Applied Lesson Syllabus: FALL 2023
MUAP 1219, 1329, 3219, 3329 051 and 052

Instructors: Dr. Deb Scott, Music 253, (936) 468-1186-Office, dscott@sfasu.edu
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Office Hours: Posted on office door or by appointment

Course Description, Credit Hours, and Time Requirement
For music majors in music degree program. Placement audition required. Instruction in trombone. May be repeated for credit. May not be taken for audit.

Applied Instruction-MUAP 1219/3219: Two semester Hours Credit, one hour instruction per week plus one hour studio class or convocation weekly. Students are expected to practice assigned materials individually that may include etudes, exercises, daily routines, ensemble music, and/or solos two hours daily, six days per week for a total of twelve hours of outside preparation each week for fifteen weeks. Students are also expected to attend or perform in required recitals, upper levels, and/or juries which is typically an additional five to ten hour time requirement during the fifteen week semester.

Applied Instruction-MUAP 1329/3329: Three semester Hours Credit, one hour instruction per week plus one hour studio class or convocation weekly. Students are expected to practice assigned materials individually that may include etudes, exercises, daily routines, ensemble music, orchestral excerpts, and/or solos four hours daily, six days per week, for a total of twenty-four hours of outside preparation each week for fifteen weeks. Students are also expected to attend or perform in required recitals, upper levels, and/or juries which is typically an additional five to ten hour time requirement during the fifteen week semester.

Correspondingly more work will be assigned for higher levels of credit hours, generating more out-of-class work/practice. Contact hours between the faculty member and the student do not increase commensurately with higher levels of credit hours. For instance, MUP 3329 level students may be required to perform orchestral excerpts each week along with the other assignments given to MUP 3219 students.

Attendance:
- You are expected to attend every scheduled lesson, techniques class, master class, trombone choir and studio class. Any unexcused absence may result in the lowering of your grade by a letter. Excused lessons may be rescheduled with the instructor’s consent, but it is sometimes difficult to find a time that works for both. Make every effort to not miss a lesson.
- Trombone choir is mandatory for trombone majors. You are expected to enroll in trombone choir. If you have a problem with this requirement, please speak to the instructor.
- You are expected to attend convocations and studio classes on Wednesdays at 1:00 p.m. Weekly studio classes are intended to help offset the occasions when the professor might have to miss your lesson and is unable to find a make-up time. You are expected to attend trombone choir on Mondays at 1:00 p.m. or Fridays at 2:00 p.m.
• Excused lessons are granted for death in the family, or other documentable hardship, but you are also encouraged to save and use your free pass for such occasions.

• **Free pass**—The instructor may approve one “free pass” or excused lesson each semester. A “free pass” is intended to help the student when the student feels unprepared for a lesson due to a lot of homework, concerts, tests, etc. The free pass is worth 50 minutes, so if your lesson is divided, it may be used twice for two 25 minute lessons. The pass may not be taken until the sixth week of classes. *A request for a free pass must be made at least 24 hours before a lesson!*

**Course Calendar**

**Attendance at all trombone/bass trombone recitals is required.** Please let Dr. Scott know you attended by signing the designated attendance program or attendance sheet. Recital Dates will be shared as soon as they are finalized.

**REQUIRED DATES:**

- **Studio Recitals:**
  - Wednesday, October 25, 7:30 pm, Cole
  - Wednesday, November 1, at 7:30 pm, Cole
  - Monday, November 6, 7:30 pm, Cole
- **Trombone Choir Recital**
  - Tuesday, November 14, 7:30 pm, Cole
- **Student Recitals** TBA-Rachel Ball, Doug Jones, Olivia Scott

**Course Goal = Program Learning Outcomes and (Student Outcomes):**

**Program Learning Outcomes**

**Undergraduate:**

1. Through private lessons, individual practice sessions, and performances in studio class, students will demonstrate ever-increasing knowledge and skill in each successive semester in the areas of:
   a) intonation
   b) rhythmic precision
   c) technique
   d) stance and stage presence
   e) tone

*(PLOs 1, 2, 3)*

2. Students will demonstrate a growing knowledge of standard repertoire by:
   a) learning at minimum one studio recital piece and one jury piece each semester *(multiple pieces in the case of senior recitals), performing a barrier jury after the fourth semester, and culminating in a senior recital in the senior year*
   b) performing during lessons, studio class, and studio recitals
   c) attending recitals
   d) self-directed listening

*(PLO 3)*

3. Students will demonstrate proficiency in their applied area by completing projects, preparing performances, creating original content, and mastering skills as appropriate for their field.

**Grading Policy:**

The grading of the applied lesson is highly *subjective* by nature; the final semester grade will be mostly based on the following criteria:

75%:
• Preparation and progress on the completion of the semester goals (practice) 25%:
  • Brass jury (includes other brass professors’ grades)
  • Attitude and Attendance
  • Scale Exam (1219, 1329 only) If a grade of 69 or less is received on your scale exam, the semester grade will be lowered by one letter grade.
  • Unexcused absences from lessons, studio classes, trombone choir, guest artist concerts/masterclasses, other students’ recitals and other mandatory functions may result in a lowered letter grade per event.

Method Books/Solos:
• Purchase materials for lessons just like you would textbooks for your other classes. Plan to spend $50-100 each semester on music or equipment for lessons. The books will be assigned individually according to individual needs and achievement level.

COURSE REQUIREMENTS

Preparation and Progress
• You are expected to practice daily and make reasonable progress from one week to the next. Please arrive physically and mentally prepared to play. Warm-up before your lesson. Have your instrument out of the case. You may leave the case in the hall.
• It is essential that you perform your assigned daily routine to maximize your progress on the instrument. If you have been diligent with the routine for a month and have not seen any progress, please discuss this with your professor.
• In order to have a more quantifiable grading system, at the beginning of each semester, each student, in consultation with the teacher will design goals for the semester. These goals will consist of specific etudes and solos or other measurable objectives. In order to receive an A, the student must complete ALL of the goals (not 90% or less).
• New students will be placed in a fifty-minute techniques class together to become familiar with the Daily Routine and playing fundamentals. The class will meet on Fridays at 1-1:50 p.m. with Dr. Scott.
• Materials assigned are based on the instructor’s recommendations according to the student’s perceived abilities. If the materials are too hard or too easy, please inform the instructor of this.
• Students are encouraged to participate in as many ensembles as possible, especially band, orchestra, chamber ensembles and jazz ensemble to develop knowledge of each style. You may use your elective credits for minor ensembles. Ensembles are critical to a musician’s/teacher’s development.
• Students should practice a minimum of two hours daily six days a week. It is best to write these hours into your daily schedule and make NO excuses for yourself. If it is important to you, you will find a way; otherwise, you will make an excuse.
• If you receive a grade in this course that is less than an “A”, discuss this with the instructor to determine why you made that grade.
Attitude
Have a good attitude toward your professors, other students and staff members. The music world is “closely knit,” and you never know with whom you may end up working again. Remember that the way you present yourself and conduct yourself daily in and out of class will be the way each professor perceives your abilities when the time comes for you to request a recommendation.

Scale Exam
For those students who have not yet passed upper levels, a scale exam is required at the end of each semester. The patterns for the scale exam are derived directly from your daily routine and must be memorized. Test pattern: Scale up, arp up, scale down, arp down. (Two octaves total.) If you have been diligent with your routine, you will have no trouble passing the scale exam. **If a grade of 69 or less is received on your scale exam, the semester grade will be lowered by one letter grade.** The exam will be given during your lesson time at the end of each semester. The exam will include scales according to the following semester schedule:

- **1st semester:** Major Scales with Major Arpeggios and Chromatic Scales in triplets and sixteenths with major arpeggios
- **2nd semester:** Natural Minor Scales and Arpeggios and 1st semester scales
- **3rd semester:** Harmonic Minor Scales and Arpeggios and 1st and 2nd semester scales
- **4th semester:** Melodic Minor Scales and Arpeggios and 1st, 2nd, and 3rd semester scales

Jury
- Each student is expected to perform a jury consisting of one assigned movement from a solo and one assigned etude from a method book in contrasting styles. Substitutions may be made at the instructor’s discretion.
- Failure to show up or sign up for a jury may result in a severely lowered or failing grade. Juries are usually given on the last two days of classes.

Studio Recital
- Each student will be responsible for working up a solo with an accompanist for this recital. **It is the student’s responsibility to purchase a solo and schedule rehearsals with the assigned accompanist.** Dr. Scott must receive the accompaniment within the first two weeks of the semester. Failure to do so may result in having to perform an unaccompanied solo on stage.

- **Upper Levels**
  Students should plan to play an upper level barrier exam at the end of their fourth semester. Transfer students who have had four semesters (8 hours) of lessons should plan to take this exam upon entering SFA. Passing this barrier will allow you to continue as a music major and enroll in upper level lessons and ensembles. Upper level requirements will consist of knowing your major and 3 forms of minor scales by memory as well as a solo with piano accompaniment (not memorized). Students will be asked to play 16 scales that are listed on a sheet of paper. The instrumental faculty judges this, and the students must pass with a quorum. Results will be tabulated and then students will be notified of the results by the following day. **Upper Level exams**
are usually given during the week of finals at the end of each semester. A student has two tries to pass upper levels.

OTHER
Two Strikes—You’re Out
- Make sure you are familiar with the “two strikes you’re out policy” in the school of music. Music majors have two tries for each class required in their major. In short, if a class is failed twice, that student will no longer be allowed to continue as a music major. (Also, the third try is charged out-of-state tuition rates.)
- It is imperative that you do not drop classes if at all possible. The state now only allows six classes to be “dropped”. Also, even dropped classes add to your collective limited in-state tuition rate hours (attempted hours).

Hours Over your Degree Plan
- Providing that you pass your classes the first time and don’t drop them, you should not have trouble with reaching the out-of-state tuition and you should still be able to participate and enroll in lots of minor ensembles with no problem. Also remember that music electives are required; these can be fulfilled with small ensembles. You are allowed thirty hours over your degree plan, however you just need to have one in-state hour left over to get in-state tuition in your last semester.

Statement on Diversity

I am completely dedicated to supporting an environment that is inclusive and fair to all. Fostering a positive and encouraging environment where we all feel safe to become the best versions of ourselves is a priority in this studio. I ask that you, as students, help to create an atmosphere of support, caring, respect, and understanding of one another, realizing that we each come to the table with different backgrounds, stories, and challenges. There is no tolerance for judgements based on faith, socioeconomic status, gender, gender identity, sexual orientation, skin color, or physical appearance or challenges. At the same time, I encourage healthy discussions about tough questions as we all endeavor to challenge ourselves to grow and become better citizens. My door is always open for discussion of these topics, although I prefer to engage in such conversations outside of lesson times.

Sexual harassment and/or discrimination from any professor or student is not allowed. To promote a feeling of safety as well as the opportunity to learn and share ideas, any student is welcome to attend any other student’s lesson (provided the lesson-taking student grants permission). I also encourage the use of recording lessons, but kindly ask that they not be shared on-line. If a student feels harassed by another faculty member or student, they may bring their concerns to me. I am required to report the harassment or abuse to the appropriate personnel at SFA.

Traditionally, our repertoire is composed entirely by white males. It is important repertoire which I will continue to assign. At the same time, I encourage you to seek out music that is composed by women and/or people of color. Some music, because of its racist history will no longer be allowed in this studio. This includes specifically the “Trombone Family” pieces by Henry Fillmore such as Lassus Trombone.
Respected trombonist, Doug Yeo, has brought to light that these pieces should be abandoned because they were specifically composed with racist intent. There is other music associated with tragic events in human history such as the music of Wagner that I will continue to assign because of the importance of the music to professional auditions, and because it was not composed with malicious intent. If you disagree, I am happy to continue to explore, learn and research along with you.

**Academic Integrity (A-9.1)**

*Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your own guidelines for academic integrity as appropriate.*

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)

**Withheld Grades Semester Grades Policy (A-54)**

*Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.*

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**

*Please copy and paste the following statement and place in your course syllabus.*

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/)

**Mental Health and Wellness**

*Please copy and paste the following information into your course syllabus.*
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**SFA Counseling Services**  
www.sfasu.edu/counselingservices  
Rusk Building, 3rd Floor  
936.468.2401

**SFA Human Services Counseling Clinic**  
www.sfasu.edu/humanservices/139.asp  
Human Services, Room 202  
936.468.1041

**Crisis Resources:**

Burke 24-hour crisis line: 1.800.392.8343  
Suicide Prevention Lifeline: 1.800.273.TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**University Resources**

Throughout the course of the term, you may find yourself in need of some type of support. Please take note and, if needed, use the resources below:

**Academic Assistance Resource Center (AARC) Tutoring Services**

The AARC is an award-winning program that provides free peer tutoring for many entry-level courses. Some services provided by the AARC that you may find of benefit include online resources (including the Online Writing Lab [OWL]), on-call tutoring at walk-in tables, 1:1 appointments, student instructor groups, and learning teams. For additional information, go to [http://sfasu.edu/aarc](http://sfasu.edu/aarc).

**Center for Career and Professional Development**

The Center for Career and Professional Development exists to empower students and alumni to achieve life-long career success through individualized assistance, diverse career development programs, and collaboration with both internal and external partners concentrated on career goal achievements. For additional information, go to [http://www.sfasu.edu/ccpd](http://www.sfasu.edu/ccpd).

**Counseling Services**

Counseling Services assists SFA students in overcoming obstacles to their personal and academic goals through individual and group counseling for students and outreach, presentations, training, and consultation for the campus community. For additional information, go to [http://sfasu.edu/counselingservices](http://sfasu.edu/counselingservices).

**Counseling Clinic (Human Services)**

The SFASU Counseling Clinic is a service provided by the Department of Human Services Counselor Education Programs. It is a training clinic in which services are provided by graduate students who are in the Practicum and Internship portion of their education. All services are supervised by fully licensed Counselor Education faculty. The Stephen F. Austin State University (SFASU) Counseling Clinic combines a therapeutic and community focus which offers a full continuum of counseling care. The service is geared to each person’s needs. Client progress is based on the person's ability to move through counseling according to individual readiness. For additional information, go to [http://www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp).

**COVID-19 Specific Resources**

For the most up-to-date information related to COVID-19, please reference the SFA COVID-19 webpage at [http://www.sfasu.edu/covid19](http://www.sfasu.edu/covid19).
Crisis Resources

Burke 24-hour crisis line: 1.800.392.8343
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Dean of Students Office
The Dean of Students helps students when they are struggling, in-crisis, or just generally don’t know where to go. Students are encouraged to reach out when they need help with something on or off-campus and Dean of Students Office staff will assist them in navigating the issue or get them connected with the person or office that can help. Staff help to promote The SFA Way in everything they do. For additional information, go to https://www.sfasu.edu/vpshalp/asp.

Financial Literacy
Student Financial Advisors are available to help you with your finances through one-on-one appointments, presentations, and workshops. Topics covered include budgeting, credit cards, debt management, insurance, identity theft, fraud prevention, investing, savings, retirement, banking, and paying for college. For additional information, go to http://www.sfasu.edu/studentaffairs/1691.asp.

Health Clinic
The Health Clinic offers a full range of medical services to enrolled or registered students. For additional information, go to http://sfasu.edu/life-at-sfa/health-safety/health-clinic.

Involvement Center
The SFA Involvement Center a one-stop shopping site for involvement on campus. The program is the center for student involvement on our campus, a distribution and receiving site for applications for any number of opportunities on campus and a place for involved students to meet, hang out and collaborate with other students. For additional information, go to http://www.sfasu.edu/studentaffairs/69.asp.

Nutrition Counseling (Dining Services)
Should you have a food allergy, specific dietary need, or simply want help learning more about healthy eating you are encouraged to meet with Dining Services’ Registered Dietitian. For additional information, go to https://dineoncampus.com/sfa/your-diitin.

Research and Instructional Services (RIS)
Develop research skills from hands-on and classroom experience with the Research and Instructional Services department. For additional information, go to https://library.sfasu.edu/services/#research?_k=hjbdv.

Sex- and Gender-based Misconduct Prevention, Support, and Response (Lumberjacks Care)
The university prohibits and will not tolerate sexual misconduct because such behavior violates the university's institutional values, adversely impacts the university's community interest, and interferes with the university's mission. The university also prohibits retaliation against any person who, in good faith, reports or discloses a violation of this policy, files a complaint, and/or otherwise participates in an investigation, proceeding, complaint or remediation. Once the university becomes aware of an incident of sexual misconduct, the university will promptly and effectively respond in a manner designed to eliminate the misconduct, prevent its recurrence and address its effects. To report an incident and/or seek support, go to https://www.sfasu.edu/lumberjacks-care/.

SFA Food Pantry
The SFA Food Pantry exists to reduce food insecurity on the SFA campus. For additional information, go to http://sfasu.edu/studentaffairs/1319.asp.

Technical Support
Brightspace by D2L Support: https://www.sfactl.com/student-support; d2l@sfasu.edu; 936.468.1919
Technical Support Center/Help Desk: https://help.sfasu.edu; helpdesk@sfasu.edu; 936.468.4357

Veterans’ Resource Center
The Veterans Resource Center (VRC) provides a space for veterans, dependents of veterans, and ROTC members to gather, socialize, and form relationships with others that can provide networks of support and access to veterans’ resources provided by the university and outside agencies. For additional information, go to http://sfasu.edu/vrc/.