

***Course Requirements for Woodwind Instruments Class MUSC 3141***

***MW 3:00-3:50pm***

***Fain Instrumental Music Hall, FM 105***

***Instructor: Dr. Sarah Dunbar***

Midwestern State University, Fain Fine Arts Center #C117M

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Office Hours Posted and by Appointment

**Course Description.**

Prerequisite(s): Must be a Junior, Senior, or Second Baccalaureate student.

A course designed to familiarize students with the woodwind instruments: flute, clarinet, saxophone, oboe, and bassoon. Study will include the fundamentals necessary for teaching these instruments.

**Required Materials.**

- Westphal, F. (1990). *Guide to Teaching Woodwinds*. Sacramento, CA: McGraw-Hill Publications.
- Lautzenheiser, T. (2004). *Essential Elements for Band*. Milwaukee, WI: Hal Leonard Corporation.
  - You need four copies:
    - Book 1 – Flute
    - Book 1 – Clarinet
    - Book 1 – Alto Saxophone
    - Book 1 – Oboe
    - Book 1 – Bassoon (Only if assigned)
- Material for notetaking
- Sharpened pencils and eraser
- Reeds for clarinet, saxophone, oboe, and bassoon as instructed

\*Instruments will be checked out to you. Bring your assigned instrument to every class and return it in the same condition as you received it. You will be held responsible for any lost or damaged instruments.

**Specifics for Reeds:**

- 2 Saxophone Reeds: Vandoren Blue Box, Size 2.5 or 3
- 2 Clarinet Reeds: Vandoren Blue Box, Size 2.5 or 3
  - Please note, the smaller numbered saxophone/clarinet reeds have less resistance and are easier to play on. However, it is easier to get a better tone quality and produce high notes with the larger numbered reeds.

- 1-2 Oboe Reeds
  - Order 1-2 beginner reeds from <https://wildflowerreeds.com/shop>
  - Please note, store-bought reeds often do not play well and need a lot of manual scraping and adjusting. It is well worth the extra \$5 to purchase a higher quality, handmade reed.
- 1-2 Bassoon Reeds (Only if assigned)
  - Order 1-2 beginner reeds from <https://www.thereedlab.com/products>
  - Please note, store-bought reeds often do not play well and need a lot of manual scraping and adjusting. It is well worth the extra \$5 to purchase a higher quality, handmade reed.

\*Due to the cost of reeds and/or shipping, you might consider going in on a box with a group and/or purchasing oboe/bassoon reeds in one order to reduce shipping costs.

### **Course Goals, Objectives and Learning Outcomes.**

Upon successful completion of this course, students will:

1. Develop basic performance technique on all woodwind instruments, including breathing, embouchure, voicing, articulation, fingering selection, and vibrato.
2. Develop teaching techniques and pedagogical approaches for beginning, intermediate, and advanced players in classroom and rehearsal environments.
3. Develop familiarity with commonly recommended materials, including instruments, mouthpieces, ligatures, and reeds.

### **Attendance Policy.**

This is a participation-based course, and attendance is crucial to the learning process. Students are expected to attend every class session on time and with all required materials. All absences are unexcused, excluding official university events and exceptional circumstances. The professor will only consider special circumstances with documentation.

Students will be assigned five points daily for in-class participation. Students who are absent will lose their points for the day. Points will be reduced for students who are late to class and/or do not have their instrument or supplies. Points will be reduced for students who are disruptive, disengaged, and/or unwilling to participate in class discussions and group playing activities.

The student bears the responsibility for consulting with colleagues to receive copies of materials and information covered during an absence. Late work will not be accepted, except in the event of an extreme emergency and with approval by the instructor.

## Grading.

Daily Participation	15%
Homework	15%
Unit Written Exams	20%
Unit Playing Exams	20%
Final Project	10%
Final (Written) Exam	20%

\*No extra credit is available and late work will not be accepted.

A - 100-90%

B - 89-80%

C - 79-70%

D - 69-60%

F - 59-0%

## Course Requirements.

1. Participation: students are expected to prepare for and engage in in-class activities, including playing and discussions. Daily points will be lost if students are absent, late, unprepared, disengaged, or do not have the necessary supplies with them.
2. Unit Written Exams: at the end of each instrument unit, the student will take a written quiz on information covered for the instrument studied during that unit.
3. Unit Performance Exams: at the end of each instrument unit, the student will take a performance exam, demonstrating their performance ability on that unit's instrument.
4. Final Project: students will teach a mock private lesson on one instrument to a student with no prior woodwind experience.
5. Comprehensive Final Exam: at the end of the course, the student will take a written exam covering material for all five woodwind instruments.

\*Please note, although you will only actually *play* four of the instruments, you will still be responsible for the information of all five. Each student will play flute, clarinet, saxophone, and oboe, unless their primary instrument consists of a woodwind instrument. In that case, bassoon will be substituted for one of the other instruments.

\*\*A course schedule is attached to the end of the syllabus

**Classroom Etiquette.** Students are expected to behave in a respectful manner. Disruptions will not be tolerated and are grounds for disciplinary action. Students will refrain from consuming food and beverages (except water) during class. Students may not record, photograph, or video rehearsals without written permission of the instructor. In all cases, posting or publishing of such material is prohibited and is grounds for immediate dismissal from the class. Technical devices

such as cell phones, laptop computers, tablets or iPads are not permitted in class, unless being used for a specific, music related purpose. Failure to comply with this may result in a grade reduction or an “F” for the course.

### **Academic Dishonesty.**

Plagiarism is (1) the use of source material of other persons (either published or unpublished, including the Internet) without following the accepted techniques of giving credit or (2) the submission for credit of work not of the individuals to whom credit is given. If a student in the class is caught plagiarizing, appropriate disciplinary action will be taken. The Student Creed developed and adopted by the MSU Student Government reinforces the discouragement of plagiarism and other unethical behaviors. The first statement of the Creed reads, “As an MSU student, I pledge not to lie, cheat, steal, or help anyone else to do so.” Plagiarism is lying, cheating, and stealing.

### **Conduct Statement.**

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’s removing the disruptive student(s) from the class, either temporarily or permanently (instructor drop), and receive a final lower grade, up to an F. In addition, and depending on the nature of the behavior or conduct, the student(S) may be subject to further disciplinary actions as per MSU policies.

**Students with Disabilities.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil protections for persons with disabilities. Among other things, this legislation requires all students with disabilities be guaranteed a learning environment which provides for reasonable accommodation of their disabilities. In accordance with state and federal law, MSU provides academic accommodations to students with documented disabilities.

If you believe you have a disability requiring an accommodation, please contact Disability Support Services (DSS) in Room 168 of the Clark Student Center (940.397.4140). The instructor is under no obligation to offer accommodations for students with disabilities who are not registered with DSS.

**Managing Stress.** Students may experience challenging situations that could interfere with learning and interpersonal functioning including stress, anxiety, depression, alcohol and/or other drug use, concern for a friend or family member, loss, sleep difficulties, feeling hopeless, or relationship problems. MSU provides the following resources to students, and you do not have to wait until your situation is a crisis before accessing them:

- MSU Counseling Center (940.397.4618)
- Vinson Health Center (940.397.4231)
- Redwine Student Wellness Center (940.397.4206)

Further, additional resources may be available through MSU to address concerns of difficulty affording adequate food or housing and similar issues. I may be able to connect you to such resources, and anything along those lines that you choose to share with me will remain fully confidential.

In case of an emergency, contact the MSU Police Department (940.397.4239) or dial 911. If you or someone you know faces a sexual assault or domestic violence situation, call the 24-Hour Crisis Hotline (1.800.621.8504) for guidance or information.

**Privacy.** 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, I will not discuss your academic progress or other matters with your parents. Please do not have them call me. Regardless of these important legal considerations, it is my general policy 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.

**Social Justice.** Social justice is one of MSU's stated core values, and our classroom is a place where students will be treated with respect as human beings, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Moreover, diversity of thought is appreciated and encouraged, provided the students can agree to disagree. The instructor expects that all students be able to consider the classroom a safe environment.

**Campus Carry.** Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at <https://msutexas.edu/campus-carry/rules-policies>.

**The instructor reserves the right to change any part of this syllabus for any reason. The student will receive sufficient notice of any changes. By remaining enrolled in this course, the student indicates acceptance and understanding of the syllabus.**

<b>Week #</b>	<b>Topic</b>	<b>Homework (Unit 3 Oboe, Unit 4 Saxophone)</b>	<b>Homework (Unit 3 Saxophone, Unit 4 Oboe)</b>
1	Flute – Introduction, Embouchure	W – Reading Due: Pg 13-19 + 23-30  W – Playing Due: Head joint Pitches	X
2	Flute – Tone, Articulation, Fingerings	M – Reading Due – Pg 20-23 + 30-40  W – Playing Due: Essential Elements TBD	X
3	Flute – Flute Care and Pedagogy + Exam Review	M – NO CLASS – LABOR DAY  W – Reading Due – Pg 40- 51; Playing Due – Essential Elements TBD	X
4	<b>UNIT 1 – FLUTE EXAMS</b>	<b>(M – Playing; W – Written)</b>	X
5	Clarinet – Introduction, Embouchure	M – Reading Due: Pg 52-62 + 70-78  W – Playing Due – Essential Elements TBD	X
6	Clarinet – Tone, Articulation, Fingerings, Reeds	M – Reading Due: Pg 63-69 + 79-100  W – Playing Due – Essential Elements TBD	X
7	Clarinet – Clarinet Care and Pedagogy + Exam Review	M – Reading Due: Pg 101- 116  W – Playing Due – Essential Elements TBD	X
8	<b>UNIT 2 – CLARINET EXAMS</b>	<b>(M – Playing; W – Written)</b>	X
9	Saxophone/Oboe – Introduction, Embouchure, Reeds, Tone	M – Reading Due: Pg 166- 172 + 177-186	M – Reading Due: Pg 119-129 + 137-143

		W – Playing Due – Essential Elements TBD	W – Playing Due – Essential Elements TBD
10	Saxophone/Oboe – Articulation, Fingerings, Pedagogy	M – Reading Due: Pg 173-176 + 187-204 W – Playing Due – Essential Elements TBD	M – Reading Due: Pg 130-136 + 143-165 W – Playing Due – Essential Elements TBD
11	<b>UNIT 3 – EXAMS</b>	<b>(M – Playing; W – Written)</b>	<b>(M – Playing; W – Written)</b>
12	Oboe/Saxophone – Introduction, Reeds	M – Reading Due: Pg 119-129 + 137-143 W – Playing Due – Essential Elements TBD	M – Reading Due: Pg 166-172 + 177-186 W – Playing Due – Essential Elements TBD
13	Oboe/Saxophone, Tone, Articulation, Fingerings, Pedagogy	M – Reading Due: Pg 130-136 + 143-165 W – Playing Due – Essential Elements TBD	M – Reading Due: Pg 173-176 + 187-204 W – Playing Due – Essential Elements TBD
14	<b>UNIT 4 – EXAMS</b>	<b>(M – Playing; W – Written)</b>	<b>(M – Playing; W – Written)</b>
<b>15</b>	<b>FINAL PROJECT PRESENTATIONS</b>		
<b>16</b>	<b>FINAL EXAM (Monday, Dec. 5, 3:30-5:30pm)</b>		

**\*If you are replacing saxophone with bassoon, your homework for the bassoon unit is:**

1<sup>st</sup> week of unit: M – Reading Due: 205-224; W – Playing Due: Essential Elements TBD

2<sup>nd</sup> week of unit: M – Reading Due: 225-246; W – Playing Due: Essential Elements TBD

3<sup>rd</sup> week of unit: - M – Playing Exam; W – Written Exam

**\*\*Half of the class will study saxophone in unit 3 while the other half of the class learns oboe. Everyone will switch for unit 4. This is due to a limited number of instruments.**