



Applied Music Course Syllabus

Course Title : Freshman Flute; 4140 MUAP1218

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. Students will gain an enhanced understanding of how to approach practicing, including (but not limited to) realizing the importance of foundation work. Through a holistic approach to learning, students will develop their overall artistry as musicians, including (but not limited to) performance skills.

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

Utilizing a set philosophy built on strength through relaxation, a fundamental goal is to develop the students' overall artistry. The philosophy's cornerstone is purpose and conviction; the students and faculty shall work to clarify the "why" and "how" in the learning process, in order for the former to take ownership in their own development. Specific elements of focus will include tone and technique development, etudes and similar exercises, solo repertoire, and orchestral excerpts. In addition, fundamental elements such as posture, hand position, embouchure, and breathing will be discussed and worked on, always with the set philosophy in mind.



Required Readings/Materials

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

Required materials will be determined over the course of the semester, as the student develops. This may include etude, **orchestral excerpt, and/or method books, as well as solo repertoire, to be chosen at the faculty's discretion.** Online resources may also be utilized.

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

Any materials discussed throughout the semester, notably including recordings of respected artists.

Course Requirements

Students are to come prepared and warmed-up to each lesson. Their instruments should be kept in good working order. Preparation includes work on all assigned materials, including listening assignments and adequate practice time. Specific amounts of practice time may be discussed on an individual basis, as determined by the faculty. Students should also come with a willingness to discuss and analyze their own performance in order to develop their pedagogical skills and overall musicianship.

In addition, students are required to perform in the following activities:

Summary of Assignments & Activities

Item(Name)	Type	Description	Due
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.



Attendance Policy

Lesson attendance is required. In the case of lateness, emergency or illness, student is to contact the faculty as soon as possible (via phone or email, as listed above). If a cancellation occurs within 24 hours, make-up lessons will not be provided unless the situation warrants it, to be determined **at the faculty's discretion**.

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**.

Additional elements of consideration will include:

Preparation for each lesson, including elements such as assigned practice and performance materials, research, and listening assignments. Willingness to work and communicate.

An example of an **“A” student**: he or she will

- i. Always prepare the required materials in a manner that exceeds expectation. This may involve memorization where appropriate, learning more than assigned, and/or simply preparing and performing each exercise in a thoroughly polished manner.
- ii. Complete assigned additional research (such as listening or academic elements such as historical context for a particular piece), and will add self-directed/self-motivated research of similar veins in order to enhance understanding.



- iii. Bring questions and thoughts that reflect a desire for improvement and knowledge.

An example of a **“B” student**: he or she will

- i. Always adequately prepare the required materials.
- ii. Complete assigned additional research.
- iii. Occasionally bring questions and thoughts that reflect a desire for improvement and knowledge.



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.