INSTRUMENTAL LITERATURE AND TECHNIQUES
MUSI 4358
Fall 2014

Professor: TBA
Phone:
E-mail:
Office:
Office Hours:
Class Times: MWF 9:00-9:50am CA228

Course Description: The primary aim of this course is to prepare students for the art of teaching music by developing students' musicianship, pedagogy, and scholarship. The course deals with the techniques involved in the organization, administration, and preparation of a comprehensive band/orchestra program at the secondary level. The semester will include the study of methods, materials, and repertoire used to teach concert band, orchestra, jazz ensemble, and marching band. The study of marching band includes its performance practices, drill maneuvers, development and charting of shows, and its place in the school music program and the community.

Student Learning Outcomes:

1. The student will examine and develop his or her own philosophy of music education in the public schools, and will be able to express it in writing.
2. The student will develop skills and competencies—administrative and musical—regularly used by professionals in a secondary band/orchestra program.
3. The student will discover and learn to use available resources in the pursuit of continued education in the field of instrumental music education.
4. The student will become familiar with band/orchestra repertoire and develop skills in determining the artistic merit of musical work
Assignment Descriptions:

1. Music Education Philosophy Paper
   A formal paper that describes your philosophy of music education in the public schools, with special emphasis on the comprehensive high school band/orchestra program. This paper might be a work that one would present to parents or administrators as a means of advocacy for music as a curricular part of a public school education. The paper should be 2-3 pages in length and demonstrate a good amount of thought and research.

2. Article Reviews
   Students will locate and review a journal article on each of the following areas: Concert Band/Orchestra, Jazz Band, and Marching Band. The articles should be written within the last ten years, and can cover any subject within the broader areas. Students should select articles that speak to areas of interest, and areas that will be helpful in their future careers. A review of the article will include a summary of the salient points, and personal reaction to them (How is this information helpful (or not) to you? How might you use the information? What questions does the article raise? etc.) Each review should be 2-3 pages in length.

3. Ensemble Handbook
   Create a handbook for a high school band/orchestra program. Include sections on: philosophy, expectations, grading, discipline, sample performance dates, awards, and anything else that you might deem appropriate for your program. Your grade will reflect the amount of thought and creativity that you put into this project. This should be something that you would be prepared to handout to your future students.

4. High School Band/Orch Observations
   Students will contact two different area high school band/orchestra directors to set up a time to observe a Jazz Band, Concert Band, Orchestra or Marching Band rehearsal. If you presently work with a high school band, the observations must be with two other bands/directors, as these observations should give new perspectives on rehearsals. If you attended high school in the area, avoid returning to your old school. For your observation it is imperative that you dress professionally. Take good notes of your observations and write a 2-3 page report on your insights.

5. Marching Band Project
   Create a contemporary marching drill for one tune in the TAMUCC pep band library. The drill should be for 64 wind players, 12 percussion (4 snare, 4 bass, 2 tenors, 2 cymbals), and 16 colorguard.

6. Class Notebook
   Your notebook will consist of class notes, handouts, assignments, and other supplemental materials. This is your resource and as such it can be of great value in your future teaching. Neatness and organization is of paramount importance to you, and as such, it will be a large part of your notebook grade. You may organize the notebook however you wish, but the system of organization must be clear. Class notes should be typed, and the notebook should include some kind of table of contents (the more detailed, the better resource this will be to you in the future.)
7. Repertoire Project Due Dec. 13 (Final time)
   Select five quality works for high school wind band or orchestra using reliable repertoire sources and create a one-page program note for each. Include composer information, as well as information about the history, form, and points of interest in the work. Keep the audience in mind (why should they want to hear this work?) Each student will present his/her five pieces during the scheduled final time for the course. Please make copies of your five program notes for me and your colleagues in the class.

8. Class Participation
   This class will be a seminar style, with much classroom discussion, sharing of ideas, and open dialogue. As such, student participation is essential. Students will be expected to be engaged in the discussions. Also factored into class participation is attendance and punctuality.

9. Pop Quizzes
   There will be five short pop quizzes throughout the semester that will cover material from our class discussions. Quizzes will be given during the first ten minutes of class, and cannot be made up.

Late Work: It is extremely important that assignments be turned in on time. Any work turned in after the due date will receive a 10% grade reduction per day.

Academic Advising: The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

Notice to Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Grade Appeal Process
- As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal.
- A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. If the problem cannot be resolved at this level, the student may take the steps below.
  1. Presentation of grievance to instructor. (This step must be taken within fourteen calendar days after the beginning of the next term.)
  2. Appeal to department chair or area coordinator.
  3. Written appeal to the University Academic Standards Grievance Committee.
  4. Preliminary review and advising by an ombudsman appointed by the Provost.
  5. Submission of file by department chair to the chair of the University Academic Standards Grievance Committee.
6. Review of file by committee chair and submission of case to committee.
7. Proceedings of the University Academic Standards Grievance Committee. (Committee holds hearing, reviews data, presents findings to all parties, and makes recommendation to Provost.)
8. Decision by Provost.
9. Final appeal in writing to the Provost if student or instructor thinks appropriate procedures have not been followed.

For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures.

These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.htm](http://www.tamucc.edu/provost/university_rules/index.htm). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

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