**MSE 324 Secondary Instrumental Methods**

Fall 2023, Reinhardt University

**Professor:** Dr. Kerry Bryant

**Email:** kgb@reinhardt.edu

**Office:** Ken White, Rm. 106

**Office Hours:** by appointment (no T-TH)

**Location:** KWC Rm. 107- subject to change if Covid-19 conditions make necessary (poss. on-line)

**Credits:** 2

**Day/Time:** M, W, F 1:00-1:50 p.m.; F are reserved, generally, for field observations (practicum)

**Course Description and Rationale**

A study of the philosophy, techniques and materials, which are incorporated in instrumental music instruction at the secondary level. The differentiated approach to music instruction will be the foundational concept for this course of study. Students may interpret this to mean all instruction, classroom and individual, will focus on the needs of the individual learner utilizing appropriate materials and methodologies. Monday and Wednesday class periods will be interactive lecture-discussions, while Friday meetings will be spent in travel to approved schools for field observations (practicum- see below).

An additional aspect of this course of study will be the Practicum. Students will spend a minimum of 10 hours during the semester **observing** (mostly) and **teaching** (some) in local schools under the supervision of certified personnel. Observation reports completed while in this experience will be maintained and turned in on Canvas. Open to music ed. majors who’ve been admitted to the Price School of Education teacher education program. **Documentation of practicum hours will be submitted by students to Canvas.**

**Materials**

**Required**

1. Feldman, E. & Contzius, *Instrumental Music Education: Teaching with the Musical and Practical Harmony*, Second Edition. Routledge, New York, NY, 2016.

NOTE: as of Fall 2022, the text cited above has been updated to a Third Edition. The bookseller for RU, E-Campus, will not offer the 2nd edition. The 2nd edition is available from another text vendor. All pages quoted on Canvas and in this syllabus will correspond to the 2nd edition.

1. Georgia Department of Education. Georgia Performance Standards for Music Education. You may download the music content standards directly from the website: <https://www.georgiastandards.org/standards/GPS%20Support%20Docs/Fine-Arts-Music-GPS.pdf>
2. Transportation to field observation/practicum locations

NOTE: field observations may be impacted by the Covid-19 pandemic response in local area schools. Updates as to how field observations will be conducted will be issued via email group, in-class announcements, etc.

**Supplemental**

1. Rush, Scott. *Habits of a Successful Band Director*. GIA Publications, 2006.

**Class Goals / Learning Outcomes:**

Students will be able to compare, evaluate, and demonstrate fundamental knowledge of teaching methods and educational practices while solidifying a foundation of administrative and organizational processes and practices used in school music programs.

**Objectives:**

1. Students will complete sample projects and assignments directly related to the topics covered within the course as a basis for future job administration and organization.
2. Students will observe master teachers at the public-school level to acquire a broader range of successful teaching strategies and practices.

**Attendance Policy**

Students are expected to attend all class meetings on time, with all materials needed for that day’s work. Excused absences require documentation. **Two (2) undocumented or unexcused absences result in a 1 letter grade deduction** from the final grade. Documentation of an excused absence must be received within one week after date of absence, or the absence will be recorded as unexcused.

**Late Work, Make-up Work, & Extra Credit Policy**

To be clear: make‐up work ***will not*** beassigned. In the case of excused absences, the assignments will be due no later than ***one class period*** beyondthe assigned due date indicated by the instructor in class, in class communications, etc. The instructor may grant extensions incases that require special attention. This policy includes all assignments and written exams.

**Tentative Course Calendar- Fall 2023**

The course calendar should be treated as a general outline of where the class is headed throughout the semester and is ***highly subject to change.*** Students should **do the readings before the start of class**. You cannot participate in class discussions knowledgeably without having done the readings!

NOTE: specific DUE dates will be filled in for assignments on Canvas as the course progresses. Due dates will be announced as they approach no less than one calendar week from the date, usually more. The rationale for this practice, as opposed to filling in due dates before the course begins and listed in the syllabus, is to allow flexibility in the amount of time spent to cover material. This also allows flexibility in when guest speakers may be engaged to come to class, which is a valuable aspect of this course.

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| --- | --- | --- |
| **Topic** | **Reading/**  **on Canvas**  FB: Feldman book  \*: On Canvas  +: counts as a grade | **Assignment(s) Due** |
| Course Overview | \*Syllabus, course procedures |  |
| **MODULE 1**  Teaching as Leadership (Dr. Tim vids); *Teachers we admire* | \*Dr. Tim videos in Module 1  FB: pp. 203-205, covers warm ups (looking ahead to Mod 2) |  |
| **MODULE 2**  Warmups | \*Videos in Module 2 (warmup vids) | +Assignment due, \*Module 2 |
| **MODULE 3**  Instruction, Instructional Design | FB: Ch. 6 Constructivism, Concept Attainment, Direct Instruction  \*Videos in Module 3 |  |
| Instruction, Instructional Design | FB: Ch. 6 Constructivism, Concept Attainment, Direct Instruction  \*Videos in Module 3 | +Quiz on Canvas, Module 3 (Ch. 6 material). It is a 20 min quiz, 10 test items. PASSWORD will be given in class to open and take when material is covered.  +Chapter 6 outline due following Sunday, 11:59 p.m. |
| **MODULE 4**  Classroom Management | FB: Ch. 7, CM  \*3 videos in Module 4 |  |
| Classroom Management | FB: Ch. 7, CM  \*3 videos in Module 4 | +Chapter 7 outline due |
| Continue Classroom  Management | FB: Ch. 7, CM  \*3 videos in Module 4 | + Teacher Evaluation Report- as assigned in Module 4, due by date published in Canvas module |
| **MODULE 5**  Assessment and Grading | FB: Chapter 8, starting at pp. 112 (start “Assessment” heading) thru end of chapter 8  \*videos in Module 5 |  |
| Assessment and Grading | FB: Chapter 8, starting at pp. 112 (start “Assessment” heading) thru end of chapter 8  \*videos in Module 5 | Go ahead and outline assessment & grading, so it will be ready for entire chapter 8 outline due later (see below) |
| **MODULE 6**  Curriculum | FB: Chapter 8, starting at pp. 104 (beginning of chapter) thru pp. 112  \*video in Module 6 |  |
| Curriculum | FB: Chapter 8, starting at pp. 104 (beginning of chapter) thru pp. 112  \*video in Module 6 | +Chapter 8 outline due Sunday following, 11:59 p.m.  + Thomson and Reynolds articles question sheets due Sunday following, 11:59 p.m.  +Quiz on Canvas, Module 6, Reynolds & Thomson articles, and curriculum, assessment and grading. It is a 20 min quiz, 10 test items. PASSWORD will be given in class to open and take when material is covered. Take quiz by 11:59 p.m. following Sunday. |
| **MODULE 7**  Rehearsal techniques Pt. 1 (Pt. 2 of this continued in Oct.) | \*Gaining ensemble independence in rehearsal  <https://youtu.be/nvg9iWIXDUU> |  |
| Rehearsal techniques Pt. 1 (Pt. 2 of this continued in Oct.) | \*Presentation: “Don’t Tune Your Band! Teach Intonation Instead!” |  |
| **MODULE 8**  Repertoire Selection & Programming | \*state music lists viewable in Module 8 |  |
| Repertoire Selection & Programming | \*PowerPoint on programming, Module 8 |  |
| **MODULE 9** Beginning Band Unit. This will be guest instructed by Mr. Kenny Beard, Dir. of Bands, Woodward Academy, College Park, GA  The beginning band unit may be interchanged with another week, so Week 10 is not necessarily when this unit will occur. You will be notified of all details and effect on course calendar as soon as Mr. Beard’s visit is arranged. | | |
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**Description of Course Assignments:**

**Practicum Observations & Reflections -**

In order to fulfill the requirements of MUE 324, you are to complete 10 hours of observations of teachers in the professional public-school setting.

Under possible Covid-19 conditions, however, observations could be shifted to watching pre-recorded teaching examples. Should this occur, updates regarding will be issued. More details regarding the observation requirement of this course, if in-school observation is rendered impossible, will be issued as details become clearer.

Evidence of the in-school observation/practicum visit is made by submitting by 11:59 p.m. of the Sunday following the week of a visit. A form for each visit is found in Module 0 on Canvas.

**Band Correspondence, Professional Communications Assignments *DUE as assigned in class***

**#1 -** You will all receive an email from a disgruntled parent who believes your teaching practices, student expectations, financial obligations, and overall treatment of students is completely unsatisfactory. This email will “be sent to you” from Dr. Bryant. Your assignment is to compose an email response that answers their concerns in a professional manner- both acknowledging their reasons for such frustrations as well as justifying your vision and direction of the program. Upload to Canvas upon completion.

**#2 –** Your concert is two weeks from today. Compose an email to parents reminding them of the concert date, procedures, and expectations of your band community. Upload to Canvas upon completion.

**Repertoire Assignment – *DUE as assigned on Canvas***

Create a single concert program for two performance ensembles:  Middle School (grade level 2-3) and High School (grade level 4-5). Must include some kind of “thematic” concept and repertoire chosen must be appropriate to the student’s ability level. List the title and composer names, in the sequence of concert program order. The performance time should last between 15-25 minutes for MS and 25-35 for HS.  Upload program to Canvas upon completion.

**Instrument Inventory Project - *DUE as assigned in class***

You currently teach in a school that is 30 years old and a majority of the instruments could have possibly been played in the original Sousa band (!!). Luckily, the bond in your district has recently passed and you will be receiving $50,000 each year for the next three years to replenish your inventory. Your assignment is to put a together a **concise, organized** spreadsheet that outlines how you will spend your money. You will need to obtain two bids from competing instrument distribution companies as part of your district policy. Here is what your inventory needs:

2 piccolos, 2 oboes, 2 bassoons, 1 E-flat clarinet, 4 bass clarinets, 4 tenor saxes, 2 bari saxes, 8 French horns, 8 mellophones, 2 bass trombones, 6 concert euphoniums, 6 marching euphoniums, 4 sousaphones, 4 concert tubas, a set of timpani, a vibraphone, a marimba, a xylophone, chimes, and a bass drum.

Use the websites of instrument distribution companies (Music and Arts, Woodwind/Brasswind, Conn/Selmer, Muncy Winds, Steve Weiss, etc.) to come up with a stock price for each instrument. Be sure to do your research (and ask your friends!) on obtaining the best quality instruments since you have the funds available. If you aren’t to fully stock your inventory with the above items, make important decisions based on need and be able to justify them if needed.

Upload to Canvas upon completion.

**Sample Trip Proposal - *DUE as assigned in class***

Good news! Your band has just been accepted to perform at the extremely prestigious National Honorary Band Festival in St. Louis, MO, this upcoming April! What an HONOR! Your assignment is put together a trip proposal for your band community that includes a preliminary trip proposal with itinerary, a sample packing list, and a sample hotel and bus list. Be thorough, think through every detail, and use samples provided in class or found on line as a basis for your project to compile a professional, concise, and detailed trip proposal. Upload to Canvas upon completion.

**Teacher Candidate C.V. (Curriculum Vitae) Assignment - *DUE as assigned in class***

You are applying for the dream job you described in the first Essay Assignment. This can be a real school and band program. **Provide your resume** to the principal for this particular job. Use examples and guidelines covered in class and make sure it is professional, concise, and highlights the educator/musician you are and what you will contribute to the program. Upload to Canvas upon completion.

**Course Evaluation and Grading:**

Grades for each assignment will be posted in each module on Canvas.

**Final Grade Calculation**

90-100%                 A

80-89%                   B

70-79%                   C

60-69%                   D

below 59%              Failing

**Statement on Health and Safety Issues for All Musicians**

The Reinhardt University School of Performing Arts, per the standards of the National Association of Schools of Music, is required to inform students and faculty of health and safety issues, hazards, and procedures inherent in practice, performance, teaching, and listening both in general and as applicable to specific specializations. This includes, but is not limited to, information regarding hearing, vocal and musculoskeletal health, injury prevention, and the use, proper handling and operation of potentially dangerous materials, equipment, and technology.  Please read and follow the guidelines linked on the School of Performing Arts webpage to maintain best practices for musicians’ health and safety concerns: <https://www.reinhardt.edu/academics/music/PDF/Reinhardt-Musician-Health-and-Safety.pdf>

**Professionalism**

As a teacher you will be expected to participate, prepare for class, attend and be on time for work. Therefore, part of your final grade will reflect your overall professionalism. Here are some examples of professionalism:

Participation/Presentations

There will be a variety of activities in each class. In particular, for this class, students prepare “slide show” presentations. Please be prepared to engage actively in all aspects (mind, body, and dress) and support your peers when they present, just as you will appreciate their support when you present.

Preparation/Owning professional texts

Review and complete necessary readings and assignments before class. This means YOU MUST HAVE THE TEXT (see below). Do not rely on loans from others, or on copies of text to be provided to you.

Class discussion is not “sit and get” information from Dr. Bryant. You cannot participate in class discussions unless you have done the required reading from the text you own yourself. It is also advised that laptops/tables be brought to each class meeting.

As you matriculate through your Bachelor’s degree, and further post-graduate degrees, you need to accumulate a relevant, personally-owned professional library of reference texts. These are part-and-parcel of being a well-read, knowledgeable professional. Would you go to a doctor that had no anatomy books? To a lawyer with no case law to refer to? The equivalent for music educators are texts acquired in methods courses (e.g. woodwinds, brass, etc.), music courses (e.g. theory, conducting, repertoire, etc.) as well as relevant education texts.

Attendance

The instructor must be notified in advance of an absence or tardy.  You have one unexcused absence you may use for regular class meetings. Each absence (for which notice was not provided) and every two unexcused tardies will lower the grade by one level (e.g., A- becomes B+). The grade will also be lowered by one level for any absence beyond two and more than three absences could be grounds for dismissal from or failure in the course. In the event of an absence, students are responsible to submit assignments by posted deadlines and stay caught up on missed material. If an emergency occurs and you are unable to attend an assigned observation, contact your course instructor ASAP.

Professional Ethics

Completing work on time, thorough preparation, appropriate dress and language, and courteous communication (with each other, the professor, and practicum mentor) reflects one’s professionalism. Stay caught up on class activities and assignments by reviewing your syllabus. Respond to emails in a timely manner and come prepared to fully engage in class. Dress appropriately for class activities and teaching episodes (in class or in schools) and use appropriate professional language and decorum while doing so. Violating professionalism will result in a reduction of professionalism points.

**Campus Security**

Reinhardt Campus Security provides assistance to students, in the event of an emergency.  Campus Security can be reached at (770) 720- 5911

*“Reinhardt University is committed to providing a safe environment for its students, visitors, faculty and staff. Long-established policies, approved by Reinhardt's Board of Trustees, prohibit possession of firearms on property owned by the University.”*

**Academic Assistance**

The **Center for Student Success** located on the bottom floor of Lawson, Room 035, is a free tutoring service available to all students. For appointments---go to the Reinhardt webpage; click on Academics.  When the next page appears, click on Center for Student Success.  On that screen, click on Student Appointment Form.  Fill out required fields and then submit.  If you would prefer to call, the number is 770-720-9232.

**Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a documented disability requiring an accommodation, please contact the Academic Support Office (ASO).

Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is located in the basement of Lawson Building. Phone is 770-720-5567. To receive academic accommodations for this class, please obtain the proper ASO letters/forms.

**Information Regarding Covid-19**

All students, faculty, staff and administration at Reinhardt University are subject to changes in policies if mandated by the State of Georgia.  Current policies and procedures can be found at:  [https://www.reinhardt.edu/back-to-campus (hyperlink)](https://www.reinhardt.edu/back-to-campus)

If you have any questions, please refer to the website or contact Reinhardt University at the numbers below.

Campus Nurse within the Student Health Center

[nurse@reinhardt.edu](mailto:nurse@reinhardt.edu), 770-720-5542 or [www.reinhardt.edu/nurse](http://www.reinhardt.edu/nurse)

Public Safety

**Non-Emergency Phone:** 770.720.5789  
**Emergency Phone:** 770.720.5911  
[publicsafety@reinhardt.edu](mailto:public_safety@reinhardt.edu)

Dean of Students

[deanofstudents@reinhardt.edu](mailto:deanofstudents@reinhardt.edu)

770-720-5540