



## **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 Alegría

Office: FAB 200A

Phone: (432) 837-8216

Email: [andrew.alegria@sulross.edu](mailto: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 Contzius. *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](mailto:ronnie.harris@sulross.edu). RGC students can also contact Alejandra Valdez, at 830-758-5006 or email [alejandra.valdez@sulross.edu](mailto: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

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### 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

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### 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

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### 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

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### 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

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**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

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**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

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**Week 9 - Spring Break**

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**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

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**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

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**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

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**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

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**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

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**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

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**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**

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**Final Exam (cumulative)**

Tues. May 05

10:15 AM - 12:15 AM

Room: FAB 200