

## SYLLABUS – Spring 2018

### MUSI 4213 – Instrumental Materials and Techniques II

M/W/F: 8:00-8:50 AM - FA 303

#### 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*. Second Edition. Chicago: GIA Publications, 2015.
- Subscription to [www.johnbenzer.com](http://www.johnbenzer.com)
- Error Detection: Exercises for the Instrumental Conductor – Student Edition by Robert Spradling

##### **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.
- Garofalo, Robert J. *Improving Intonation in Band and Orchestra Performance*. Ft. Lauderdale, FL, 1996.

## STUDENT LEARNING OUTCOMES

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:

- |                                  |                                    |                           |
|----------------------------------|------------------------------------|---------------------------|
| -History of Instrumental Music   | -Philosophy of Music Education     | -Texas Standards/Advocacy |
| -Repertoire & Curriculum         | -Auditions/Seating                 | -Public Relations         |
| -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 |                           |

## 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
- 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, certified instructor with a minimum of 5 years of teaching experience.

These observations require approval both by the course instructor as well as the district you will use for evaluation. A reverse lesson plan form provided by the instructor shall also accompany all observations and should be included in the final notebook. The instructor observed that day must sign off observations. Failure to return signatures will result in loss of said observation hours. In addition, you must fill out a green sheet located outside room 311 for each observation. The green sheets should be turned in to Dr. Lange.

## **EVALUATION**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance every class. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Attendance, active participation, and professional attitude in this course are assumed however, I understand there are times when you may have to miss class. Below is the attendance policy. You are responsible for the information given while you are absent.

- You are allowed three absences from class for any reason. You are responsible for any missed work. Official University activities with proper documentation are not counted towards the three absences. The student's final grade will be lowered 1 letter for each absence beyond the three allowed.
- 3 tardies = 1 absence
- Students who miss class during teaching rounds must provide medical or University documentation in order for that absence not to affect their final grade. When you miss a teaching day, whether or not you are on the podium, the entire class is affected. Therefore, students who miss a teaching day will have their final grade lowered 1 letter for each absence on a teaching day.
- Extended illness or unusual circumstances must be discussed with the instructor and will be given separate consideration.
- As students are preparing for a professional atmosphere where prompt communication with administrators, colleagues, and parents is expected, **students are expected to respond to email communication within 24-48 hours**. Failure to do so will lower the student's final grade 5 percentage points for each email if a student does not respond within the requested time period.
- 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**

<b>#1: Unit Test</b>	<b>10%</b>
<b>#2: Timeline Assignments</b>	<b>10%</b>
<b>#2: Error Detection Rounds (4)</b>	<b>20%</b>
<b>#3: Repertoire/Budgeting Project</b>	<b>25%</b>
<b>#4: Observations (3)</b>	<b>15%</b>
<b>#5: Notebook/Final Project</b>	<b>20%</b>

**Assignments must be typed, and are to be uploaded to Blackboard 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. Written assignments can be redone if the student is not satisfied with their initial grade provided that they turned in the initial assignment on time. The final date any redone assignment will be accepted is April 22.**

### **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**

### **TENTATIVE TOPICAL AND COURSE SCHEDULE – Spring 2018**

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Christopher J. Evans

17-Jan	Repertoire Selection and Programming
19-Jan	Repertoire Selection and Programming, Discussion of PML
22-Jan	Score Analysis/Timeline Assignment 1 (Due on first teaching day)
24-Jan	Copyright Law/Education Law
26-Jan	Group Travel
29-Jan	Error Detection Lab 1
31-Jan	Error Detection Lab 1
2-Feb	Error Detection Lab 1
5-Feb	Error Detection Lab 1
7-Feb	Error Detection Lab 2
9-Feb	Error Detection Lab 2
12-Feb	Error Detection Lab 2
14-Feb	Error Detection Lab 2
16-Feb	No Class TMEA
19-Feb	Reflections on TMEA/Classroom management techniques
21-Feb	Observation Day
23-Feb	Low Brass Advanced Pedagogy - Asa Burk
26-Feb	Dbl Reed Advanced Pedagogy - Jennifer Auerbach and Sally Bohls
28-Feb	High Brass Advanced Pedagogy - Debra Haburay
2-Mar	String Instruments Advanced Pedagogy - Andrew Walton
5-Mar	Programming Presentations
7-Mar	Programming Presentations
9-Mar	Programming Presentations
Mar 12-16	<b>Spring Break</b>
19-Mar	Woodwind Advanced Pedagogy - Cathy Johnson
21-Mar	Copyright Law/Education Law
23-Mar	Budgeting/PO's
26-Mar	String Instrument Repair and Maintenance

28-Mar	Woodwind/Brass Instrument Repair and Maintenance
30-Mar	Percussion Instrument Repair and Maintenance, <b>Observations Due</b>
2-Apr	Pedagogy/Repair Test
4-Apr	Group Travel (Budgeting Assignment Due)
6-Apr	Error Detection Lab 3 (Timeline Assignment 2 Due)
9-Apr	Error Detection Lab 3 (Timeline Assignment 2 Due)
11-Apr	Error Detection Lab 3 (Timeline Assignment 2 Due)
13-Apr	Error Detection Lab 3 (Timeline Assignment 2 Due)
16-Apr	Recruiting
18-Apr	Student Leadership Resources
20-Apr	Grading Procedures/Judging
23-Apr	Resumes
25-Apr	UIL Rules/Procedures/Expectations
27-Apr	Error Detection Lab 4
30-Apr	Error Detection Lab 4
1-May	Attend Symphonic Winds/Full Orchestra Rehearsals
2-May	Error Detection Lab 4
4-May	Error Detection Lab 4
11-May	<b>Notebooks Due by 8am</b>

#### **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://www.uta.edu/ao/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](http://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](http://www.uta.edu/disability).

Counseling and Psychological Services (CAPS) [www.uta.edu/caps/](http://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](http://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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto: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.

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is towards the on the SE corner of the building. 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](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

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