

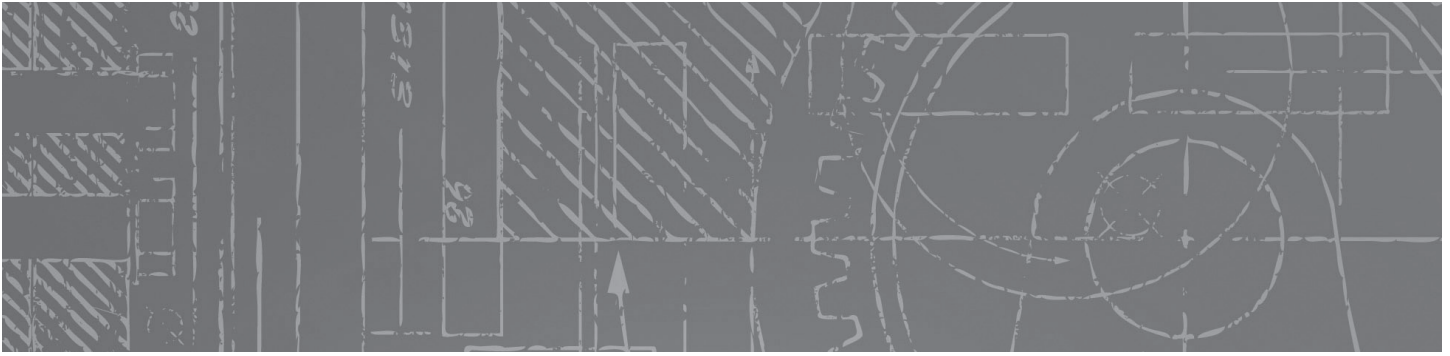


MOREHEAD STATE UNIVERSITY

MUSIC, THEATRE & DANCE

**COURSE SYLLABUS
INDEPENDENT STUDY IN MUSIC EDUCATION**

**MUSW 676 301
SUMMER I, 2021**



INDEPENDENT STUDY IN MUSIC EDUCATION

MUSW 676 301 (2 credit hours)
Summer I, 2021—June 7 through July 2

Instructor: Dr. DuWayne Dale, dcdale@moreheadstate.edu
Director of Bands / Assistant Professor of Music
114 Baird Music Hall, Phone 606 783-2485

Office Hours: Not applicable, available by email and will respond within 24 hours

Class Meeting Time: Not applicable, course is online

Catalog Description: (1 to 3 hrs.) Definition and investigation of a problem in music. A written report of the problem, procedure and results of the study must be submitted.

Required Text: *Tuning for Wind Instruments* by Shelley Jagow (2012).
Meredith Music Publications, Galesville, MD.
ISBN-13: 978-1-57463-209-5
Supplemental reading will be provided

Specialty Professional Organization (SPA): National Association of Schools of Music (NASM)

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia-preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.



Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty-first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision-making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions.
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school-based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs):

Student learner outcomes will be demonstrated through project-based assignments. As a result of instruction and course assignments, students will be able to:

- 1) Develop a greater understanding of acoustical principals that underpin the concept of intonation
- 2) Understand myriad factors affecting intonation in an instrumental ensemble
- 3) Identify strategies for improving students’ ability to discern intonation issues
- 4) Create a plan for incorporating intonation improvement strategies in a real-life musical ensemble scenario



Course Evaluation:

The students' course evaluation will be based upon points earned by completing assignments/projects detailed later in this syllabus. All assignments are to be turned in on time and in the stipulated format. Formatting expectations specific to each assignment will be explained in writing at the time assigned.

Late Work Policy:

- Assignments will have a specific due date and time; any work submitted after the due date/time will be considered late.
- Late work will be accepted for 24 hours following the due date/time. The work will be graded, but the grade for all late work will be reduced by 50%.
- Work submitted more than 24 hours past the due date/time will not be graded and will receive a grade of "0."

Grading:

Students' progress in the course will be assessed through a point system. All assignments will be assessed based on content and professionalism. Specific criteria will always be provided at the time of assignment.

Grading Scale:

A	=	358-400 points	(90-100%)
B	=	318-357 points	(80-90%)
C	=	278-317 points	(70-79%)
D	=	238-277 points	(60-69%)
E	=	0-237 points	(0-59%)

Note - point totals include rounding; total available points for the course as well as the listed ranges for designated letter grades may vary if course assignments are adjusted

Academic Honesty:

All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one's own work, giving credit for the work of others, and using resources appropriately. Guidelines for dealing with acts of academic dishonesty can be found in the academic catalog.

ADA Statement:

Students with disabilities are entitled to academic accommodations and services to support their access and safety. The Office for Disability Services in 109-J Enrollment Services Center coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188 or e.day@moreheadstate.edu or visit their website at www.moreheadstate.edu/disabilitv

** As this course is presented online and there are no on-campus or classroom meetings, the Campus Safety and Classroom Environment statements have been omitted. These are available to students on request.*

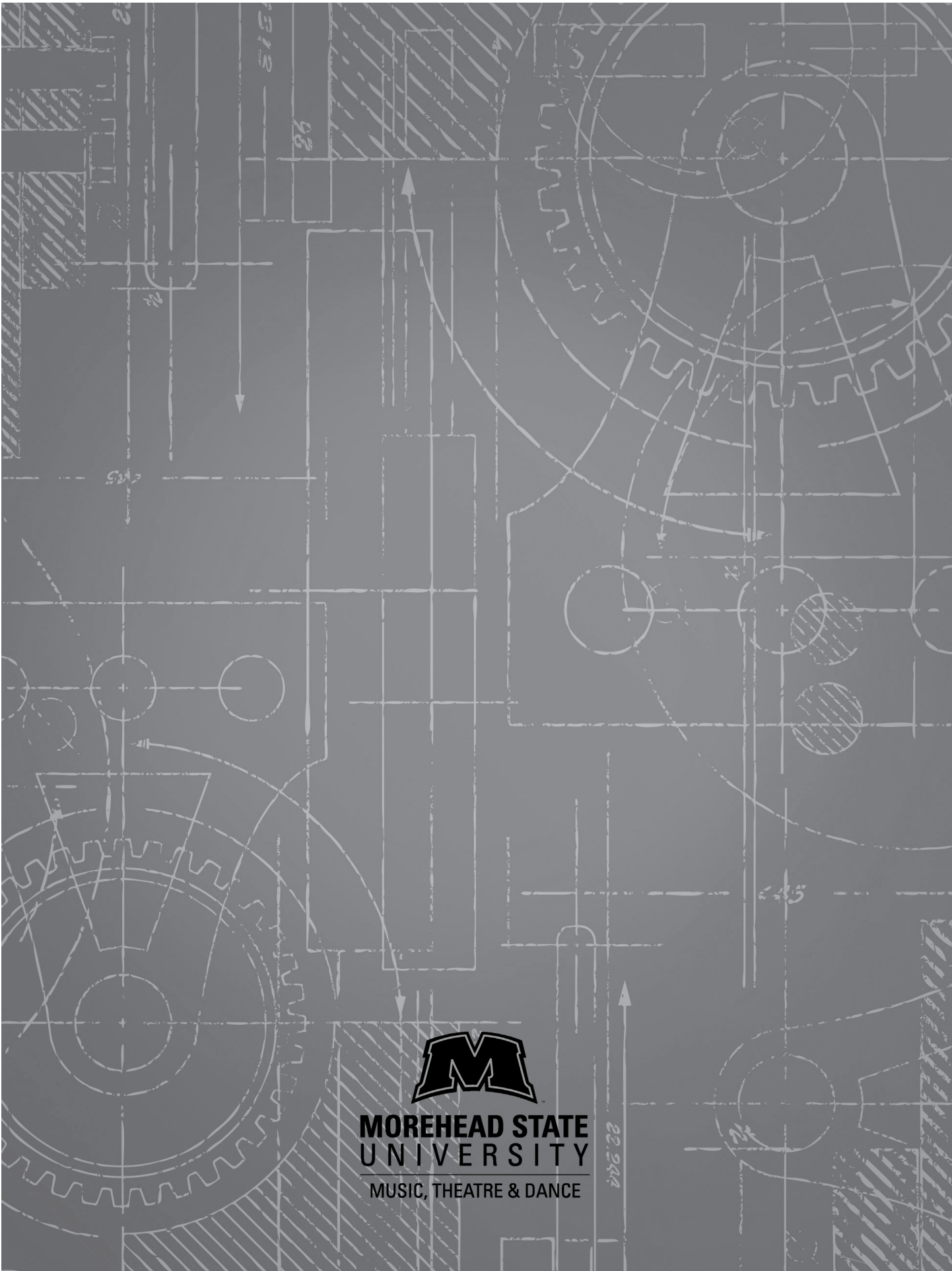


Assignment Descriptions and Due Dates:

Assignment	Description
Discussion Boards (4 x 25 points)	Students will respond each week to discussion board prompts posted on the class Blackboard page. Responses are expected to be thorough and reflect an in-depth understanding of the topic. See due dates and readings related to each discussion board in chart below.
Sample Lesson Plan (75 points)	Using a provided template, students will create a sample rehearsal lesson plan for an instrumental ensemble that reflects implementation of <i>strategies</i> to improve ensemble intonation. Due by 11:59pm on June 26.
Strategy/Resource Inventory (75 points)	Students will develop a inventory of strategic approaches and resources to help a band director improve the intonation of his/her musical ensemble(s) and, more importantly, to improve his/her students' ability to discern pitch discrepancies. Included with Strategic Plan assignment, due by 11:59 on July 2.
Strategic Plan for 2021-2022 (150 points)	Each student will create a strategic plan to improve ensemble intonation in his/her band program starting with the 2021-2022 academic year. Due by 11:59pm on July 2.

Reading Assignments and Discussion Board Deadlines:

Week	Description
June 7-12	READ: Supplement A; <i>Tuning for Wind Instruments</i> , pp. 1-21 DUE: Discussion Board #1 by 11:59pm on June 12
June 13-19	READ: Supplement B; <i>Tuning for Wind Instruments</i> , review charts on pp. 25-69, the read pp. 70-84 DUE: Discussion Board #2 by 11:59pm on June 19
June 20-26	READ: Supplement C, <i>Tuning for Wind Instruments</i> , pp. 85-89, review charts on pp. 90-96 DUE: Discussion Board #3 by 11:59pm on June 26
June 27-July 2	READ: <i>Tuning for Wind Instruments</i> , pp. 97-103 DUE: Discussion Board #4 by 11:59pm on July 2



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