Professor: David Campo  
campodw@sfasu.edu  
Office: MUS 120A  
Office Hours: T, R – 9:00 am – 11:00 am  
Department: Music  
Class meeting online

Course Description  
The goal of the course is to establish the learner’s familiarity with a select group of pieces of music written for band or winds that have historical, musical and/or developmental importance. This course of study surveys these works for band and winds, their composers and their place in the history of music.

Program Learning Outcomes  
The student will have a thorough understanding of the development of the wind band medium, particularly focusing on 20th century development as well as the ability to place important and relevant band works in a historical context.

Student Learning Outcomes  
- Students will be able to place a work in its historical context.  
- Students will be able to identify major formal elements of works studied.  
- Students will identify the pieces studied aurally.  
- Students will identify resources relevant to each piece studied.

Text and Materials  
Text: “The Winds of Change,” or “The New Winds of Change” by Frank Battisti. Published by Meredith Music. Available from multiple sources, including SFA’s Barnes and Noble Bookstore!

Recordings and Scores: You will find most of them in the incredible Naxos Classical database in Steen library—give it a perusal and you will be amazed at what is in there! Look for a playlist created for this course: Campo Band Lit I MUE 503L. The playlist is under my name, so be sure you're looking for the right thing!  
Scores to all of the pieces are included in each module. You should understand that these are for study purposes only and should not be copied for your permanent use.
**Course Requirements**

This course is divided into 10 Learning Modules organized into 3 Units as follows:

UNIT 1 – Major band works
   Module 1: Goals and Objectives, Discussion Board usage, Terminology quiz, getting started.
   Module 2 – 6: Cornerstone works, Early works, Mid-20th century, The 60s, Aleatory

UNIT 2 – Historical works
   Module 7 – 8: Renaissance and Baroque, Classical and early Romantic

UNIT 3 – Chamber Music
   Module 9 – 10: Romantic chamber music, 20th century chamber music

**Course Calendar**

1/22 – Module 1
1/29 – Module 2: Cornerstones. Assessment, Assignment, Reading, Composer paper on Holst, Grainger, Vaughan Williams
2/05 – Module 3: Early Wind Works. Assessment, Assignment, Discussion Board, Reading, Composer papers on Wagner, Stravinsky, Schmitt
2/12 – Module 4: Mid-20th Century. Assessment, Assignment, Discussion Board (2), Reading, Composer papers on Schuman, Schoenberg, Hindemith
2/26 – Module 5: The Sixties. Assignment, Discussion Board, Reading, Composer papers on Copland, Dahl and Benson
3/05 – Module 6: Aleatory. Assessment, Assignment, Discussion Board, Reading, Composer papers on Husa and Schwantner
3/12 – Mid-term Quiz
3/19 – Module 7: Renaissance and Baroque. Historical reports on Praetorius and Handel, Assessment, assignment, Discussion Board, reading, Composer papers on Gabrieli, Schein and Susato
3/26 – Module 8: Classical and Early Romantic. Historical report on French Revolution, Assignment, Reading, Composer papers on Mozart, Beethoven and Mendelssohn
4/16 – Module 9: Romantic Chamber Music. Assignment, Reading, Composer papers on Gounod, Strauss and Dvorak
4/23 – Module 10: 20th Century Chamber Music. Historical report on Donaueschingen Festival, Assignment, Discussion Board, reading, Composer papers on Toch and Kurka
5/03 – End of semester Quiz
5/10 – Listening Identification Exam
You must be a self-starter to succeed in this course. Consider this fact: if you took this as a face-to-face course, you would be spending three 50-minute sessions a week in class: that’s two hours and 30 minutes spent in class, not to mention homework! Therefore, you MUST spend a minimum of 3 hours per week to work on this course to be successful.

Please allow three sessions per week to do the work in each module, rather than trying to do all of it at once simply to meet the due date. If you will spread the work out a little, it will give you a chance to process the reading material before you get to the Assignments and Quizzes that end each module.

**Grades**

Grades will be determined on the basis of points earned on each assignment. The chart “Chart of Points” shows the point distribution for each assignment in the course.

Final grades for the course will be given based as follows:

Graduate students enrolled in MUE 503L

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>Number of points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>F</td>
<td>599 or less points</td>
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</tbody>
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**Module Assignments, Quizzes and Discussions**

- **Assignments (Composer Reports and Historical Reports).**

Student will be required to write short written papers over composers and pieces studied in that Module and submit them in the Dropbox in D2L. There are some additional historical reports similar to the composer reports, submitted in the same manner. All of these reports earn a maximum 20 points. The rubric for these document submissions is as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Needs Attention</th>
<th>Inferior grad work</th>
<th>Not Turned In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>No spelling errors</td>
<td>1 error in spelling</td>
<td>2 errors in spelling</td>
<td>&gt;2 errors in spelling</td>
<td>Not Turned In</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>4 points</td>
<td>3 points</td>
<td>1 points</td>
<td>0 points</td>
</tr>
<tr>
<td>Grammar and Syntax</td>
<td>Excellent skills in these areas</td>
<td>1 problem in one of these areas</td>
<td>2-3 problems in one of these areas</td>
<td>&gt;3 problems in one of these areas</td>
<td>Not Turned In</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>4 points</td>
<td>3 points</td>
<td>1 points</td>
<td>0 points</td>
</tr>
</tbody>
</table>
Late work is assessed one point for each day the assignment is late.

- **Quizzes**
  Most Modules have a quiz, with short answers typed directly into the Quiz Tool in the Module. Each question is worth two points. Quizzes are subject to the same deduction for lateness.

- **Discussions**
  This course makes frequent use of the Discussion Board to stimulate discourse and the defense of stated opinions. All Discussion Board topics are graded by a rubric given in the directions for the first posting, and are also subject to the deduction for lateness.

**MID-TERM QUIZ OVER MODULES 2-6**
After grades are posted for your assignments and quiz in Module 6, the Mid-Term Quiz will open for you. It is comprehensive over the pieces studied in Modules 2-6. This quiz is worth 72 points.

**END-OF-SEMESTER QUIZ OVER MODULES 7-10**
After grades are posted for your assignments and quiz in Module 10, the End-of-semester Quiz will open for you. It is comprehensive over the pieces studied in Modules 7-10. This quiz is worth 30 points.

**Listening Identification Test**
There is a listening identification test in the final Module. It consists of aurally identifying the 25 pieces studied in the course. This exam is worth 100 points (10% of the grade in this course). It is subject to a deduction of points at the professor’s discretion for lateness.
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: 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/.
Band/Wind Literature I
MUSI 5303 - 501