



Applied Music Course Syllabus

Course Title : MUAP 1230, 2230

Semester : Spring 2013

Instructor Information

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Course Description

Students will develop and/or enhance their music reading and listening skills through practice and performance on their instrument.

ICOs

Applied music courses fulfill ICOs 1 and 5.

I. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

V. Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

Course Objectives

In our lessons, we will address aspects of clarinet playing based on the student's individual strengths and weaknesses. Breathing, embouchure, articulation and tongue position, technique and finger position, scales and arpeggios, rhythm, and repertoire will all be addressed.

Non-Major / Elective Clarinet Students have no required level of proficiency; lessons will be geared towards what the student needs to learn to improve, at whatever level the student currently plays. There are no performance requirements, but grades will be given based on attendance, attitude, and the rate at which a student improves. Regular, effective practice equals improvement!

Music Major lessons will be oriented towards satisfying recital and jury requirements. Pieces will be chosen based on the student's ability, but also with the intention to challenge and help the student expand their capabilities with the instrument.



Entering Clarinet Majors must have sufficient technical proficiency to play scales from the first section of Baermann's "Complete Method for Clarinet, Third Division" or similar scale exercises, and Rose's "Thirty-two Etudes" or equivalent etudes.

Weekly lessons for a clarinet major will include Baermann studies, etudes, and a solo piece to be performed from memory on a department recital at the end of each semester. Solo pieces must be at or above the level of the Finzi "Five Bagatelles," a concerto by Stamitz, or music of similar difficulty.

Second-year Majors will continue the same process, but must play music at a higher level of difficulty. By graduation, clarinet majors must perform from memory the Klose scale page (in a lesson), and the student's final recital should be at or above the level of a standard concerto movement (Mozart, Weber, etc.).

All students should always bring a B-flat (soprano) clarinet to their lessons. Bass Clarinet / E-flat Clarinet Players are encouraged to bring their auxiliary instruments to lessons, to work on band music or pieces for their recital. But all students will prepare Baermann studies and etudes for every lesson on the B-flat clarinet.

Required Readings/Materials

Students are asked to bring whatever music they own or are familiar with, and additional music will be given during lessons.

a) You must purchase the following *required* readings/materials:

Music majors will be required to purchase Carl Baermann's "Complete Method for Clarinet- Third Division," as well as "32 Studies" by C. Rose

b) You are encouraged to buy the following *optional* books/materials

"40 Studies" by C. Rose

Course Requirements

Summary of Assignments & Activities

Item (Name)	Type	Description	Due
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Recital (Required for Music Majors)	Performance(s)	Student will demonstrate knowledge and creative abilities through the performance of a work of the standard repertoire.	Dates to be found in the Music Department Student Handbook.
Jury (Required for Music Majors)	Performance	Student will perform for all full- time faculty in order to demonstrate all knowledge obtained over the semester.	Date to be found in Music department Student Handbook.
Practice (ALL)	Personal Study	Students must practice regularly on their own to make progress. Music majors should be practicing at least 5 or 6 days a week!	There are no practice forms to fill out, but it will be clear how much work has been done.

Attendance Policy

Attendance- the student will appear at the location of the lesson with their instrument in working order and all necessary music at the time each lesson begins. Students who appear more than 15 minutes after the scheduled lesson time will be marked absent. Cancellations/reschedule requests must be made at least 24 hours prior to the scheduled lesson time. Each student is allowed ONE unexcused/emergency absence per semester before their grade is affected. Unexcused absences beyond that will lower the semester grade one letter grade per lesson. Extreme circumstances, such as a death in the family or debilitating injury will be considered on a case-by-case basis.



Grading Policy

Grades for Applied Lessons may be calculated by the individual instructor, but MUST include the following provisions.

1. Attendance at all Music Seminar and Recital performances is mandatory. Each absence drops the student's final grade by a point. Attendance will be taken each week and attendance information will be given to the Applied Instructor before final grades are due.
2. Jury performances will be graded by full-time faculty AND the student's instructor. Grades will be given on a scale of 0 – 100. The grades will be averaged together and returned to the Instructor. This averaged Jury grade MUST account for 15% of the student's Final grade.
3. Clarinet lessons will be graded based on attendance, preparation, and (for majors) performance evaluations.
4. Attendance- the student will appear at the location of the lesson with their instrument in working order and all necessary music at the time each lesson begins. Students who appear more than 15 minutes after the scheduled lesson time will be marked absent. Cancellations/reschedule requests must be made at least 24 hours prior to the scheduled lesson time. Each student is allowed ONE unexcused/emergency absence per semester before their grade is affected. Unexcused absences beyond that will lower the semester grade one letter grade per lesson. Extreme circumstances, such as a death in the family or debilitating injury will be considered on a case-by-case basis.
5. Preparation- the student will practice their music regularly. Lessons are not practice-time. Music majors should be practicing at least 5 or 6 times a week to make sufficient progress. Non-majors will be assessed based on the student's level and the difficulty of the music being attempted. Failure to practice for a lesson will result in the student being dismissed early from the lesson to use the remaining time for personal practice. Repeated failure to prepare for lessons will affect the student's grade.
6. Performance Evaluations (Recitals and Juries) - Music majors will perform on one department recital and one jury per semester. See the Music Handbook for more information.

Institutional Inclusions (All course syllabi must include the following)

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability Services at 335-6861 to request assistance and accommodations.

Learning Resource Center (Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.



Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

Technical Support For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the Odessa College Student Handbook.

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will



- provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
- post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
- line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
- getting “kicked off” of the system during tests or quizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
 - ask questions if I don’t understand; and,
 - access my course several times during the week to keep up with assignments and announcements.

Expectations for Engagement – Face to Face Learning



To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,



- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
- missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
 - **ask questions if I don't understand; and,**
 - attend class regularly to keep up with assignments and announcements.