Applied Undergraduate Conducting Lessons
Syllabus for the Spring 2019 Semester

One hour per week, arranged

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

E-mail: kaatzc@sfasu.edu
Office Phone: (936) 468-1347
Office Location: Wright Music Building 120B
Office Hours: MWF 9:00-10:00 A. M.

Course Description
Advanced conducting theories and techniques for instrumental groups. Creativity is encouraged in coursework.

Program Learning Outcomes
Students who take conducting lessons will demonstrate the ability to analyze musical scores, including formal structure, historical context, harmonic analysis and for band/orchestra students, transpositions.

Student Learning Outcomes
- The student will demonstrate the ability to convey expression through basic and advanced gestural conducting techniques
- The student will demonstrate the ability to analyze musical scores, including formal structure, historical context, harmonic analysis, transpositions, and interpretive phrase analysis.
- The student will demonstrate the ability to effectively program music showcasing a variety of styles, historical periods, and compositional trends for different ability levels.

Required Materials
- Scores specific to the student and semester of study (to be determined by the instructor during the first two weeks of class)
- Means of video recording conducting sessions

Course Organization
Because this is a private lesson, the schedule of events depends on the progress of the student and the availability of the large ensembles. Material covered is outlined here:

- Musicianship – Broadened and deepened through the study of scores, development of interpretive skills, and guided thoughtful reflection.
- Score study – Combination of theoretical analysis, musicological research, examination of potential performance challenges, formation of an artistic method, and formation of a personalized approach for studying scores
- Programming – Development of a philosophy for programming, strategies for programming at a variety of ability levels, and exposure to repertoire through a semester-long project
- Gestural Vocabular – Development and refinement of techniques and formation of a personalized approach for building and expanding conducting technique

Grading and Attendance
The student is expected to attend lessons at the scheduled lesson time. Grades may be lowered in the case of unexcused tardiness and absence.

Weekly Assignments = 50% Programming Project = 30% Final Exam = 20%
Grading scale: A=100–90, B=80–89, C=70–79, D=60–69
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

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.

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.