**MUS 3231**

**Woodwind Methods**

**Fall 2016**

Classroom: Band Room

Class times: MW, 10:30-11:20

Credit Hours: 1

Instructor: Tim Allen

Office Hours: TBA or other times by appointment

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**COURSE DESCRIPTION**

MUS 3231 is designed to help music education students learn how to teach each of the woodwind instruments in a public school setting. Students will discover how to do this most effectively by learning first-hand how to play each of the instruments himself or herself to a basic level. 5 hours field experience.

**TEXTS**

• Dietz, William.  *Teaching Woodwinds* *A Method and Resource Handbook for Music Educators*. Schirmer.

• Various beginning brass method books (TBA).

**EDUCATION PROGRAM PREPARATION**

This course is required for content preparation in P-12, Secondary, Middle Grades and Elementary Education Program(s) and prepares teacher candidates with the knowledge base for MUSIC required in the Kentucky Core Academic Standards and the College Career Readiness Standards. The Conceptual Framework for the Education Program, "Teacher as Leader for the 21st Century", is incorporated. The Division of Humanities and Fine Arts works with the Education Program in preparing the teacher candidates with the knowledge base required to meet Kentucky Teacher Standard I and the Education Program Student Learning Outcome for Content Knowledge. Teacher candidates will be equipped to teach P-12 students and meet requirements for Unbridled Learning.

**DIVISION OF EDUCATION LEARNING OUTCOMES**

1. Knowledge: Candidates demonstrate in-depth understanding of processes, concepts, knowledge, and 21st century skills in their content area(s).

**ESSENTIAL STUDENT LEARNING OUTCOMES**

This course addresses the following Lindsey Wilson College essential student learning outcomes. Specific assessment tasks associated with these outcomes are noted on the chart at the end of the syllabus.

1. Develop effective skills of inquiry and analysis (creative inquiry)

4. Become culturally aware, engaged citizens of the nation and the world (communicate across cultural boundaries, ethical reasoning)

5. Learn to apply and integrate knowledge (application and integration)

**OBJECTIVES**

To prepare the student to teach the woodwind instruments at the elementary and secondary levels. In order to do this, the student will learn:

• Teaching strategies for the woodwind instruments.

• How to play each of the woodwind instruments to a basic level of proficiency:

• How to form a correct embouchure and breathe effectively.

• How to produce a characteristic tone.

• How to hold and finger the instrument correctly and most efficiently.

• How woodwind instruments work.

• The function of a woodwind embouchure, how to teach it, and how to diagnose problems.

• Where to find sources of information on woodwind instruments and pedagogy.

**TEACHING/LEARNING METHODS**

Performance of the woodwind instruments, readings, lectures, handouts, teaching assignments, and

observations.

**PRACTICE**

Playing time in class is very limited, and the student is exposed to each instrument for only a few weeks at a time. Therefore, daily private practice outside of class is critical for developing a

correctly functioning embouchure. Students are required to practice at least 20 minutes each day, five days per week, outside of class time, for a total of 100 minutes per week.

**ATTENDANCE POLICY**

Prompt attendance at all class sessions is required. Each unexcused absence beyond two may

result in a one-letter grade deduction. Two unexcused tardies are the equivalent of one

unexcused absence. Valid excuses include official school events, illness, and emergency. Work

and homework excuses are not acceptable excuses. All absences should be reported to the

instructor either prior to a scheduled event or within one week afterward if the absence was

unforeseen. **Students are responsible for the acquisition and completion of all materials and**

**activities missed during an absence.**

**ASSIGNMENTS/LATE WORK POLICY**

Homework assignments will be given on a daily basis. Each chapter should be read carefully and

completely **before** the class session in which it is to be discussed, and practicing must be done on a daily basis. It is essential that all students participate actively in class. Therefore, all playing

assignments must be prepared ahead of time. **Late written assignments may receive**

**deductions of 10 points per day and may not be accepted after one week past the due date.**

**PLAYING TESTS**

Playing quizzes will be held periodically to ensure that the student is practicing consistently

outside of class. Final playing exams will also be held at the end of each unit.

**WRITTEN ASSIGNMENTS AND QUIZZES**

Short written assignments and quizzes may be given periodically to check on the student's grasp of the conceptual material. Final written quizzes will also be given over the material on each

instrument.

**TEACHING DEMONSTRATIONS**

Several times during the semester, each student will teach a beginning-level lesson on one of the woodwind instruments to another less experienced student. These demonstrations will take place in class, and the student/teacher will be evaluated on the effectiveness of each lesson.

**FIELD EXPERIENCE HOURS**

Each student will be required to observe/participate in a minimum of (5) five hours of field experience. The concentration should be on woodwind lessons. All field experience hours should be logged in KFETS.

Observations must be cleared with the instructor being observed beforehand. Rita Marshal should have your assignments.

**Class Absences**

In keeping with Lindsey Wilson College policy, students are responsible for regular class attendance, in-class participation, and completion of assignments.  In the Education Program students are expected to attend all class sessions and absences are counted. Absences from classes that meet one day a week will count as three class absences since the session is credited for three class periods. Excessive tardiness especially those students who habitually arrive to class late, can result in being counted absent from the class. If an emergency arises, the student must make every effort to notify the instructor prior to class through email or by calling if during regular office hours.

Students will only be allowed to make up work or tests from missed classes if the absence is excused. Excused absences include doctor appointments, funerals for immediate family, or valid emergencies. In order to have an absence excused the student must submit a signed excuse from the physician or bring proof of the emergency. This should be submitted to the instructor on the day the student returns to class. Missing class or arriving late because of taking a test in another course will not be excused unless the request is submitted to the instructor for prior approval. The approval is at the discretion of the instructor. Completion of field hours **is not** an excuse for missing an education class or any other class. Field hours are assigned early enough in the semester and at times when no classes are scheduled. Work is also not a valid excuse for missing classes.

According to College policy absences for scheduled, authorized obligations (e.g., athletic events, choir tours, field trips in other classes, etc.) are not counted as class absences. In order for these to be excused the student must notify the instructor prior to the absence. Students are responsible for completion of missed class work due to an authorized absence within a reasonable (defined by instructor) length of time. Participation in extracurricular activities (intercollegiate athletics in particular) place additional demands and responsibilities on students and therefore requires that any additional absences may jeopardize the course grade.

When a pattern of excessive absence, tardiness, or other unsatisfactory performance occurs, the instructor will take one or more of the following actions:

* Request the student make special arrangements to improve his or her performance (e.g., meeting with a tutor);
* Enter the student in the Starfish System, a system in which the student's instructor, academic or freshman advisor, Academic Affairs office, Student Affairs office, and coach (if the student is an athlete);
* Place the student on attendance probation, whereby an additional unexcused absence would result in a grade of F for the course; and
* Contact the student's parent(s)/legal guardian about continuing problems if the student has given written permission for contacts.

**Cell Phone Policy**

No cell phones are to be visible or turned on in public school classrooms including all clinical field experiences, practicum, and student teaching. If the cell phone is to be used for legitimate instructional purpose such as students responding on a website, used as a timer, or used as assessment (clickers), it must be written as part of the lesson plan and approved by the cooperating teacher.

The Education Division will adhere to the Lindsey Wilson cell phone policy for college classrooms that states “Student cell phones will be off during class time unless prior arrangement is made with the instructor. All cell phones must be put away during the class period. “ Violation of LWC policy will be grounds for dismissal from class. Education instructors may impose additional cell phone policies and note these in their course syllabi. Any requests to keep the cell phone on but silent and not visible, such as family or medical emergencies, must be given prior approval by the classroom instructor.

**Audio and Video Recordings**

Any recording of class sessions, group information meetings offered by the Education Division, meetings with advisers or individual instructors, Stage interview sessions, or meetings with education faculty are not to be recorded either through audio or video. If there is a valid reason for recording, this request must be made prior to the meeting and have approval from all participating parties. Any meetings involving discussion of public school students or situations in the public schools may not be recorded because of FERPA and privacy issues.

**Privacy Policy and Social Media**

Students cannot disclose information or incidence that occur in the public schools, classrooms, or clinical situation either through personal interaction or social media with friends and family. This includes any private meetings with P-12 faculty or administration. Avoid posting any school information, student information or education division information on Social media including Facebook, Twitter, Instagram, and similar forms of social media.  This does not include general school announcements from authorized school officials to the general public.   The policy is supported by KY Code of Ethics and FERPA regulations for student / faculty privacy.

**Interactions with P-12 Students and Teachers**

Lindsey Wilson College education students are in the schools as guests of the school system. The school is a work place for teachers and administrators, as well a safe learning environment for students. It is not a forum for socialization with teachers and / or students. Education students will not be placed in schools where immediate family members are present in order to avoid conflict of interest. Education students who are placed in a school for field / clinical experiences, especially for student teaching, will have no social contact with P-12 students in the school they meet initially during the field experience. All interaction should relate to classroom work or extracurricular assignments. All interaction with students must take place on school grounds and be supervised by school personnel. In those field experience situations where teacher candidates have previous social contact with teachers and students, the candidate must use their best judgment in social interaction. During hours when completing the field experience, the candidate must maintain professional conduct in all interactions with P-12 students and teachers. During the student teaching semester, teacher candidates must avoid socialization, interaction through social media, and transporting by car all P-12 students in the school to which they are assigned.

Teacher education candidates must respect the work environment and maintain professional interaction with P-12 teachers. Teacher education candidates must avoid initiating inappropriate or excessive contact with faculty in the schools where they are assigned.

**Incomplete Grade**

If outstanding work is not submitted within six weeks of the end of the semester, the incomplete grade for the course becomes an “F”.

**Incomplete Field Observation Hours**

Students will not receive credit for field hours until all hours have been uploaded and entered in the KFETS database and approved by the LWC course instructor. Failure to upload all field hours in KFETS will result in an incomplete (I) grade for the course. The Coordinator of Field Placements must place students for additional hours.

**COURSE NOTEBOOK**

The course notebook will be a compilation of notes taken in class, notes taken during

observations, written assignments, and handouts provided by the instructor. Hopefully, this will

serve as an important and useful reference tool to be used during the student’s career as a

teacher. More detailed information on the class notebook will be issued at a later date.

**GRADING SCALE**

A 90-100

B 80-90

C 70-80

D 60-70

F 59 and below