Woodwind Class II: *Double Reeds and Saxophone Methods*

MUP 304.001/002 – Spring 2020

Instructors: Dr. Lee Goodhew
Dr. Abby Y. Held
Mr. Jacob Kilford

E-mail: rommlg@sfasu.edu
helday@sfasu.edu
jnkilford@gmail.com

Office Phone: 936-468-1116
Office: Room 270 Music Building
Office Hours: 8-9 AM MWF, or by personal appointment
Department: School of Music

Location and Time: M170/M152; Monday/Wednesday 2:00-2:50 pm
CRN: 22488

Location and Time: M170/M152; Monday/Wednesday noon-12:50 pm,
CRN: 30622

Course Description (*as described in the 2019-2020 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.
- 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 $20
  - Bassoon reeds should be purchased in class—each reed is $20
  - 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 – 30%
Oboe – 30%
Saxophone – 30%
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)
Ordinarly, 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.

MUP 304 “Woodwind Class II: Double Reeds and Saxophone Methods” (2 credits) typically meets twice each week (Monday/Wednesday) in 50-minute segments for 15 weeks. Students have significant weekly reading and practicing assignments, are expected to take regular reading quizzes and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

**Methods Classes Time Requirement**

MUP 304.001, Woodwind Class II: Double Reeds and Saxophone Methods (1-2 credits) is required of students in a Bachelor of Music track with the intent to be certified in teaching. Students receive in-class instruction for 100 minutes each week for fifteen weeks. In addition to the classroom time, students should expect to perform a playing test scheduled with the instructor that might be outside of classroom time. Throughout the semester, students may be required to complete a number of deliverables: reading assignments, essays, quizzes, note-taking, assembling handouts, tests, exams, projects, surveys, and playing exams. Students are also expected to create a binder of relevant material to the course. These activities will require one to two hours of preparation each week outside of class.
## Spring 2020 Important Dates

**January 15 - First Day - Syllabus, Organization (All), ROOM 170**

**January 22 – February 24 (8 class days)**
- Group 1: Bassoon (Goodhew) (Room 170)
- Group 2: Saxophone (Kilford) (Room 152)
- **February 24: RETURN CURRENT INSTRUMENT TO BAND MANAGERS AND GET NEW INSTRUMENT**

**February 26 – March 30 (8 class days)**
- Group 1: Bassoon (Goodhew) (Room 170)
- Group 2: Oboe (Held) (Room 152)
- **March 30: RETURN CURRENT INSTRUMENT TO BAND MANAGERS AND GET NEW INSTRUMENT**

**April 1 - April 27 (8 class days)**
- Group 1: Saxophone (Kilford) (Room 152)
- Group 2: Oboe (Held) (Room 170)
- **April 27: RETURN CURRENT INSTRUMENT TO BAND MANAGERS**

### Oboe Class Topics

<table>
<thead>
<tr>
<th>CLASS</th>
<th>OBOE CLASS TOPICS</th>
<th>IMPORTANT INFO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oboe assembly, general info, and basic reed care, embouchure, crowing/playing on reed, Mary, and glissing</td>
<td>Bring $20 for reed. Bring reed soaker.</td>
</tr>
<tr>
<td>2</td>
<td>Popcorn and primary keys, first notes, Ms. West's even exercise</td>
<td>Practice assigned material</td>
</tr>
<tr>
<td>3</td>
<td>Note-a-thon, half-hole and other octave mechanisms, octaves exercise</td>
<td>Practice assigned material</td>
</tr>
<tr>
<td>4</td>
<td>D and G scales, Vibrato discussion</td>
<td>Practice assigned material</td>
</tr>
<tr>
<td>5</td>
<td>Alternative fingerings, Alternative fingering melodies</td>
<td>Practice assigned material</td>
</tr>
<tr>
<td>6</td>
<td>Playing Melodies in Unison</td>
<td>Practice assigned material</td>
</tr>
<tr>
<td>7</td>
<td>Playing Duets</td>
<td>Receive Playing Test Assignment</td>
</tr>
<tr>
<td>8</td>
<td>General review and final discussions. Resources, Repertoire, Notable Artists, Reed-making</td>
<td>Practice assigned material</td>
</tr>
<tr>
<td>9</td>
<td>Written Exam and Playing Test</td>
<td>Written in classroom, Playing in 266A</td>
</tr>
</tbody>
</table>

### Bassoon Class Topics

<table>
<thead>
<tr>
<th>CLASS</th>
<th>BASSOON CLASS TOPICS</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>
</tr>
<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>Class</td>
<td>Saxophone Class Topics</td>
<td>Important Info</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------</td>
<td>----------------</td>
</tr>
<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>
</tr>
<tr>
<td>3</td>
<td>First notes on the saxophone, C Major</td>
<td>Practice assigned material</td>
</tr>
<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>
</table>