

Syllabus for
MUS 333 - Conducting I
2 Credit hours
Spring 2012

I. COURSE DESCRIPTION

A practical lab course in both choral and instrumental conducting that stresses baton technique, interpretation, rehearsal techniques, and score reading as specifically related to the needs of the elementary and secondary choral and instrumental school music teacher as well as the church musician.

Prerequisites: MUS 101

II. COURSE GOALS

This course will assist the student in development of communication skills specifically characterized in the conducting of music.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Demonstrate the proper grip of the baton.
- B. Demonstrate the basic beat pattern of conducting.
- C. Show competence in manipulating the baton as a point of reference for the music ensemble.
- D. Perform the basic patterns in a variety of styles.
- E. Execute appropriate gestures of expression with the left hand--control of dynamics, phrasing, etc.
- F. Coordinate both hands in making of cues, entries, cut-offs, fermatas, etc.

IV. TEXTBOOK AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks
 - McElheran, Brock. Conducting Technique: for Beginners and Professionals, Revised Edition, New York: Oxford University Press, 1989. ISBN 978-0193868540
 - 2. *Choose Something Like a Star* (SATB sheet music) by Randall Thompson, published by Schirmer Music Co. UPC 6540083933
 - 3. *The Moon is Distant From the Sea* (SATB sheet music) by David Childs, published by Santa Barbara Music Publishing, Inc. SBMP-540 (2004) UPC 964807005401

4. *Rejoice and Sing Out His Praises* (SATB sheet music) by Mark Hayes, published by Hinshaw Music, HMC-764 (1985)
Conducting baton
- 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

Textbook assignments (5)	75 points
Conducting exams (4) with self-assessments	300 points
Written final exam	50 points
Conducting Final	75 points

2. Whole Person Assessment Requirements

Whole Person Assessment requirements for this course include assessment of student conducting technique in the areas of preparatory beats, beat patterns in simple and mixed meters with indications of dynamics throughout the piece. Additionally, student assessment of conducting terminology and music vocabulary will occur in a written portion of the final exam. Students are not required to upload artifacts for this assessment.

VI. COURSE CALENDAR

Week 1-4	Course Introduction Baton holding position, preparatory position Preparatory beat, downbeat/rebound and releases Conduct a variety of hymns and other musical examples
Week 5-9	Conduct in simple meter Conducting in styles that include Legato, Staccato, Marcato and Tenuto Conduct National Anthem Mid-term exam
Week 10-15	Conduct pieces in mixed meter Continue working on previous conducting skills Conduct a variety of choral and instrumental music
Week 16	Final exams: Conducting final Written final

Course Inventory for ORU's Student Learning Outcomes

Conducting I MUS 333 Spring 2012

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
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit	X			
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle		X		
4	Outcome #4 – Socially Adept 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			