



Course Syllabus: University Marching Band
College of Fine Arts
MUSC 3041 Section 101
Fall 2026 MWF 7:30-8:50 AM

Contact Information

Instructor: Dr. Matthew D. Luttrell
Office: FA103
Office hours: MWF 1:00-2:00P, TR 2:00-3:30 PM (or by appointment)
Office Phone: (940) 397-4210
Cell Phone: (480) 313-9274
Twitter: N/A
E-mail: matthew.luttrell@msutexas.edu

Instructor: Dr. Corey Robinson
Office: FA104A
Office hours: Office Hours posted and appointments available
Office Phone: (940) 397-4054
Twitter: N/A
E-mail: corey.robinson@msutexas.edu

Course Description

The “Golden Thunder” Marching Band is open to all students of Midwestern State University. Repertoire includes a specified collection of thematic works design for maximum visual and aural audience appeal, as well as including the majority of fundamental music basics necessary to supplement a music education curriculum.

Course Objectives

1. Improve playing technique as individuals and within small ensembles.
2. Learn new music for public performances throughout the semester.
3. Rehearse compositions written and/or transcribed for small ensembles and percussion instruments.
4. Gain experience through activities relating to professional development in music education.

Student Learning Outcomes

Students will (1) possess a better understanding of performing in a marching band, (2) gain a familiarity with current and traditional repertoire for this genre, and (3) build a repertoire of rehearsal techniques required to prepare marching bands for public performance.

SLOs are also aligned with the Texas Examinations of Educator Standards (TExES) State Board of Educator Certification (SBEC) EC-12 music standards. Please see Appendix A for a complete listing of the SBEC music standards.

Service Learning Project

This course is designated with a “Service Learning” distinction. The service learning project for this course consists of assisting with two local marching band events: WFISD Pre-UIL Band Night (Monday, October 5th) and Region 7 North-Zone Marching Contest (Saturday, October 17th). The purpose of this project is to deepen student understanding of each of the three student learning outcomes listed above.

All students enrolled in this course will assist with one of the many tasks involved in organizing and running each of these events. Specific jobs and tasks will be assigned at least one week before the first event. After the conclusion of the second event, each student will submit a 300-word reflective essay detailing what they learned from the service project. This essay will be due at our final meeting on Monday, November 9th. Assessment will be given using the rubric below.

Growth Area	Excellent	Meets Expectations	Needs Improvement
Growth in pedagogical understanding	Demonstrated heightened understanding of marching band performance, repertoire and rehearsal techniques directly due to assistance with these events.	Showed deepened understanding of marching band performance, repertoire or rehearsal techniques at least tangentially related to serving at these events.	Did not show deepened understanding of marching band performance, repertoire or rehearsal techniques or did not relate the learning to the service project.
Growth in administrative understanding	Demonstrated heightened understanding of marching band administration directly due to assistance with these events.	Showed deepened understanding of marching band administration at least tangentially related to serving at these events.	Did not show deepened understanding of marching band administration or did not relate the learning to the service project.

Community Partners: Wichita Falls Independent School District, UIL Region 7

Required Course Materials

- Drill charts for pregame and halftime performances
- Sheet music for warm-up sequence, pregame show, halftime shows, and stands tunes
- Instrument, in excellent working condition and continuously cleaned

Study Hours and Tutoring Assistance

Please see Dr. Luttrell for assistance regarding study hours, practicing, and tutoring.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy to Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Student Assessment

Students will be assessed on their ability to arrive before rehearsal and be prepared to play at the assigned rehearsal time, arrive with music prepared for upcoming performances, and participate throughout the class

period. Students will also be given feedback on their service learning project essay, although this will not be weighted in the student's final grade.

Grading

The student's final grade will consist of the following evaluations:

- Daily Attendance, Preparation, and Participation: 50%
- Knowledge and Memorization of Music and Drill: 50%

Grading Scale: Refer to University Code regarding + and – grading scale.

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 0 – 59

Table 1: Points allocated to each assignment

Assignments	Points
Preparation	80
Attendance	80

Table 2: Total points for final grade.

Grade	Points
A	144
B	128 to 143
C	112 to 127
D	96 to 111
F	Less than 96

Inclement Weather

In the case of campus closure due to inclement weather, key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision.

Notification processes - Notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and website headers. MSU Police and the Office of Marketing and Public Information. Information for all channels can be found at [MSU Ready](#).

The timeline is as follows:

Event	Time	Day	Decision
Inclement weather occurs during regular work/class day	3:30 PM	Day of inclement weather	Cancel classes/events after 5:00 PM
Overnight inclement weather expected	8:00 PM	Day before inclement weather	Close campus or delay opening
Delay called the day before but change to closure due to the extent of weather impact	6:15 AM	Day of delay	Close campus
No cancellation or delay decision made the night before	5:30 AM	Day after no decision made the night before	Close campus or delay opening

Important Dates

Last day for term schedule changes: August 27, 2026
Deadline to file for graduation: September 21, 2026
Last Day to drop with a grade of "W:" October 7, 2026
Refer to: Drops, Withdrawals to Void

Desire-to-Learn (D2L)

Use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Please note: This class requires you to have access to a computer (with Internet access) to complete certain activities, check for class news updates, have access to materials, instructions, resources and to upload your assignments in D2L. It is your responsibility to have (or have access to) a working computer in this class. Each time you log into D2L is documented. You should open D2L often to reference content, materials, and updates.

Attendance/Active Discussion/Participation

Attendance at every assigned rehearsal is expected. Students should arrive early to assemble equipment and then be prepared to play once the clock strikes the assigned rehearsal time. Two (2) unexcused absences will result in the maximum grade of a B, three (3) unexcused-maximum grade of C, four (4) unexcused-maximum grade of D. Any more unexcused absences result in a failing grade. Dr. Luttrell must approve any excused absence at least 48 hours IN ADVANCE of the rehearsal, or the student must provide official documentation of illness or family emergency for an absence to be classified as "excused." Any student who is absent from a performance will be removed from the ensemble and receive an "F" for their final semester grade.

Instructor Class Policies

I expect all students to be in every class with music and instrument. Be prepared to move, to play, and to work together in a positive environment.

Behavior that interferes with either the instructor's ability to conduct the class or the ability of other students to benefit from the instruction will result in the instructor removing the disruptive student(s) from the class, either temporarily or permanently (instructor drop), and assigning a final lower grade, up to and including an F. In addition (depending on the nature of the behavior or conduct), the student(s) may be subject to further disciplinary actions as per MSU policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class.

****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L.

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans

With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

AI/ChatGPT

The policy for Midwestern State University regarding Ai-generated submissions does not apply to the materials in this course.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstueexas.edu.

Privacy Statement

Federal privacy law prohibits the instructor from releasing information about students to certain parties outside of the university without the signed consent of the student. Thus, in almost all cases the professor will not discuss a students' academic progress or other matters with his/her parents. Please do not have them call. Regardless of these important legal considerations, the professors' general policy is to communicate with the students, not their parents, even when a student has signed a consent form. College students are adults and are expected to behave accordingly.

Obligation to report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may

do so by contacting: Laura Hetrick, Title IX Coordinator, Sunwatcher Village Clubhouse. 940-397-4213, laura.hetrick@msutexas.edu

You may also file an online report 24/7 on the [Sexual Misconduct Report Form](#).

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit the [MSU Sexual Misconduct Resource Page](#).

College Policies

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Grade Appeal Process

Students on a college campus have rights to fair treatment. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#) in the event they believe they have received a grade they consider unjust. Reminder: do your work.

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Below is a reduced version of the University Marching Band Schedule for Fall 2026. Please refer to the expanded calendar distributed at the beginning of the semester.

Week or Module	Activities/Assignments/Exams
Week 1 8/24-8/29	Rehearsal Week – MWF 7:30-8:50 AM Saturday: Rehearsal @ 3:00 Stadium, 6:00-9:30 PM Game time (approx.)
Week 2 8/31-9/4	Rehearsal Week – MWF 7:30-8:50 AM
Week 3 9/7-9/11	Rehearsal Week – WF 7:30-8:50 AM (No Monday – Labor Day)
Week 4 9/14-9/19	Rehearsal Week – MWF 7:30-8:50 AM Saturday: Rehearsal @ 3:00 Stadium, 6:00-9:30 PM Game time (approx.)
Week 5 9/21-9/25	Rehearsal Week – MWF 7:30-8:50 AM
Week 6 9/28-10/3	Rehearsal Week – MWF 7:30-8:50 AM Saturday: Rehearsal @ 3:00 Stadium, 6:00-9:30 PM Game time (approx.)
Week 7 10/5-10/9	Rehearsal Week – MWF 7:30-8:50 AM

Week or Module	Activities/Assignments/Exams
Week 8 10/12-10/17	Rehearsal Week – MWF 7:30-8:50 AM Saturday: Rehearsal @ 6:00 AM Stadium, UIL Region 7 Contest (All Day) 8:00-11:30 PM Game time (approx.)
Week 9 10/19-10/24	Rehearsal Week – MWF 7:30-8:50 AM Saturday: Rehearsal @ 3:00 Stadium, 7:00-10:30 PM Game time (approx.)
Week 10 10/26-10/30	Rehearsal Week – MWF 7:30-8:50 AM
Week 11 11/2-11/7	Rehearsal Week – MWF 7:30-8:50 AM Saturday: Rehearsal @ 10:00 AM Stadium, 1:00-4:00 PM Game time (approx.)
Week 12 11/9-11/13	Rehearsal Week – M (Uniform Check-in), WF TBA
Week 13 11/16-11/20	Rehearsal Week – TBA
Week 14 11/23-11/27	Rehearsal Week – TBA
Week 15 11/30-12/4	Rehearsal Week – TBA

Appendix 1

TEGES Domains and Competencies

Texas Examinations of Educator Standards (TEGES)

The Student Learning Outcomes (SLOs) for Marching Band link to the following TEGES domains and competencies necessary to become a music educator in the state of Texas:

Domain II- Music Theory and Composition

Competency	Outcome
Competency 004- The teacher knows how to read, write and interpret standard music notation.	D. Recognizes and describes melody, harmony and texture of a musical work (e.g., modal, tonal, atonal, ostinato, doublings, melody and counter melody). E. Analyzes chordal structures (e.g., major, minor, dominant seventh, diminished seventh), harmonic progressions, cadences (e.g., authentic, half, deceptive, plagal) and harmonic textures (e.g., polyphonic, homophonic, monophonic)

Domain IV- Music Classroom Performance

Competency	Outcome
Competency 009- The teacher demonstrates knowledge of methods and techniques for playing musical instruments.	A. Understands performance skills and appropriate playing techniques (e.g., bowing, fingering, embouchure, rudiments) for a range of instruments (e.g., band, orchestral, classroom). B. Understands proper health techniques to use during instrumental rehearsals and performances (e.g., posture, hand position, instrument maintenance). C. Selects appropriate instrumental literature to enhance technical skills and provide musical challenges. D. Understands standard terminology used in communicating about students' musical skills and performances. E. Knows how to offer meaningful prescriptions for correcting performance problems and errors (e.g., intonation, vibrato, articulation, tone production) and understands the constructive use of criticism when evaluating musical skills or performances.

Domain V- Music Education

Competency	Outcome
Competency 012- The teacher knows how to provide students with learning experiences that enhance their musical knowledge, skills and appreciation.	A. Demonstrates awareness of the importance of helping students develop music skills that are relevant to their own lives and of providing students with a level of musical self-sufficiency that encourages lifelong enjoyment of music. C. Demonstrates knowledge of various music and music-related career options and knows how to promote music as an integral element in students' lives, whether as a vocation or as an avocation. E. Knows how to integrate music instruction with other subject areas and analyzes relationships among the content, concepts and processes of music, the other fine arts and other subjects.

TAC §228.30 Alignment

Competency	Experience
4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;	Candidates receive real-time, practical instruction on how to develop, motivate, enhance, and perform in an audience-based environment
(5) the importance of building strong classroom management skills;	Candidates receive professional examples and mentorship on how to effectively develop, maintain, and perform in a concert environment
(7) appropriate relationships, boundaries, and communications between educators and students;	Candidates receive and experience visionary- and Socratic-based methods in instruction, as well as developing and producing performance of concert literature

TAC §149.1001 Alignment

Competency	Course Objective
(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.	Course Objective #1 Assessed through rehearsal and performance of materials, as well as group discussion on the inner workings of ensemble practice
(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.	Course Objective #2 Assessed through the effective and successful collaboration of student and instructor
(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.	Course Objectives #3 Assessed through perceived success and/or failure of performances of concert literature

Competency	Course Objective
(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.	Course Objective #1 Assessed through weekly interactions with the instructor of the course and discussed when appropriate during rehearsals.
(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.	Course Objective #1 Students are instructed to design assessments to measure effective instruction and student progress, including self-assessments.

EC-12 Music Standards in this Course

Standard	Specifics
Standard I: The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.	1.2k how to demonstrate musical artistry both through vocal or instrumental performance and by conducting vocal or instrumental performances*. 1.1s Identify and interpret music symbols and terms*; 1.2s Perceive performance problems and detect errors accurately*; 1.3s Identify vocal and instrumental sounds*; 1.7s Use appropriate techniques of musical performance for instruments and voice*;
Standard II: The music teacher sings and plays a musical instrument.	2.2k techniques for performing vocally and instrumentally as a part of a group. 2.1s Sing and/or play an instrument, demonstrating accurate intonation and rhythm **; and 2.2s Perform a varied repertoire of music representing styles from diverse cultures, including music of the United States.
Standard III: The music teacher has a comprehensive knowledge of music notation.	3.1k how to read, recognize aurally, and interpret music notation*; and 3.1s Read and write standard music notation*; 3.2s Recognize clefs, keys, and meters*; 3.3s Interpret rhythmic and melodic phrases both aurally and from notation*; 3.4s Interpret music symbols and terms both aurally and from notation*; 3.5s Sight-read simple melodies in various modes and tonalities*; and 3.6s Read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters*.
Standard IV: The music teacher creates and arranges music.	4.1k how to arrange music for specific purposes and settings. 4.1 s Arrange vocal and instrumental music for specific purposes and settings.

