The University of Texas at Arlington
Department of Music

# SYLLABUS – Spring 2016

# MUSI 4213 – Instrumental Materials and Techniques II

M: 8:00-8:50 AM - FA 309
W: 8:00-8:50 – FA 106
F: 8:00-8:50am - FA 115

## COURSE DESCRIPTION

The purpose of this course is to prepare music education majors with an emphasis in instrumental music for success in the secondary instrumental music class.  We will synthesize previous knowledge and skills and ensure that students receive the necessary tools to develop an exemplary, curricular-oriented and comprehensive instrumental music program at the middle and high school levels.  In addition, this course is especially directed at preparing teachers for a successful and educational first-year experience while providing a foundation for a lifetime of teaching and learning.

## INSTRUCTOR CONTACT AND OFFICE HOURS

Instructor:      Dr. Chris Evans
Email:            christopher.evans@uta.edu
Telephone:     817-272-1049
Faculty Profile: https://www.uta.edu/profiles/christopher-evans
Office Hours:   By Appointment – This ensures I can give you the undivided attention you deserve. Please email me or talk to me after class to secure a time.

## REQUIRED TEXTS/OPTIONAL TEXTS

**Required:**
- Cooper, Lynn. *Teaching Band and Orchestra*. Chicago: GIA Publications, 2004.
- Subscription to online learning resources - TBD
- Scores – TBD

**Optional – (no need to purchase just for life-long learning):**
- Duke, Robert A. *Intelligent Music Teaching: Essays on the Core Principles of Effective Instruction.*
     Austin, TX: Learning and Behavior Resources, 2005.
- Garofalo, Robert. *Blueprint for Band*.  Galesville, MD: Meredith Music, 2000.
- Jagow, Shelley. *Developing the Complete Band Program.*  Galesville, MD: Meredith Music Publications, 2007.
- Miles, Richard. Ed. *Teaching Music Through Performance in Band/Orchestra*.
     Chicago: GIA Publications, 1997-2007.
- Casey, Joseph L.  *Teaching Techniques and Insights for instrumental music educators.*
     Chicago: GIA Publications Inc., 1996.
- Hartmann, Donald L and Gillespie, Robert.  *Strategies for Teaching Strings.*
     New York, NY: Oxford University Press, 2012.
- Rush, Scott.  *Habits of a Successful Band Director.*  Chicago, IL: GIA Publications Inc., 2006.
- Navarre, Randy.  *Instrumental Music Teacher's Survival Kit.*  Paramus, NJ: Parker Publishing Company, 2001.
- Lautzenheiser, Tim.  Music Advocacy and Student Leadership.  Chicago, IL: GIA Publications Inc., 2005.
- Millican, Si.  Starting Out Right, Beginning Band Pedagogy.  Plymouth, UK: Scarecrow Press, Inc., 2012.
- Cavitt, Mary Ellen.  On Teaching Band: Notes from Eddie Green. Milwaukee, WI: Hal Leonard Corporation, 2012.
- Williamson, John E.  *Rehearsing the Band*.  Galesville, MD: Meredith Music Publications, 2008.
- Adolphe, Bruce.  *What to Listen for in the World.*  New York, NY: Second Limelight Editions, 1998.
- Levitin, Daniel J.  *This Is Your Brain On Music:  The Science Of A Human Obsession.*
     Strand, London: Penguin Books Ltd, 2006.
- Stotter, Douglas. *Methods and Materials for Conducting.* Chicago: GIA Publications, 2006.
- Garolfalo, Robert J.  *Improving Intonation in Band and Orchestra Performance.*  Ft. Lauderdale, FL, 1996.

Student will be able to:

1. Develop, organize and implement an instrumental music program at the secondary school level.
2. Identify and select quality repertoire and instructional texts for band and orchestra of varying levels and discern implications of repertoire as curriculum.
3. Develop a broader understanding of teaching for comprehensive musicianship.
4. Identify objectives, plan, organize, and conduct effective instrumental ensemble rehearsals.
5. Analyze appropriate instrumental method books and materials relevant to developing technique and improving musicianship.
6. Examine developmental, social, and environmental issues relevant to the middle school and high school instrumental music classroom.
7. Form a basis for a deeper and broader understanding about the breadth and depth of music education and its importance in our society.
8. Develop and implement standards-based teaching strategies to meet *proficient and advanced* levels of the National and State Standards for Music Education within a performing ensemble.
9. Understand the resources available and the procedures needed to initiate a job search.

## TOPICAL OUTLINE

A sampling of topics to be covered include:

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| -History of Instrumental Music | -Philosophy of Music Education | -Texas Standards/Advocacy |
| -Repertoire & Curriculum | -Auditions/Seating | -Marching / Jazz Bands |
| -Concert Programming | -Rehearsal Strategies | -Handbooks/Organization |
| -Communications | -Instrumental repair | -Instrumental Pedagogy |
| -Budget and Financing | -Trips/Contests | -Grading / Assessment |
| -Instructional Material Adoption | -UIL/TMEA Guidelines | -Student Leadership |
| -Classroom Management | -Personal/Professional Development | -Public Relations |

## COURSE ACTIVITIES

1. Readings and written assignments
2. Class Discussions
3. Notebook/evaluation
4. Peer Teaching/Conducting Rounds
5. Observation evaluations
6. Group presentations

## MATERIALS/NOTEBOOK

- Baton
- Conductor Score for assigned repertoire piece
- Method books for project
- Appropriate primary/secondary instruments on assigned days
- **Notebook** (3-ring binder containing ALL handouts, notes, and supplementary materials discussed in class)

   **Contents:** For each section of the notebook as listed under "organization"
   - Complete set of class notes for each lecture
   - All handouts, assignments, supplementary materials from class
   - Journal of public school teacher observations/notes from observations

   **Practicum/Observation Journal**
   You will keep a log of all teaching observations and experiences with reflections/assessments after each occurrence. Hard copies of laptop notes must be printed out and placed in your binder. The college of education requires all music education students to observe outside of the university for a minimum of three (3) hours per class per semester. Observations shall include the following:

All large or small music ensemble classes at the beginning, middle, junior, or high school level taught by a veteran, <u>certified</u> instructor with <u>a minimum of 5 years of teaching experience</u>.

These observations require approval both by the course instructor as well as the district you will use for evaluation. A question form provided by the instructor shall also accompany all observations. The instructor observed that day must sign off observations. Failure to return signatures will result in loss of said observation hours.

### EVALUATION
**Class Attendance and Participation**

Attendance, active participation, and professionalism in this course are assumed. If you must miss a class due to illness or emergency, please email the instructor prior to class time.

➢ Students are allowed three excused absences, excluding illness, and three excused tardies. An excused absence/tardy means that you have spoken with the instructor prior to class time. Students are responsible for any missed work. Official University activities w/proper documentation or illness with proper documentation warrant excused class absences. All other requests are at the discretion of the instructor.

➢ Extended illness or unusual circumstances must be discussed with the instructor and will be given separate consideration.

➢ Professional attire for presentations and instructional rounds is an expectation of this course. Failure to dress appropriately (equivalent to student teaching) will negatively influence your participation grade.

### ASSIGNMENTS

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| **#1: Participation/Attendance** | **25%** |
| **#2: Error Detection Rounds (4)** | **20%** |
| **#3: Programming Projects: (2)** | **10%** |
| **#4: Observations** | **15%** |
| **#5: Notebook/Final Project** | **15%** |
| **#6: Resume/Mock Interview** | **15%** |

**Assignments must be typed, and are due during class on the day indicated by the instructor.** If you are ill, your assignment is still due by the beginning of class and you will need to make arrangements to have the assignment turned into the instructor. **Late assignments will not be accepted.**

### GRADING
Students are expected to keep track of their performance throughout the semester and seek guidance from available sources, including the instructor, if their performance drops below satisfactory levels; reference the "Student Support Services," below. Please understand that the goal of the instructor is for the students to synthesize material presented in order to become a master educator.

**The following grading scale will be used to determine the final grade for the course. All grades round up from "0.5":**

| **A = 90-100** | **B = 80-89.4** | **C = 70-79.4** | **D = 60-69.4** |
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### <u>TENTATIVE</u> TOPICAL AND COURSE SCHEDULE – Spring 2017
*(Amendable by instructor)*

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| 18-Jan | Welcome Back! Receive syllabus and discuss semester |
| 20-Jan | Repertoire Selection and Programming |
| 23-Jan | Programming Project 1 Assignment, Discussion of PML |
| 25-Jan | Error Detection Lab Introduction |
| 27-Jan | Observation Day |

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| 30-Jan | Programming Presentations, **Programming Project 1 Due** |
| 1-Feb | Programming Presentations |
| 3-Feb | Error Detection Lab - Note Errors |
| 6-Feb | Error Detection Lab - Note Errors |
| 8-Feb | TMEA "101"-work on schedules/recommendations/UTA Expectations |
| 10-Feb | TMEA-no class |
| 13-Feb | Reflections on TMEA/Classroom management techniques |
| 15-Feb | Error Detection Lab - Rhythmic Errors |
| 17-Feb | Error Detection Lab - Rhythmic Errors |
| 20-Feb | Recruiting/Programming Project 2 |
| 22-Feb | Error Detection Lab - Expression Errors |
| 24-Feb | Error Detection Lab - Expression Errors |
| 27-Feb | Group Travel, **Programming Project 2 Due** |
| 1-Mar | String Instrument Repair and Maintenance |
| 3-Mar | Woodwind/Brass Instrument Repair and Maintenance |
| 6-Mar | Percussion Instrument Repair and Maintenance |
| 8-Mar | Error Detection Lab - Random Errors |
| 10-Mar | Error Detection Lab - Random Errors |
| Mar 13-17 | **Spring Break** |
| 20-Mar | High Woodwind Advanced Pedagogy |
| 22-Mar | Whitwell - Tentative |
| 24-Mar | String Instruments Advanced Pedagogy, **Observations Due** |
| 27-Mar | Communication Essentials/Resumes |
| 29-Mar | Low Woodwind Advanced Pedagogy |
| 31-Mar | **No Class - TAPPS Contest** |
| 3-Apr | Copyright Law/Education Law |
| 5-Apr | Dbl Reed Advanced Pedagogy |
| 7-Apr | High Brass Advanced Pedagogy |
| 10-Apr | Student Leadership Resources |
| 12-Apr | Low Brass Advanced Pedagogy |
| 14-Apr | Best Interview Practices |
| 17-Apr | UIL Rules/Procedures/Expectations |
| 19-Apr | Mock Interview, **Resumes Due** |
| 21-Apr | Mock Interview, **Resumes Due** |
| 24-Apr | Final Project/Conducting Project/Rehearsal Lab |
| 26-Apr | Final Project/Conducting Project/Rehearsal Lab |
| 28-Apr | Final Project/Conducting Project/Rehearsal Lab |
| 1-May | Final Project/Conducting Project/Rehearsal Lab |
| 2-May | Attend Symphonic Winds/Full Orchestra Rehearsals |
| 3-May | Final Project/Conducting Project/Rehearsal Lab |
| 4-May | Attend Symphonic Winds Rehearsal |
| 5-May | Final Project/Conducting Project/Rehearsal Lab |
| 12-May | **Notebooks Due by 8am-including observations** |

**UNIVERSITY INFORMATION:**

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information,  visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available

at https://www.uta.edu/conduct/.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381