SFA SYMPHONIC BAND
School of Music – University Bands
Syllabus for the Fall 2018 Semester
TR, 2:00–3:15 P. M.

Prof. Chris Kaatz, Conductor
Assistant Director of Bands
Assistant Professor of Music
Stephen F. Austin State University

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Office Location: Wright Music Building 120B
Office Hours: MW 9:00-10:00 A. M.

Course Description
MUP 135, 335, 535 – University Bands. 1 semester hour credit. May be repeated for credit.
Rehearsals – Tuesdays and Thursdays from 2:00–3:15 P. M. in the Band Hall (Music Building, Room 121)

Course Objectives, Program Learning Outcomes & Student Learning Outcomes

The Symphonic Band is a proud part of the University Bands at Stephen F. Austin State University. The goals and objectives of the ensemble are:

(1) To consistently perform music at the highest artistic level.
(2) To perform and familiarize members of the ensemble with a variety of outstanding quality repertoire representing various styles, periods, and compositional approaches.
(3) To provide all members of the ensemble, especially those majoring in music education or music performance, with a firm foundation in ensemble musicianship and ways to teach these concepts.
(4) To enhance and encourage the artistic and technical development of study in the private studio.
(5) To apply concepts of theory and musicology in the development of interpretation and artistic expression.
(6) To encourage participation in every ensemble found within the department of the University Bands by participating in the Symphonic Band.

Program Learning Outcomes (as required by SFASU):

• The student will demonstrate comprehensive capabilities in rehearsing and preparing a high-level performance with a major ensemble.

Student Learning Outcomes (as required by SFASU):

• The ensemble will be given the opportunity to play music from the core wind ensemble repertoire, including original works for the medium and high-quality transcriptions.
• The ensemble will be given the opportunity to work with a guest composer, Viet Cuong.
• The ensemble will be given the opportunity to play music from different historical periods and styles.
• The student will be given an opportunity to learn about effective artistic communication between ensemble members, including player-to-player and player-to-conductor, in both a rehearsal and performance atmosphere.
• The ensemble will be given an opportunity to learn basic ensemble concepts and listening assignments to develop balance in a band setting.
• The ensemble will be given an opportunity to learn about other techniques related to daily fundamental work (For example: singing, mouthpiece playing, playing with a tone drone, etc.).
Course Organization
Rehearsals take place in the Band Hall (Music Building Room 121) on Tuesdays and Thursdays from 2:00–3:15 PM. The rehearsal schedule for each week will be posted on the bulletin board outside the SFA band office in the area designated for the Symphonic Band. It is the student’s responsibility to be in the rehearsal for the pieces in which they are assigned. The parts will be posted on the bulletin board just inside the band hall door. It is also the student’s responsibility to have the music prepared that is being rehearsed that day.

Performance Dates
Tuesday, October 16 at 7:30 PM in Turner Hall with Wind Symphony
Wednesday, November 14 at 7:30 PM in Turner Hall with Wind Symphony

Required Materials
- Concert music
- Pencil – “You can make a pencil without music, but you can’t make music without a pencil.”
- Additional performance materials (mutes, mute towels, valve oil, extra working reeds, swabs, etc.)

Grading and Attendance
Each student’s grade will be based on the preparation of his/her assigned parts, rehearsal and sectional attendance, concert dress and concert attendance. Each student must submit any absence request at least one week in advance, except for emergencies, by e-mailing the conductor (e-mail listed at top of syllabus). It is suggested that in the event of an absence, the student should arrange for a substitute performer that is capable of contributing to the rehearsal in a positive manner – the director should approve the "sub." The determination of an absence as excused or unexcused is left solely up to the director.

Note the following consequences for rehearsal and concert absence:

<table>
<thead>
<tr>
<th>Description of Absence</th>
<th>Penalty/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 excused rehearsal absence</td>
<td>NO PENALTY</td>
</tr>
<tr>
<td>1 unexcused rehearsal absence</td>
<td>Highest grade you can earn = B</td>
</tr>
<tr>
<td>2 unexcused rehearsal absences</td>
<td>Highest grade you can earn = C</td>
</tr>
<tr>
<td>3 unexcused rehearsal absences</td>
<td>Highest grade you can earn = D</td>
</tr>
<tr>
<td>4 unexcused rehearsal absences</td>
<td>Highest grade you can earn = F</td>
</tr>
<tr>
<td>5 or more rehearsal absences of any kind</td>
<td>Failing grade earned</td>
</tr>
<tr>
<td>1 unexcused performance absence</td>
<td>Failing grade earned</td>
</tr>
<tr>
<td>2 performance absences of any kind</td>
<td>Failing grade earned</td>
</tr>
<tr>
<td>2 tardies</td>
<td>1 unexcused absence</td>
</tr>
</tbody>
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Sectionals
Sectionals are an essential component of musical preparation throughout the cycle. A minimum of three sectionals will be required during the first concert cycle and two sectionals during the second. The dates, times, and locations for the sectionals must be determined and given to the director by the principal players no later than the end of the second week of class. This is so the director can attend your sectional if he chooses!

Rehearsal Expectations
“You come to rehearsal to learn everyone else’s part; to do so, you must arrive with mastery of your own.”

“Better than yesterday, not as good as tomorrow.” – Gail Williams

Before each rehearsal be sure you have marked the following in your part:
- Numbers for each individual measure
- Translation of unknown foreign language terms
- Details addressed in previous rehearsals
- Errata (if provided)
- Major structural points (if provided)
**Concert Attire**

**MEN’S ATTIRE:** Solid black tuxedo, black bow tie, black vest or cummerbund, black socks, and black shoes. Please advise that suspenders (rather than belts) are recommended to achieve the proper look for performance.

**LADIES’ ATTIRE:** Solid black long sleeve blouse, black pants, and black closed-toe shoes. Black pants only; no dresses or skirts for performances. **All clothing for males and females should be solid black except for the white tuxedo shirt.**

**PLEASE NOTE THE FOLLOWING REGARDING CONCERT ATTIRE:** The purpose of proper concert attire is to provide the ensemble with a uniform appearance and to provide the audience an opportunity to focus on the musical performance occurring on stage. Musicians found in violation of this policy will be asked to change into appropriate attire before performing. If you have any questions regarding proper concert attire, please feel free to ask Prof. Kaatz in person after rehearsal. Thank in advance for your consideration in this matter.

**Disabilities Accommodations**

- Check with the Office of Disability Services to determine any necessary course adaptations. If applicable, please make an appointment with Prof. Kaatz during the first week of class to discuss your accommodations.
- The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.
- If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services, Human Services Building, Room 325, Voice: (936) 468-3004, TDD: (936) 468-1004, FAX: (936) 468-1368 or on the Internet at: http://www.sfasu.edu/disabilityservices/index.html

**Academic Integrity (A-9.1)**

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)

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.