Course Content

The course of study is an exploration and investigation of content, organization, teaching, and administration of instrumental band classes and ensembles with appreciation of music for grades 6-12. This course is designed to provide the instrumental music education major with an active understanding of knowledge and skills necessary for teaching in a school-based instrumental music program. Course activities include teaching episodes that allow the students to synthesize techniques with teaching methods while developing individual instrumental pedagogical skills. Simply put, students will address issues in learning to teach instrumental music by undertaking the activities of teaching.

Course Purpose

This course is designed to provide instrumental music education majors (band specific) with the opportunity to extensively examine the elements and strategies of successful school band programs. The course seeks to provide cohesion of ideas and techniques experienced in personal practice and other specific instrumental methods courses, ultimately resulting in a balanced blend of educational philosophy and practical application.

Expected Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate sustained thought about teaching and learning of band;
2. Demonstrate effective use of common delivery skills (voice, body, face, and use of space);
3. Develop techniques of planning, facilitation, and assessment appropriate for school instrumental music classes/rehearsals;
4. Articulate and apply specific instrumental music instructional strategies and techniques;
5. Analyze and evaluate band music teaching strategies and techniques.

Required Materials

- A conducting baton
- A 1” three-ring binder with 20 appropriate dividers
o Access to the MusicFirst Learning Management System

Methods for Assessing the Expected Learning Outcomes for the Course

The expected learning outcomes for the course will be assessed through:

Individual projects and assignments including: assignments, planning, reflections, presentations, and completion of peer teaching scenarios. The student will provide specific, written detail of individual assignments and tasks in a timely manner for successful completion of required work.

Graded Assessment

The grading in this course is designed to reflect, as closely as possible, your potential for success as a music educator. Successful teachers exhibit the following characteristics:

- They are prompt, reliable, and actively participate in school activities.
- They are diligent in completion of paperwork without being reminded.
- They are prepared for class every day and NEVER teach without planning an effective lesson.
- They can multitask working on multiple projects at a time.
- They perform to high standards in pedagogy and in musicianship.

Late submissions will NOT be accepted under any circumstances!

Assignments

<table>
<thead>
<tr>
<th>POINTS</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>750</td>
<td>Lecture Notebook</td>
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<tr>
<td></td>
<td>• Class notes w/ link page (typed) containing annotated links to a minimum of 5 online sources</td>
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<td></td>
<td>• Organized with tabs by topic</td>
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<tr>
<td>500</td>
<td>Daily Quizzes (25 @ 20 pts)</td>
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<tr>
<td>500</td>
<td>Online Assignments (10 @ 50 pts)</td>
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<tr>
<td>500</td>
<td>Arrangements (3)</td>
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<td></td>
<td>• Chorale (100 pts)</td>
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<td></td>
<td>• March (200 pts)</td>
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<td>• Theme and Variations (200 pts)</td>
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<tr>
<td>750</td>
<td>Teaching Episodes</td>
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<td></td>
<td>• Teaching Plans (5 @ 50 pts)</td>
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<td></td>
<td>• Reflections (5 @ 50 pts)</td>
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<td></td>
<td>• Peer Teaching (5 @ 100 pts)</td>
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3,000 total
**GRADING SCALE**

2700 – 3000  
2400 - 2699  
2100 – 2599  
1800 – 2099  
< 1800

Attendance & Participation – Points will be awarded for regular, punctual attendance as well as appropriate participation, both in performance and discussion.

**100 points will be deducted for each absence.**

Criteria for Grade Determination (*based on expected student learning outcomes*)

A detailed explanation of all assignments & expectations related to that particular topic will be presented in class. All assignments are due as indicated when assigned.

"A" = absolutely excellent work. All requirements of the assignment were met in a carefully thought-out fashion. This work meets or exceeds the standards of the profession.

"B" = basically good work. Most all the requirements of the assignment were met. There is some room to grow, but progress in your teaching, conducting and musicianship/scholarship is evident.

"NY"= Not Yet. This work is not up to "A" or "B" quality. Too few of the requirements were met or too many mistakes and/or sloppy errors. Give it another shot.

"C" = Caught unprepared. (This is "NY" work that is left without repair and is very average work.)

"D" = Dang! (This is "NY" work that is left without repair and is below average in quality. It has major errors. Teachers working at this level are in danger of educational malpractice.)

"F" = Foolish. No work is evident (This is educational malpractice.)

**Expectations**

- Show evidence of having thought about issues raised in class through assignments and class discussion.
- Show evidence of having read/prepared assignments by the date assigned.
- Any absences and/or tardies may result in loss of participation/TE credit. See *Bulletin or Texas Tech*, p. 82 for absence policy.
- Submit work on time. BAD THINGS HAPPEN TO THOSE WHO PROCRASTINATE.
- Credit will be lost for late work.
- Typing is required except on in-class work.
- Perfect attendance and professional attitude are assumed. If you must miss class because of illness, please call or email Dr. Dye PRIOR to class time and leave a message. If you are scheduled to teach on this day, YOU must make arrangements to trade with someone so that class time will not be wasted. This expectation meets with the responsibility of teachers in the schools. When you are sick you will need to make arrangements for a substitute. Failure to do
this will result in you forfeiting a teaching episode. Note: you cannot raise your grade through attendance, but lack of attendance will hurt your performance in class and will substantially lower your final grade.

An important note about professionalism:

You will be evaluating each other as well as many music educators and their programs. You will, of course, be critiquing everything you observe; however a positive, non-judgmental, professional attitude is expected at all times, especially as it relates to in-class discussions. Concerns might be more professionally addressed in private conversations with the instructor.

Late submissions will NOT be accepted under any circumstances!

The instructor reserves the right to modify any part of the course as necessary to meet the learning needs of the class.

MUSI3225 Course Outline

Fall 2016

August

29 Opening Session Quiz #1
31 History of Band Quiz #2

September

2 Motivation Quiz #3
(5) Environmental Concerns (video) Assessment #1, Video Discussion
7 Classroom Management Quiz #4
(9) Literacy Concerns (video) Assessment #2, Topic Discussion
12 Rehearsal Techniques Quiz #5
14 Rehearsal Techniques Quiz #6 Assessment #3, Sight Reading
16 Warm Up Quiz #7
19 UIL/TMEA Quiz #8
21 Sight Reading Quiz #9 Assessment #4, Sight Reading
23 Sight Reading Quiz #10
Curriculum Quiz #11

Repertoire Quiz #12 Assessment #5, Topic Discussion

Assessment Quiz #13

October

Copyright Quiz #14 Chorale Arrangement Due

Other Ensembles Quiz #15 Assessment #6, Video Discussion

Professional Development Quiz #16

Booster Clubs/Parents Quiz #17

Fundraising Quiz #18 Assessment #7, Topic Discussion

Teaching Episode - CHORALE

Teaching Episode - CHORALE

Teaching Episode - CHORALE

Teaching Episode - CHORALE

Beginning Instruction Quiz #19 March Arrangement Due

Teaching Episode – MARCH, part 1

Teaching Episode – MARCH, part 1

November

Teaching Episode – MARCH, part 1

Debrief Quiz #21 Assessment #9, Topic Discussion

Teaching Episode – MARCH, part 2

Teaching Episode – MARCH, part 2

Teaching Episode – MARCH, part 2

(11) Teaching Episode – MARCH, part 2

Debrief Quiz #22 Final Arrangement Due

(16) Teaching Episode – MARCH, part 3
ADA Compliance

http://www.depts ttu.edu/opmanual/OP34.22.pdf

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

Academic Integrity

http://www.depts ttu.edu/opmanual/OP34.12.pdf

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

a. “Cheating” includes, but is not limited to:
(1) Copying from another student’s test paper;
(2) Using during a test materials not authorized by the person giving the test;
(3) Failing to comply with instructions given by the person administering the test;
(4) Possession during a test of materials that are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test.
(5) Using, buying, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test, test key, homework solution, or computer program;
(6) Collaborating with or seeking aid or receiving assistance from another student or individual during a test or in conjunction with other assignment without authority;
(7) Discussing the contents of an examination with another student who will take the examination;
(8) Divulging the contents of an examination for the purpose of preserving questions for use by another when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student;
(9) Substituting for another person or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
(10) Paying or offering money or other valuable thing to or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
(11) Falsifying research data, laboratory reports, and/or other academic work offered for credit; and
(12) Taking, keeping, misplacing, or damaging the property of the university or of another if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.

b. “Plagiarism” includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one’s own academic work being offered for credit.

c. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

d. “Falsifying academic records” includes, but is not limited to, altering or assisting in the altering of any official record of the university and/or submitting false information or omitting requested information that is required for or related to any academic record of the university. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

e. “Misrepresenting facts” to the university or an agent of the university includes, but is not limited to, providing false grades or resumes; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual; or providing false or misleading information in an effort to injure another student academically or financially.

Last Day to drop a course: The 45th class day is the last day to drop a course.

Student Absence for Observance of Religious Holy Day

http://www.depts.ttu.edu/opmanual/OP34.19.pdf

"Religious holy day“ means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day
shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Absence due to officially approved trips – The Texas Tech University Catalog states that the person responsible for a student missing class due to a trip should notify the instructors of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed.

Civility in the Classroom


Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

Student Handbook and Code of Conduct