Syllabus- MUP 109/119/319.043- Applied Trumpet
(Two semester credit hours, one hour of instruction per week, plus a weekly studio class. For music majors in a music degree program.)

Mr. Justin P. Wood, Adjunct Faculty, SFASU
Music 274 C: 713-409-9975 woodjp1@sfasu.edu

Desired Program Learning Outcome
The student will demonstrate diverse knowledge of performance and study materials, an orientation to the fundamentals of pedagogy as pertaining to the instrument or area of study, and comprehensive capabilities in preparing and performing on the trumpet at a high level.

General
1. Keep yourself informed. Be a part of the SFA Trumpet Studio Facebook page, friend me and each other on Facebook, respond to texts from me or other members of the studio, read bulletin boards, read syllabi, read your music student handbook, etc.

2. It is important to build your personal library, as you will use it for the rest of your musical career. It should include recordings, method books, etude books, textbooks, and solos. Expect to spend between $75 and $125 per semester.

3. If you are having problems or are unhappy with your lessons, please discuss them with me first. If the problem cannot be resolved, we will make an appointment with the Director and find a solution.

Grades
1. The final semester grade will be based on the following criteria:

A. Weekly lesson grades 50%. Letter grades of A, C, or F will be given on a weekly basis:

   **For a weekly grade of “A” (Superior work demonstrated) the student:**
   - consistently does more than is required
   - has learned the necessary vocabulary for the assigned work
   - has thoroughly prepared assigned material, usually free from teacher’s correction
   - shows up for lesson warmed up and ready to play
   - arrives at lesson with all needed books, solos, and other materials
   - is enthusiastic and interested in his/her work
   - has the ability to apply learned ideas to new material
   - has dedicated sufficient time to active listening

   **For a weekly grade of “C” (Average work demonstrated) the student:**
   - does only what is required
   - is unfamiliar with the majority of the vocabulary associated with that week’s material
   - has worked on assignments, shows moderate progress, and requires some teacher correction
   - shows up for the lesson without having done an appropriate warm-up prior
   - forgets some of the required materials or and/or equipment
   - is able and willing to comply with instruction, and responds positively to correction
   - has the ability to retain general principles
   - has listened to recordings a couple of times, but mostly passively
For a weekly grade of “F” (Below average work demonstrated) the student:
• does less than is required
• demonstrates little knowledge of the vocabulary associated with the assignments
• shows a lack of preparation of assignments and requires numerous teacher corrections
• does not warm-up and gives no indication of regular practice
• frequently forgets materials
• shows little enthusiasm and has an inappropriate response to teacher correction
• retains only fragments of general principles
• spends little to no time listening to recordings

B. Preparation and performance of a solo (16.6%), scale examination (16.6%), brass jury (16.6%-
includes other brass professors’ grades): Total-50%.

If, for some reason, the student is not required to play a scales test, then the weekly lesson grades will
account for 60% of the semester grade, and the solo and jury grades will each count for 20%.

C. It is possible that there will be other graded assignments as the year or semester progresses. If so, the
percentage of your grade that it will count will be determined at the time of the assignment, and other
percentages will be adjusted.

Attendance
1. Lesson absences will seriously affect the grade you receive. Any unexcused absence may result in the
lowering of the student’s semester grade by one letter. Absences may only be excused in advance, with
exceptions at the discretion of the teacher.

2. Your lesson is a regularly scheduled class and should be treated as such. Do not make doctor’s
appointments, appointments with other instructors, appointments for make-up tests, etc. during your
lesson time. Exceptions are available though not desirable, but only in advance.

3. We will always try to make-up lessons due to excused absences, with the exception of functions that
cause a large number of students or the instructor to miss. Weekly studio classes are intended to help
offset the occasions when the instructor might have to miss your lesson and is unable to find a make-up
time.

4. Attendance at studio classes and convocations is required. Always keep this time (1:00 on
Wednesdays) open on your schedule. An absence from a studio class or convocation is equal to a lesson
absence.

5. Attendance is required at all trumpet recitals, along with occasional other performances deemed
important by the instructor. Excuses may only be granted in advance by Mr. Wood.
Practice and Performance

1. You are expected to practice no less than two hours per day, six days per week. The reality is that you should practice as much as is necessary to meet all of your lesson and ensemble performance requirements. Because all students progress at different rates, some people have to practice more than others. Be a good judge of what is necessary for your personal progress.

2. The materials chosen for each student are based on the instructor’s ideas of the student’s level of ability. It is in your best interest to let the instructor know if the assigned materials are too difficult or too easy, but especially the latter.

3. All students will be required to perform a solo at least once a semester unless they are giving a solo recital. This will include securing an accompanist far in advance of the performance, and rehearsing with that accompanist. To secure an accompanist you must take your accompaniment part to Dr. Petti (room 254). Label the accompaniment with your name, phone number, time, date and location of performance.

4. Students are encouraged to participate in as many ensembles as possible in order to diversify your abilities to play and teach in all situations and styles.

5. When you commit yourself to a performing organization, be there at the right time, for the entire time, with the right equipment, and the right attitude.

Lesson Objectives

1. The objective of 100 level applied trumpet lessons is to provide freshman and sophomore trumpet students with instructions and materials that will allow them to improve in all areas of trumpet playing. Those areas include, but are not limited to tone production, breath control, articulation speed and clarity, finger dexterity, high and low range, phrasing, vibrato, rhythm reading, stylistic interpretation from different periods, dynamics, endurance, accuracy, intonation, transposition and sight-reading.

2. The objectives from item “1” will be achieved through the practice of technical methods, etude books, scales, solos and other supplemental materials deemed necessary by the professor. Materials for 300-level lessons are more demanding, as are the playing standards.

3. After four semesters of MUP 119, students will be required to pass an upper-level jury (ULJ) in order to enroll in MUP 319. The ULJ will consist of a solo with accompaniment and scales, chosen from major, natural minor, harmonic minor and melodic minor. Failure to pass the upper-level jury within two attempts results in the student no longer being allowed to major in music at SFA.

4. You need to spend every day of your college career realizing that you are in training to become a professional musician, trumpeter, and educator. When you leave here you will be responsible for the musical education of generations of people’s children. That responsibility should not be taken lightly. Practice your professionalism daily while you are here, and you will have greater success when you are a part of the work force.

Ultimately your lessons are meant to help you to become the best musician, trumpet player, and teacher that your talent and desire will allow. I will always help you in any way I can to obtain these goals, and will be very proud when you do.
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).