

Secondary Choral Methods MUSI 3254

Term: Fall 2026

Course Dates: Aug. 24 – Dec. 11

Professor: Andrea Welty Peachey

Course Times: MWF, 10:10- 11:05

Office Phone: 903-665-5881

Classroom: Choral Rehearsal Room

Email: aweltypeachey@uttyler.edu

Office Hours: 1:00- 3:00 pm, Monday and Wednesday

Course Overview

Welcome to Secondary Methods for Choral Educators! You are on your way as a teacher! Here we will explore teaching music with a choral emphasis in grades 6 – 12. We will focus on three strands: who adolescents are, how we can teach in these grades using Edwin Gordon’s Music Learning Theory concepts, and practice our teaching with each other in a micro-teaching context. We will also visit area choral and general classrooms and create a teaching philosophy that expresses our passion for teaching music. This class will prepare you to walk into a classroom and begin leading rehearsals or guiding students through a general music class, with a knowledge of the Texas Essential Knowledge and Skills (TEKS) and how to apply them in a 6-12 classroom.

After successfully completing this course you will be able to:

- Identify the developmental characteristics of students ages 12- 18.
- Understand and apply Edwin Gordon’s Music Learning Theory in a middle school general music classroom
- Administer and instruct a middle school or high school choral program, adhering to the schedule of the University Interscholastic League (UIL)
- Express your own teaching philosophy that will guide your teaching career
- Prepare a resume, cover letter, and successfully navigate a job interview

Required Textbooks and Readings

Primary Textbooks:

1. Michele Holt, & James Jordan. (n.d.). *The School Choral Program*. GIA Publications, 2008
 2. Christopher Azzara and Richard F. Grunow. *Developing Musicianship Through Improvisation*
 3. **Additional Readings:** Throughout the semester, you will be assigned readings posted on Canvas.
- Total Estimated costs of required course materials: \$75.00

Recommended Resources (Optional):

- Phillips, K.H. (2014) *Teaching Kids to Sing*. Schirmer Cengage Learning.
- Burton, Suzanne. *Engaging Musical Practices: A Sourcebook for Middle School General Music*. Rowman and Littlefield, 2022
- Lind, V.R. & Mckoy, C. L. (2016) *Culturally Responsive Teaching in Music Education: From Understanding to Application*
- Hummel, A. M., Hourigan, R. M. (2017). *Teaching Music to Students with Special Needs: A Label-Free Approach* (2nd ed.). New York Oxford University Press.
- Other resources will be suggested throughout the semester.

Course Structure

Three weekly meetings for 55 min, visits to area classrooms TBA for observation

Tips for Success in this Course

1. **Participate with enthusiasm!** If you are planning to be a choral music educator, this class is your *bread and butter*. It will give you confidence for situations you will encounter with your students and help you launch a successful teaching career. All of you will bring your own unique perspective and lived experiences to the class, where we will learn from each other. Kindly refrain from excessive phone and technology use, keeping phones and laptops away unless pertaining to class content.
2. **Be organized.** I get it—students usually juggle a lot, and I know you have commitments beyond this class. Still, doing your best often means carving out enough dedicated time for coursework. Try scheduling specific blocks of time and ensure you have enough room to finish assignments, allowing extra space for any tech issues that might pop up. Plan ahead and stay up on assignments. *You are required to turn in a 3-ring binder at the end of the semester with materials, activities and reflections from class at the end of the semester.*
3. **Login regularly.** I recommend that you log in to Canvas several times a week to view announcements, discussion posts and replies to your posts. Please note my office hours and stop in if you ever have questions, concerns or clarifications. I can also be available after most class periods for individual check-ins.
4. **Be professional.** When we are visiting schools, you are now a teacher-in-training. Dress professionally and bring your best teaching persona. You may be asking some of these teachers to be references in the future.
5. **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. ([Canvas Notification Guide](#))
6. **Ask for help if needed.** If you are struggling with a course concept, reach out to me and your classmates for support. I will often be available right after class.

Outside of class assignments

- You will have regular homework readings and Canvas assignments. All of these are designed to prepare you to use best teaching practices in your future work assignment.

Quizzes

- Brief classroom quizzes will be given in the first half of class over assigned readings.
- Midterm and Final Unit Plans
- You will be asked to create two sets of unit plans, which will consist of five lesson plans around a particular theme or objective. One set will be for middle school general music, and the other will be for a choral rehearsal. Writing a good unit will take practice and revisions. After you turn in your unit plans, revisions will be advised along with a due date for the next revision. You are invited to *learn by doing*, and to turn in as many drafts as needed for the grade you desire.

3-Ring Notebook

- Create a Secondary Methods notebook, either digital or 3-ring binder, where you organize everything from our classes- reflections, handouts, assignments, etc. This will be a resource for your future teaching assignment that you will turn in towards your final grade.

In-School Observations

- All music ed students are required to complete 20 hours of observation in area school music programs. This will be set up by Prof. Peachey. After each visit, you will complete a reflection in Canvas.

Grading Structure

Assignment	Percentage %
Homework/Reflections	25%
Quizzes	10%
Participation/Engagement	10%
Micro-teaching/Lesson Plans/MS Repertoire Project	25%
Unit Plans/Notebook	30%
Total	100%

Grading Scale

- A - (90% or higher)
- B - (80 - 89%)
- C - (70 - 79%)

- D - (60 - 69%)
- F - (Below 60%)

Late Work and Make-Up Exams:

Please strive to turn in all assignments on time. This will allow time for instructor feedback and/or revisions. Late assignments will result in 5% reduction per day, unless you have contacted Professor Peachey by email for an extension. Extensions can be issued for extenuating circumstances (sickness, death in family, other time intensive obligations). *Please contact me by email to request an extension and propose a new date. If I agree to the proposed extension, I will change the due date for you in Canvas.*

Attendance Policy:

Your attendance to each class is required. Your presence in the class is important for you and your classmates. Professor Peachey will check email before each class to see if anyone is absent. An absence is excused for serious illness (fever, strep throat, vomiting), hospitalization or death in the family. If I have no contact from you, the absence is *unexcused*. *Three unexcused absences will result in a loss of one letter grade and five unexcused absences could result in not passing the class.*

Calendar of Topics, Readings, and Due Dates

Secondary Methods in the Choral Classroom				
Week #	Date	Class Topic	Readings	Assignments Due
Week 1	M 8/24	Who are we and what are we about?	Introductions, music learning theory activities	Canvas "Selfie"
	Wed 8/26	Class quiz #1 How do we make our teaching "student centered?" Intro to Learning Theory	Canvas Reading: Campbell, Thompson and Barrett p. 136-146 Music Learning Theory Video	My Musical Journey reflection Guiding questions for reading 3CQ for video
	F 8/28	Philosophy of Music Education	Utilitarian vs. Aesthetic Merriam's Functions for Music	First draft of music teaching philosophy
Week 2				
	M 8/31	Who are Middle School students? What are state and national standards for music teaching? Class quiz #2 and discussion over readings	Burton, Ch. 1 Being 12- The Year Everything Changes (Youtube)	Sept. 16 – last day to drop with W MS Student Profile

	W 9/2	DMTI activities Texas Education Knowledge and Skills	National Standards for Arts Education (Create, perform, respond, connect) TEKS	
	F 9/4	Class quiz #3 Types of Learning DMTI activities	Three Domains of Blooms Taxonomy	Tonic/Dominant folksong teaching assignment (refrain only)
Week 3	M 9/7	Labor Day- no classes		
	W 9/9	Micro teaching #1 Class quiz #4 Constructing a lesson plan Micro-teaching	Burton, Chapter 3	Turn in lesson plan #1 with printed song and scripting
	F 9/11	Micro-teaching		
Week 4	M 9/14	Visit to area middle school and teaching a bass line for folksong		Lesson plan #2 with song, bass line and scripting
	W 9/16	Micro-teaching		
	F 9/18	Micro-teaching		
Week 5	M 9/21	Creating an accompaniment for ukulele Xylos – lesson #4		Lesson plan #3 with song, bassline and accompaniment
	W 9/23	Micro-teaching		Lesson plan #4
	F 9/25	Micro-teaching		Unit Plan and Repertoire Project due
Week 6	M 9/28	Middle School Choir Leveled listening Class quiz # 4	SCP Ch. 16 p. 359-364	
	W 9/30	Changing voices Class quiz #5	Choralosophy Ep. 119 (Sweet) Girls changing voices Choral Ed. Ep 28 (Barham) Boys changing voices	
	F 10/2	Changing voices		
Week 7	M 10/5	Achieving part singing/ Revoicing for Middle School	SCP Ch. 16 p. 364-370	Part Singing Hierarchy Assignment
	W 10/7	Practice revoicing for MS choir		
	F 10/9	Choralosophy episode discussion	Choralosophy #119, 172, 293	
Week 8	M 10/12	Choral tone, sight reading, rehearsal strategies	SCP Ch 9	

	W 10/14	Creating a scope and sequence for rehearsals	SCP Ch. 8	
	F 10/16	Sightreading/micro-rehearsal assignments		Philosophy Paper
Week 9 & 10	10/19-10/30	Micro-Rehearsals		Rehearsal Unit plan due
Week 11		Students with Special Needs	Hammer and Hourigan, Chpt 2 & 4 McKoy and Lind, Chpt 5	
Week 12	11/9-11/13	High School Music Programs		Differing Learners Reflection due
Week 13	11/16-11/20	Management, Scheduling, UIL, Budgeting, Fundraising		
Week 14	11/30-12/4	Resume, Cover letter, mock job interview		

Note: This is a tentative schedule, and subject to change as necessary – monitor the course page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

University Policies & Student Resources

Artificial Intelligence

AI is encouraged during the course, and appropriate acknowledgment is expected. You can use AI programs (ChatGPT, Copilot, etc.) in this course. These programs can be powerful tools for learning and other productive pursuits, including completing assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. However, your ethical responsibilities as a student remain the same. You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. If you use an AI tool to develop content for an assignment, you must cite the tool's contribution to your work.

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler is a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details is on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning

disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.utt Tyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence Due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- Copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- Collaborating with or seeking aid from another student during a test or other assignment without authority;

- discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

Resources available to UT Tyler Students

- UT Tyler Counseling Center (available to all students): (903.566.7254)
- MySSP App (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- Student Assistance and Advocacy Center
- Military and Veterans Success Center (supports for our military-affiliated students)
- UT Tyler Patriot Food Pantry
- UT Tyler Financial Aid and Scholarships
- UT Tyler Student Business Services (pay or set up payment plans, etc.)
- UT Tyler Registrar’s Office
- Office of International Programs
- Title IX Reporting
- Patriots Engage (available to all students. Get engaged at UT Tyler.)

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.