

**Humboldt State University  
Department of Music**

**Course Syllabus**

MUS 370F Woodwind Techniques  
Fall, 2016 .5 units CRN: 42277  
TH 1:00-1:50 p.m. Rm. 106  
Office hours: M 5:00; W 11:00; F 12:00, and by appointment

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**Course Description**

This course represents one-eighth of a sequence of courses in instrumental techniques within the music education major. As with the other courses in the sequence, Woodwind Techniques is designed to provide future teachers with the skills, knowledge, and pedagogical tools necessary to teach instrumental music classes in the public schools. The course will develop students' playing skills on the instruments within each family while simultaneously engaging students with relevant methods of teaching. Students will need to develop a regular practice routine outside of class in order to be successful.

**Required Text**

O'Reilly, J. & Williams, M. (2007). *Accent on Achievement* (Book 1). Van Nuys, CA: Alfred Publishing.

**Required Materials**

Reeds for clarinet and saxophone. Cleaning swab.

**HSU Learning Outcomes**

This course explicitly contributes to your acquisition of skills and knowledge relevant to these HSU Learning Outcomes:

HSU graduates will have demonstrated:

- Effective communication through written and oral modes.
- Critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues.
- Competence in a major area of study.
- Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints.

HSU graduates will be prepared to:

- Succeed in their chosen careers.
- Take responsibility for identifying personal goals and practicing lifelong learning.

**Music Department Goals and Outcomes**

**Goal 2: Students will demonstrate familiarity with, and an ability to perform a wide selection of musical literature representing principal eras, genres, and cultural sources.**

Outcome 2C: Over the course of four years, music majors will perform a wide variety of music – in solos, large and small ensembles, from different eras, in different styles.

**Goal 3: Students will demonstrate ability in performing areas appropriate to the student's needs, interests, and degree path.**

Outcome 3: Students will demonstrate improvement in their performing skills – both in the quality of their performance and the difficulty of the repertoire that they can perform.

**Assignments:** See last page with complete details, including point values.

### **Letter Grade Values**

A = 90+

B = 80-89

C = 70-79

D = 60-69

F = Below 60

### **Attendance**

A total of one absence is allowed for the semester without any grade penalty. I do not discriminate between excused and unexcused absences. Therefore, beginning with the second absence, and for every absence thereafter, the course grade is lowered by 5 points (half of one letter grade). For example, if a student's final point total before attendance is calculated were 83, a grade of "B," having two absences for the semester would result in a point total of 78, yielding a final grade of "C." Exceptions to this policy are considered on a case-by-case basis.

### **Late Assignments**

Late work is defined as anything submitted after the designated class session at which the assignment is due. Assignments turned in late will be penalized by 10% per class session. The maximum penalty for late work is 40%.

### **Incomplete (I) Grades**

Students should not assume that there is an option to receive a grade of "I" (Incomplete) due to unfinished work or other extenuating circumstances. A grade of "I" may be requested of the instructor, but there is no assurance that it will be granted. If the instructor agrees to grant a grade of "I", late penalties still apply to all work submitted after the original due date. Therefore, it is very difficult to earn a grade above a C once the "I" grade is changed. Students are given one year to complete work in a course where the "I" grade was received.

### **Format of Written Work**

With the exception of notes taken in class and while observing lessons taught by mentor teachers, all written work must be word-processed. Use a standard font such as Times, New Times Roman, Courier, or Helvetica, in size 12, and print out in black ink.

### **Style Manual**

For all written work, follow the guidelines for formatting, punctuation, and grammar as indicated in a particular style manual of your choice. The preferred manual for this class is APA, 5th edition. If you choose not to use APA, you must specify which style manual you are using for each assignment.

### **Add/Drop Deadline: Monday, September 5 at 11:59 p.m.**

Note that HSU has an earlier deadline starting this semester for adding or dropping a class.

More detailed information about policies and procedures related to HSU courses may be found here: <http://www2.humboldt.edu/academicprograms/syllabus-addendum-campus-resources-policies>

**MUS 370F: Woodwind Techniques**  
**Fall, 2016**

**Grading Point Values**

Attendance, punctuality, and participation.....	15
Quizzes and homework.....	3 @10 each = 30
Due as announced in class	
Teaching demonstration and lesson plan.....	25
Due November 10	
Course notebook.....	10
Due December 15 at Final Exam	
Final exam: Thursday, Dec. 15, 12:40-2:30.....	20
Total.....	100
Extra credit: Article review.....	5
Due December 1	

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**Quizzes (3 @10 each = 30 points)**

Quizzes will be announced in class at least one week ahead of time and will cover lecture material, assigned readings, and playing demonstrations on clarinet or saxophone. Due as announced in class, at least one week beforehand.

**Teaching Demonstration and Lesson Plan (25)**

Design and teach a woodwind lesson intended for K-6 elementary students. Submit a written lesson plan, follow the format for it that is presented in class, and make enough copies of the plan for the class (12). Distribute the copies, making sure they are 3-hole punched for insertion in a notebook, on the day you teach your lesson. The lesson should focus on one or two objectives relating to elementary woodwind instruction, such as articulation, tone, breath support, tonguing, posture, or embouchure. You may choose to focus on aspects of music reading such as playing dotted quarter notes followed by eighth notes, playing in compound time, accurate playing of written dynamics, or playing written scales. Due on November 10.

**Notebook (10)**

Gather all class notes, returned assignments, lesson plans (from peers and yourself), observation notes, etc, and place in a 3-ring binder. Organize the notebook into separately tabbed and labeled sections, and include a table of contents. Due December 15 at the final exam.

**Extra Credit:**

**Article Review (5 points)**

Find an article pertaining to woodwind instruction in *The Instrumentalist*. Write a 2-3 page summary of the article, summarizing the author's main points, and then provide your opinion on those points. Your commentary should draw upon topics and issues discussed in class. Due December 1.