Woodwind Class II: *Double Reeds and Saxophone Methods*
MUP 304.001 – Spring 2018

Instructors:  Dr. Lee Goodhew-Romm  
Professor Kerry Hughes  
Mr. Jack Thorpe

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Office:  Room 270 Music Building

Office Hours:  8-9 AM MWF, or by personal appointment

Department:  School of Music

Class meeting time and place:  M170/M108; Monday/Wednesday 2:00-2:50 pm

Course Description (*as described in the 2017-2018 General Bulletin*):
Introductory training in playing oboe, bassoon, and saxophone.  (1 semester hour credit; 2 hours lab/contact hours per week.  Prerequisite: MTC 161)

Program Learning Outcomes:
This is not a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

General Education Core Curriculum Objectives/Outcomes:
There are no specific general education core curriculum objectives in this course.  This course is not a general education core curriculum course.

Student Learning Outcomes:
The double reeds and saxophone methods course (MUP 304.001) at Stephen F. Austin State University is an essential part of the requirements for music education.  The goals and objectives of the course are:

1. To gather knowledge, concepts and ideas regarding the teaching of all the instruments in the woodwind family: oboe, bassoon and saxophone.
2. To gain a working knowledge and practice regarding the performance of each instrument.  This includes the understanding and performance of scales and beginning-level solos.
3. To provide all members of the class, especially those majoring in music education or music performance, a firm foundation in the planning and instruction of a beginning woodwind class (homogeneous or heterogeneous) in the public schools.
4. To provide quality musical experiences to every member of the class on a regular basis.

Text and Materials:
- There are two textbooks for this course: *Teaching Woodwinds* by William Dietz and *The Complete Instrument Reference Guide for Band Directors* by Jeff King & Richards Williams (Dietz is used for both woodwind methods courses and the King & Williams is used for ALL methods courses). Optional materials include *Tuning for Wind Instruments* by Shelly Jagow, also used for brass methods courses.
- A 1-inch or 1.5-inch binder with a clear insert pocket on the front, back and sides to assist with the labeling of the folder.  This is to build a good, clean looking binder.
- 12-tab dividers with labels that can be inserted into the tab or printed & inserted in the tab.  This is to build a good, clean looking binder.
- Reeds for oboe and bassoon; see following explanation about reeds
Reeds:
Each student is expected to have a working reed at the time instruction of each instrument begins. Reeds MUST be purchased from approved sources so as not to complicate class and waste time with poor quality reeds.

- Oboe reeds should be purchased in class—each reed is $15
- Bassoon reeds should be purchased in class—each reed is $15
- Saxophone reeds should be purchased from the local music store.

Grading Policy & Course Requirements:
Each student’s grade will be based on the preparation of the daily assignments, attendance, tests, performance evaluations, and teaching evaluations. Daily assignments and tests may differ between each instrument.

- Bassoon – 20%
- Bassoon Exam – 10%
- Oboe – 20%
- Oboe Exam – 10%
- Saxophone – 20%
- Saxophone Exam – 10%
- Attendance – 10%

Attendance Policy:
Each student must submit any absence request at least one week in advance, except for emergencies, by e-mailing the instructor. In the event of an absence, the student should arrange for a meeting with the instructor to discuss the reason for the absence. 2 unexcused class absences – maximum semester grade of a B. 3 unexcused class absences – maximum semester grade of a C. 4 unexcused class absences – F. Regarding excused absences: An excused absence is an absence discussed and/or arranged with the instructor prior to the class meeting. As well, any sickness or family emergency will be excused as long as documentation is provided and communication is present. Final determination of whether or not an absence is excused or unexcused is completely left up to the instructor. 2 tardies equal 1 unexcused absence.

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

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/).

**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.

**Spring 2018 Important Dates:**

**January 17th - First Day - Syllabus, Organization (All)**

**January 22nd – February 21** (9 class days, NO CLASS February 14, TMEA)
- Group 1: Oboe (Hughes)
- Group 2: Saxophone (Thorpe)

**February 26th – April 2nd** (9 class days)
- Group 1: Bassoon (Goodhew)
- Group 2: Oboe (Hughes)

**April 4th – May 2nd** (9 class days)
- Group 1: Saxophone (Thorpe)
- Group 2: Bassoon (Goodhew)

Exams on Final Day of each class section, on D2L

<table>
<thead>
<tr>
<th>CLASS</th>
<th>OBOE CLASS TOPICS</th>
<th>IMPORTANT INFO</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Oboe assembly, general info, and basic reed care Hand Position and Posture Embouchure</td>
<td>Bring $15 for reed. Bring reed soaker.</td>
</tr>
<tr>
<td>2</td>
<td>Articulation &amp; Tone Production Introductory melodies in Dietz Beginner oboe reminders</td>
<td>Practice assigned material</td>
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<tr>
<td>3</td>
<td>Alternate F, Eb, Ab. Vibrato Discussion</td>
<td>Practice assigned material</td>
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<tr>
<td>4</td>
<td>Equipment discussion English Horn Beginner oboe student scenarios</td>
<td>Practice assigned material</td>
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<tr>
<td>5</td>
<td>Half-holing Bb and F scales</td>
<td>Practice assigned material</td>
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</tbody>
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### Class Bassoon Class Topics

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Important Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Articulation &amp; Tone Production, Breathing &amp; Vibrato discussion</td>
<td>Dietz: Read pp. 1-11, Practice pp. 31-32</td>
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<tr>
<td>3</td>
<td>Discussion of reading assignment, Work down the instrument, F major</td>
<td>Dietz: Read pp. 12-23, Practice pp. 33-35, F Major scale 1 octave (lowest)</td>
</tr>
<tr>
<td>4</td>
<td>Method book discussion, Common Problems, Scenarios for starting beginners, Negotiating low register</td>
<td>Dietz: Read pp. 24-35, Practice pp. 36-37, C Major scale 1 octave (lowest)</td>
</tr>
<tr>
<td>5</td>
<td>Continue low-note work – low octave scales, Awkward fingerings (C#/Db, Eb), C Major, Bb Major</td>
<td>Dietz: Read pp. 36-47, Practice pp. 38-39, Bb Major Scale 1 octave (lowest)</td>
</tr>
<tr>
<td>6</td>
<td>Work up instrument - Half-holing, Reed discussion, Troubleshooting strategies.</td>
<td>Dietz: Read pp. 48-59, Practice pp. 45-47, all previous scales, Joy to the World pg. 58</td>
</tr>
<tr>
<td>7</td>
<td>Flicking/venting, C/Bb Major - 2 octaves</td>
<td>Dietz: Read pp. 60-80, Practice pg. 48-49, all previous scales, Joy to the World pg. 58</td>
</tr>
<tr>
<td>8</td>
<td>Continue up the instrument, F major - 2 octaves, Final Discussions (Equipment, Resources, Repertoire (including All-State etudes), Notable Artists)</td>
<td>Practice</td>
</tr>
<tr>
<td>9</td>
<td>Playing Test: C, F &amp; Bb scales 1 octave (you choose), Joy to the World, pg. 34 (challenge, play duet pg. 12 in handout with a fellow classmate and have fun!)</td>
<td>Test in Classroom</td>
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### Class Saxophone Class Topics

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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Parts, Assembly, Posture, Hand Position</td>
<td>Buy at least 2 reeds (Vandoren or Rico) Size 2 ½ (Encore Music)</td>
</tr>
<tr>
<td>2</td>
<td>Embouchure, Tone Production, Articulation</td>
<td>Saxophone Warm-Up Assignment</td>
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<tr>
<td>3</td>
<td>First notes on the saxophone, C Major</td>
<td>Practice assigned material</td>
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<tr>
<td>4</td>
<td>Vibrato, the upper octave</td>
<td>Saxophone Warm-Ups DUE, practice</td>
</tr>
<tr>
<td>5</td>
<td>Reeds and Reed Care, first chromatic notes (F# and Bb), alternate fingerings</td>
<td>Lesson Plan Assignment, practice</td>
</tr>
<tr>
<td>6</td>
<td>Saxophone Problems and Solutions, Review of alternate fingerings</td>
<td>Practice assigned material</td>
</tr>
<tr>
<td>7</td>
<td>Care and Maintenance, more chromatic notes, chromatic scale, F Major, G Major</td>
<td>Practice Assigned Material</td>
</tr>
<tr>
<td>8</td>
<td>Equipment, Discography, Notable Artists, Review for playing test</td>
<td>Lesson Plans DUE, practice</td>
</tr>
<tr>
<td>9</td>
<td>Playing Test</td>
<td>Tests in office – 271 A</td>
</tr>
</tbody>
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