

Syllabus for  
**MUS 342 - Woodwind Instruments Class**  
1 Credit hour  
Spring 2016

I. COURSE DESCRIPTION

A survey of the fundamentals of each of the woodwind instruments. Includes methods, teaching materials, and application of two or more of the instruments.  
Instrument Use Fee: \$55.00

II. COURSE GOALS

Woodwind Instrument Class is a one-semester course intended to acquaint music majors with the basic principles necessary to teach clarinet, flute, saxophone, oboe, and bassoon on a beginner's level. The course is designed to actively involve students with woodwind instruments. To emulate a beginning band program, similar to which students may find themselves as teachers. Using a current beginning band method, studies will start primarily on the flute and clarinet. Students with woodwind experience may start on one of the double reed instruments. Saxophone is covered in lecture and demonstration.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon successful completion of this course the student will be able to do the following:

- A. Name the members of the clarinet, saxophone, flute and double reed families.
- B. Write the playing ranges of the woodwinds.
- C. Name and assemble in the proper manner the parts of all woodwind instruments.
- D. Demonstrate correct posture, playing, and hand position of the woodwinds.
- E. Demonstrate and describe the correct embouchure formation of the woodwinds in a manner appropriate for beginning instruction.
- F. Demonstrate the proper adjustments necessary to tune the various woodwinds.
- G. Demonstrate a beginner-level tone quality and embouchure control on the instruments made available.
- H. Play a chromatic scale within a limited range at a metronomic marking of approximately 108.
- I. Name the basic technical problems which confront performers on the various woodwinds.
- J. Transpose a short selection as required on the various woodwinds which are transposing instruments.

- K. Give the brand names which indicate quality woodwind instruments and indicate specific standards necessary for woodwind instruments to function properly.
- L. Demonstrate and describe the proper care and maintenance of woodwind instruments.
- M. Clarinet and saxophone students will be able to:
  - 1. Describe the similarities and differences of clarinet and saxophone mouthpieces, reeds and embouchures.
  - 2. Describe the similarities and differences of clarinet and saxophone fingering systems.
  - 3. Demonstrate the basic alternate fingering patterns on clarinet and saxophone as demanded by the chromatic scale and certain fast passages.
  - 4. Give a brief description of history and background influences on the development of the woodwinds.
  - 5. Play the 5 major scales of C-F-G-B<sup>b</sup>-D -D on the instruments made available.
  - 6. Describe common teaching problems and bad habits which occur among beginning students.
  - 7. Describe professional quality tone production of performers.
  - 8. Describe the role of clarinet and saxophone in the fields of legitimate and jazz performance and be able to identify each when played.
- N. Flute, bassoon, and oboe students will be able to:
  - 1. Play the G,D,F,B,C scales and the chromatic scale from low C to high F (2½ octaves).
  - 2. Play any line of music from the Belwin Band Builder.
  - 3. Demonstrate proper hand position.
  - 4. Demonstrate and describe proper breathing.
  - 5. Demonstrate and describe proper embouchure.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
  - 1. Textbooks  
Wilson, Kelly Mollonow. *Teaching Woodwinds: A Guide for Students & Teachers Book & Web Site*, Mountain Peak Music,.  
ISBN 978-0193868540
- B. Optional Materials
  - 1. Textbooks  
None
  - 2. Other  
None

#### V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
  - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
  - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.

3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;
  - e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures---See Music Department Student Handbook.

C. Course Policies and Procedures

1. Evaluation Procedures
  - a. 50% of grade – written tests
  - b. 50% of grade – playing tests
2. Whole Person Assessment Requirements  
There are no WPA requirements for this course.

## VI. COURSE CALENDAR

<u>Week</u>	<u>Topic</u>	<u>Activities and Assignments</u>
1	Introduction to instruments And assigning of instruments	Assigned reading and playing
2	Quiz over reading	Assigned reading and playing
3	Playing quiz	Assigned reading
4	Quiz on reading	Assigned reading and playing
5	Playing test- scales as assigned	Assigned reading and playing
6	Quiz on reading	Review
7	Mid-term exam	
8-15	Re-assign instruments. Review starting instruments and accelerate playing to cover new material.	Continue reading and playing on assignments

## Course Inventory for ORU's Student Learning Outcomes

### Woodwind Instruments Class MUS 342

Spring 2016

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle	X			
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		
4E	Leadership capacity	X			