MUSI 7000 D04
Summer – 2019

Band Director’s Workshop

WEBSITE: https://texastechmusic.musicfirstclassroom.com

June 4 – August 7, 2019

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Course Design
The course is self-paced, asynchronous, and fully online.

Required Texts
https://www.amazon.com/gp/product/1138921408/ref=ppx_yo_dt_b_asin_title_o00_s00?ie=UTF8&psc=1
Select Readings from Varying Sources as Needed Will be Provided or Available Through the TTU Library

Necessary Resources
Computer with reliable Internet access

Course Content
An overview of the principles and methods of teaching band from a wide range of perspectives as well as an exploration of personally applicable goals, strategies, best-practices and content.

Course Purpose
This course is designed to provide graduate music education students with the opportunity to extensively examine the elements and strategies of teaching band to enhance instruction and performance in the secondary music education setting. The course seeks to provide cohesion of ideas and techniques experienced in personal practice and other specific courses, ultimately resulting in a balanced blend of appropriate educational philosophy, digital resources, and practical application.

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

- Demonstrate sustained thought about teaching and rehearsing band classes;
- Develop ideas and techniques of planning, creation, and facilitation of best-practices, content and enhancements appropriate for school music classes/rehearsals/performances;
- Articulate and apply specific content and practices in creation of resources, strategies and techniques; and
- Analyze and evaluate personal applications in music teaching strategies and techniques.

Methods for Assessing the Expected Learning Outcomes for the Course
The expected learning outcomes for the course will be assessed through:

- Demonstration of understanding of key concepts, skills and knowledge as presented in readings through various response platforms
- Individual projects and assignments including:
  - Individual consultations;
  - Assignments; and
  - Presentation of individual thought in group meeting discussions.
The student will provide specific, written detail of individual assignments and tasks in a timely manner for successful completion of required work.

**Graded Assessment**

- 200 points - Assignments (individual and group consultations and discussions)
- 800 points - Class Participation (reading and response participation)
- **1000 points total possible**

**Grading Scale**

- A = 900-1000
- B = 800-899
- C = 700-799
- D = 600-699
- F = 0-599

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

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

- Show evidence of having thought about issues raised in class through reading assignments and responses;
- Show evidence of acquisition of skills and understandings in consultations and discussions

**Reading and Discussion Guidelines**

- The Course Outline serves as a somewhat flexible guide to completion.
- Carefully consult the list of options and possibly base your choices on the following:
  - Personal interest
  - Personal application possibilities
  - Available resources
  - Available time for completion
  - Current skills as they relate to all the above
- It is expected that discussion/response entries will be completed with a mind towards how the readings apply, or not, to the individual student’s professional work as an music educator.

**Consultation Guidelines**

- Focus on the application of content to the instructor’s personal teaching scenario and curricular interests.

  **The instructor reserves the right to modify any part of this class as necessary to meet the learning needs of the class.**
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Course Outline of Assignments

Section One – Assigned Readings

**Required** (all), Read and Respond  
500 ttl. points

- Chapter 1  An Introduction to Sound-to-Symbol
- Chapter 2  Teaching Rhythm and Rhythm Reading
- Chapter 3  Tonality, Melody, and Singing
- Chapter 5  The History of Instrumental Music Education
- Chapter 7  Classroom Management
- Chapter 8  Curriculum, Assessment, and Grading
- Chapter 9  Repertoire
- Chapter 12  Rehearsals
- Chapter 14  Intonation
- Chapter 17  Recruiting, Organizing, and Starting the Band

**Category 1, Student Selected** (select 3), Read and Respond  
150 ttl. points

- Chapter 4  Teaching Improvisation and Composition
- Chapter 10  Score Study
- Chapter 11  Large Ensemble Set-Up
- Chapter 15  Directing Other Ensembles
- Chapter 18  Planning and Managing a Concert
- Chapter 19  Fundraising, Promotion and Advocacy
- Chapter 20  Communication
- Chapter 21  The Music Budget

**Category 2, Student Selected** (select 3), Read and Respond  
150 ttl. points

- Chapter 6  Special Topic: Constructivism, Concept Attainment, and Direct Instruction
- Chapter 13  Special Topics: Inclusion
- Chapter 16  Special Topics: Motivation
- Chapter 22  Copyrights
- Chapter 23  Managing Sound Levels
- Chapter 24  Special Topics: Leadership, Mentors, and Professional Development

Section Two – Consultations and Discussions

**Individual and Group** Consultations and Discussions  
200 ttl points

The instructor reserves the right to modify any part of this class as necessary to meet the learning needs of the class.
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 at 335 West Hall or 806-742-2405.

Academic Integrity

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 is 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 another 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 secure a post at a university or in a field of study; or providing false or misleading information in an effort to secure a position or in an effort to injure another student academically or financially.

Last Day to drop a course: The 45a 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
