Problems (pg. 30-53)

Fri. Jan. 30 - Chapter 9: Repertoire

Project: Repertoire Project I

Week 4

Mon., Feb. 02 - Chapter 9: Repertoire

Due: Philosophy of Music Education

Homework: Program Notes

Wed., Feb. 04 - Chapter 10: Score Study

Project: Score Study Project II

Fri., Feb. 06 - Chapter 10: Score Study

Week 5

Mon., Feb. 09 - Chapter 10: Score Study

Due: Program Notes

Wed., Feb. 11 - No class, TMEA-**Attend two sessions relevant to this course at TMEA*

Fri., Feb. 13 - No class, TMEA-**Attend two sessions relevant to this course at TMEA*

Week 6

Mon., Feb. 16 - Chapter 9: Repertoire
Due: Score Study Project II

Wed., Feb. 18 - Chapter 12: Large Ensemble Set-Up
Homework: Ensemble Seating Cart

Fri., Feb. 20 - Chapter 12: Large Ensemble Set-Up

Week 7

Mon., Feb. 23 - Chapter 7: Classroom Management
Due: Ensemble Seating Cart and TMEA Assignment

Wed., Feb. 25 - Chapter 7: Classroom Management

Fri., Feb. 27 - Chapter 18: Sound-to-Symbol in the... (**Music Major for the Day**)
Project: Band Method/Choral Warm-up Books Project III

Week 8

Mon., Mar. 02 - Chapter 1: An Introduction to Sound-to-Symbol
Lesson Plan: Lesson Plan I Assignment
Due: Repertoire Project I

Wed., Mar. 04 - Chapter 2: Teaching Rhythm and Rhythm Reading

Fri., Mar. 06 - Chapter 3: Tonality, Melody, and Singing

Week 9 - Spring Break

Week 10

Mon., Mar. 16 - Chapter 13: Rehearsal (Review from weeks 1 & 2)
Due: Lesson Plan I Assignment and **Band Method/Choral Warm-up Project III**
Lesson Plan: Lesson Plan II Assignment

Wed., Mar. 18 - Chapter 17: Recruiting, Organizing, and Starting Ensembles

Fri., Mar. 20 - Chapter 17: Recruiting, Organizing, and Starting Ensembles

Week 11

Mon., Mar. 23 - Chapter 8: Curriculum, Assessment, and Grading

Due: Lesson Plan II Assignment

Lesson Plan: Lesson Plan III Assignment

Wed., Mar. 25 - Chapter 8: Curriculum, Assessment, and Grading

Fri., Mar. 27 - Chapter 20: Planning and Managing a Concert/Concert Etiquette

Week 12

Mon., Mar. 30 - Chapter 20: Planning and Managing a Concert/Concert Etiquette

Due: Lesson Plan III Assignment

Wed., Apr. 01 - Chapter 21: Fundraising, Promotion, Advocacy

Fri., Apr. 03 - Chapter 21: Fundraising, Promotion, Advocacy

Week 13

Mon., Apr. 06 - Chapter 21: Fundraising, Promotion, Advocacy

Wed., Apr. 08 - Chapter 23: The Music Budget

Project: Budget Project IV

Fri., Apr. 10 - Chapter 23: The Music Budget

Week 14

Mon., Apr. 13 - Chapter 23: The Music Budget

Due: Self and Peer Evaluations of both Modeling and Silent

Wed., Apr. 15 - Chapter 24: Copyrights

Fri., Apr. 17 - Chapter 24: Copyrights

Week 15

Mon., Apr. 20 - Chapter 24: Copyrights

Wed., Apr. 22 - Chapter 27: The Job Search and Interview

Fri., Apr. 24 - Chapter 27: The Job Search and Interview

Homework: Mock Job Interview

Week 16

Mon., Apr. 27 - Mock Job Interview (10-13 minutes per student)

3Wed., Apr. 29 - Review for Final Exam

Due: Notebook with **Budget Project IV**

Final Exam (cumulative)

Tues. May 05

10:15 AM - 12:15 AM

Room: FAB 200