

The University of Texas at Tyler

MUSI 3254: Teaching Music in the Secondary Schools

Course day and time: **MWF 11:15am-12:10pm** in FAC 2006

Instructor: Dr. Jeffrey Emge, 566-7450 email: jemge@uttyler.edu

Student Office Hours: FAC 2023, 10-12 TR and 1-3 TR, or by appointment

DESCRIPTION: MUSI 3254 is an upper-division course in the music education degree sequence. It is intended to give an overview of responsibilities and typical courses taught in Texas school districts. As such, this course will help prepare the student for job applications and interviews, look at the nature of secondary school students, the background for instrumental, vocal, and general music classes, and more. The nature of this course is such that the student will apply both a raw knowledge component (midterm and final exams) and synthesis component (two projects).

REQUIRED MATERIALS

1. 2" three-ring binder (hard cover) with six to ten divider tabs, for organization of printed materials
2. Downloaded text and materials from CANVAS and from TMEA web site
3. Southwestern Musician, Special Edition (online at CANVAS for this course)
4. Wenger Planning Guide for Secondary Schools (online at CANVAS for this course)
5. Computer for study, organization, processing of homework and projects
6. A quality printer, ideally one that can print in color
7. USB of at least 2GB capacity to save, reference, and archive your work

SUGGESTED TEXTS

Prelude to Music Education by Joanne Erwin, et al (Prentice Hall: ISBN 013030414)

Teaching Music, 2nd edition by Darwin Walker (Schirmer Books: ISBN 0028645960)

Teaching Music in the Secondary Schools. 5th edition by Charles Hoffer (Schirmer: ISBN 0534516556)

ATTENDANCE: All students should attend all classes; this creates habits that make you dependable and employable. To be counted as present, a student must be both physically present in the classroom and not distracted by use of cellphone or headphone, earbuds etc. Excessive absences will affect the final grade. Students are allowed **three** absences without the final grade being affected. Each absence, starting with the fourth, will lower the semester average by **two points**. The instructor retains the sole right to determine whether an absence is of an emergency nature that would not count towards the three allowed absences. Emergencies are handled on a case-by-case basis. Student participation in UT-Tyler-sponsored trips (absences associated with a UT Tyler course in which the student is enrolled) do not count towards the allowed absences. PLEASE NOTE: if a student has more than six absences, s/he will be asked drop the course. Students who are habitually tardy will be counseled privately. HOWEVER, if you are sick, stay at home. For the well-being of both you and the class, you must then go to either the university clinic or a doctor. After an absence for illness, I require a note from the university clinic or your physician, stating you are cleared to return to class.

Hygiene: As we are still in a Covid-19 pandemic, extra precautions are in place for the entire semester. I encourage all students to wear a mask covering both nose and mouth; otherwise, kindly sit away from the front of the class and refrain from talking. All students should stay six feet away from each other and the teacher at all times during class. Hand sanitizer is provided, and all students should hand sanitize on their way in and out. Seating will be in a block, ideally six feet apart in all directions.

Student Dress and Conduct: Hats or caps of any kind, pajamas, or sleep pants are prohibited as dress in this class. **All cell phones and tablets/iPads, are forbidden in class. Computers are allowed for taking notes; students found using cell phones or websurfing during class will be charged with an absence.** Any recording—video and/or audio—of any portion of lectures is strictly forbidden, and violators will be asked to drop the class and referred for disciplinary proceedings. Students, please avoid wearing strong perfumes/after shave in class, as they can easily trigger allergies. Grooming and hygiene are important to a good learning environment, because students must sit for a long time near each other. Students with noticeable body odor will be asked to leave class and charged with an absence.

COURSE EVALUATION

30% Homework assignments; only typed/computer-processed accepted

25% Midterm Exam (covers lectures, lecture notes, online resources and texts)

25% Final Exam (non-cumulative, covers lectures, lecture notes, online resources and texts)

10% Personal Music education philosophy paper; due last class day; rubric and sample paper online at CANVAS

10% 20 hours secondary school observation (state law for bachelor degrees in education); Due 5/1/25 at Noon.

GRADING SCALE: 90-100% A 80-89% B 70-79% C 60-69% D Below 60% F

All homework assignments are already posted in Canvas under "Assignments," Due dates are tentative.

Homework is due at BEGINNING OF CLASS

Students who submit homework more than ten minutes after homework is collected will receive a 10% deduction in grade. Work submitted more than one class late will be penalized -50%. Work submitted more than one week late will not be graded, and a grade of zero will be assigned.

LIFE HAPPENS: You will be allowed ONE homework assignment late—up to one week—without penalty. Use this wisely.

Resources for Students

CANVAS>>>MUSI 3254>>>COURSE INFORMATION>>>Student Resources [HERE](#)

CANVAS>>>MUSI 3254>>>COURSE INFORMATION>>>University Policies and Information. [HERE](#)

Student Learning Outcomes

Upon successfully completing MUSI 3254, the student will be able to:

- *articulate both verbally and in writing their own personal philosophy of music education;
- *prepare their own resume and cover letter, and have practice in preparing for a job interview;
- *discuss cogently the positive and negative features of a school's music facility;
- *list, compare, and contrast the procedures, materials, and general teaching strategies for instrumental and choral classes;
- *write about the UIL music contest rules for all three (band, choral, string) areas;
- *describe a basic overview of special learners and strategies for inclusion in the secondary school music setting;
- *talk or write in a general way about the scheduling and budget processes for secondary schools;

Statement on Plagiarism and the use of Artificial Intelligence

For any written work involving the writing of paragraphs, papers, or analytical work in prose form, I reserve the right to use Turnitin© or similar plagiarism detection software to determine if you are the actual author of any written work product involving prose. If I or through Turnitin© detect the likelihood that you either plagiarized work, or copied in whole or in part work from another student, or used Artificial Intelligence to create the work, a grade of zero will be assigned.

MUSI 3254 Music in the Secondary Schools: Tentative Outline

| | |
|-------------|---|
| January 13 | Introduction to Course; Observation Forms passed out |
| January 15 | Aesthetics; Observation Forms turned in |
| January 17 | Justification for Music in the School Curriculum |
| January 20 | NO CLASS–MLK Day |
| January 22 | Introduction to Philosophies of Music Education: Idealism, Realism |
| January 24 | Introduction to Philosophies of Music Education: Pragmatism |
| January 27 | Major philosophies of the twentieth century: Dewey, Kant (census date) |
| January 29 | Major philosophies of the twentieth century: Existentialism, Hyperrealism |
| January 31 | Resume and cover letter |
| February 3 | Characteristics of a good vita/CV/Resume; job applications |
| February 5 | Facilities (Wenger book) |
| February 7 | NO CLASS–OMEA (Facilities lecture online) |
| February 10 | Student teaching; preparing for an interview |
| February 12 | In-class critiques of resumé |
| February 14 | NO CLASS–TMEA |
| February 17 | Class interviews (wear appropriate clothing) |
| February 19 | Class interviews (wear appropriate clothing) |
| February 21 | Music facility trip (virtual or in-person) |
| February 24 | Outlining of student paper: Personal Philosophy of Music Ed |
| February 26 | Outlining of student paper: Personal Philosophy of Music Ed |
| February 28 | Region/area/state UIL organization |
| March 3 | MIDTERM EXAM |
| March 5 | Online UIL forms/registration (computer) |
| March 7 | The "general music" class |
| March 10 | The "general music" class |
| March 12 | The instrumental music class |
| March 14 | The instrumental music class |
| March 15-23 | SPRING BREAK |
| March 24 | Private lessons in TX schools |
| March 26 | The choral music class |
| March 28 | The choral music class; the string ensemble/orchestra class |
| March 31 | Multi-cultural expectations today in Texas (deadline to withdraw) |
| April 2 | Intro to Behavior Modification; terms |
| April 4 | Intro to Behavior Modification; terms |
| April 7 | Applications of behavior modification in JH and HS |
| April 9 | Fund-raising |
| April 11 | The Exceptional Student in the music classroom |
| April 14 | The Exceptional Student in the music classroom |
| April 16 | Secondary School lesson plan; Developing a personal philosophy of music education |
| April 18 | Budgets |
| April 21 | Scheduling; block/double-block; 6, 7, 8 period day |
| April 23 | Practice TEXES exam; teacher certification procedures |
| April 25 | Review for final exam; philosophy paper due |
| | Final Exam TBA, but probably Monday, April 28 at 10:15am–12:15pm |