



SCHOOL OF
Music

MUS – 161 – 01/02E
Clarinet and Saxophone Methods
Course Syllabus: Fall 2024

Instructor Information

Instructor:	Prof. Tyler Tashdjian (Tash)
Classroom Location:	Classroom 156
Office Location:	Classroom 156 or Reed Room
Office Hours:	Appointment only
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Preferred Form of Communication:	University email
Communication Response Time:	Within 24 hours

Course Information

Course Description

MUS 161 - Clarinet and Saxophone Methods

Instrumental Methods Class. Designed to provide functional performance abilities and beginning and intermediate pedagogy in clarinet and saxophone.
(2024-25 Undergraduate Course Catalog)

Course Expectations

- Preparation to succeed, demonstrate, understand, participate, and contribute to class culture.
- Participate in discussions, instructional sessions, demonstrations, and performances.
- Practicing and preparation outside of the classroom.
- Take quizzes and exams on the days they are offered and submit assignments on their due dates.
- Professionalism – practice using the language, terminology, behavior, and communication of a future educator you are preparing to become.
 - This includes writing in complete sentences, using the subject line in an email, starting with a salutation, writing the body of the email clearly and concisely using proper grammar, and an appropriate closing.
- Part of the requirements for this class is to have all listed supplies. The materials for this class are chosen and administered with the ultimate success of the students in mind.

Student Learning Outcomes

In this course, students will:

- Understand the sequencing of teaching a woodwind instrument and other musical elements to a beginning band student.
- Know reasonable expectations for a beginning woodwind student.
- Know instrument tuning tendencies and practical solutions for each woodwind instrument.
- Know the inherent technical problems for each woodwind instrument.
- Teach and demonstrate correct posture and hand position for each woodwind instrument.
- Teach and demonstrate correct breathing for a wind instrument.
- Teach and demonstrate correct assembly and maintenance of each woodwind instrument.
- Teach and model the correct embouchure for each woodwind instrument.
- Teach and model a characteristic sound for each woodwind instrument.
- Teach and model correct articulation for each woodwind instrument.
- Teach and demonstrate the correct fingerings for the practical range of the woodwind instruments.
- Be able to diagnose typical problems that may occur while a beginning band student learns a woodwind instrument both visually and aurally.
- Have a working knowledge of how to develop individual musicians past the beginner year.
- Have a working knowledge of brands of instruments, reed brands & strengths, mouthpieces, and other equipment used in a band setting.

Required Textbook

Wilson, Hamilton, Dubois, Andrus, Mann, Levinsky; *Teaching Woodwinds: A Guide for Students and Teachers*, Second Edition. Published by Mountain Peak Music.

PDF or Hardcopy are acceptable.

Link for purchase: <https://www.mountainpeakmusic.com/teaching-woodwinds-3/>

- Includes a companion website.

Recommended Course Materials

Appropriate instrument with case (clarinet and saxophone), cleaning swab, cork grease, and 2-4 reeds per instrument.

- The following are the only reed brands that should be used in the course (reasonings will be given during instruction):
 - Vandoren Traditional (blue), V12 (gray), or Juno (white/red) size 3-3.5
 - D'Addario Reserve (blue or purple for clarinet, green for saxophone) size 3-3.5
- If students do not use a personal instrument, they will use the provided instrument through the Yamaha program.

Small magnetic locker mirror (enough to see the entire face).

A Virtual (or physical) Notebook intended to be used during student teaching.

Access to a video recording device (phone, tablet, etc.).

Note-taking supplies as needed (pencil, highlighter, notebook/tablet/laptop).

Some Supplemental Websites

www.beginningwoodwinds.weebly.com

www.disdnurturingculture.weebly.com

www.disdbandcurriculum.weebly.com

www.solidstartbeginningband.weebly.com

www.makingthemostofyourstudentteaching.weebly.com

www.tmea.org/resources/teaching-resources/music-curriculum

<https://cml.music.utexas.edu/online-resources/habits-of-musicianship/free-music-downloads>

<https://www.nfaonline.org>

<https://www.idrs.org/?li=1>

<https://clarinet.org>

<https://cassgb.org>

<https://bretpimentel.com>

Course Requirements

Assessments

Quizzes*:

Content quizzes will be taken via Google Forms or D2L.

- Parts and assembly of the instrument
- Hands and keys of the instrument
- Embouchure
- Take-Home Reading
- Instrument facts
- Common problems and remedies

Weekly playing quizzes for each instrument will be done in class and through video recordings.

- Tone production
- First notes
- Chromatics
- Diatonic exercises
- Finger Ninjas
- Finger Wiggles
- Tetrachords
- Level 1 scales (diatonic and chromatic)
- Lip/Register/Octave slurs

**Quizzes will always follow lectures, demonstrations, and student-led teaching done in class.*

Assignments:

Discussion Posts

- Students will participate in online discussions by responding to a given prompt and commenting on 2 of their colleagues.

- This is meant to inspire students to start thinking like an educator rather than a student.

The Virtual Notebook (a physical notebook is acceptable)

- Assemble and maintain a virtual notebook on your chosen device. This is for your reference and use once you are student teaching and for your first job in the classroom.
- Make a folder for each instrumental methods class (Woodwinds, Brass, Strings, Percussion, Vocal).
- Make sub-folders for each specific instrument (Flute, Oboe, Clarinet, Saxophone, Bassoon, etc.).
- Make a folder for all important Music Education courses (Conducting, Pedagogy, etc.)
- Include any handouts from your courses (events you may attend, Google search rabbit holes, etc.) in their respective folders.
 - For this course, you will only be responsible for handouts and materials from this class. Having all your information in one place will help you when you need quick access.

Peer Teaching

- Students must create a lesson plan and outline/script for their lesson.
- Students will be assigned a fundamental topic for teaching beginning woodwinds at the beginning of the semester.
- Each student will teach once during the semester.
 - Half the class will use instrument 1, and the other half will use instrument 2.
- Comments for all colleagues will be required for full credit.
 - Using the "Sandwich" method (Something liked—Something to be worked on—Another thing liked) is encouraged.
- A guide will be provided to help with the organization.
- It is highly recommended that video recording be used for self-evaluation.

Instrumental Performances

- Students will apply their skills and knowledge to performing on woodwind instruments.
- Using instrument 1, students will perform a level 1 solo with online accompaniment.
 - This will be a video submission and, for full credit, must include comments on 2 colleagues.
- Using instrument 2, students will perform an arranged level 1 piece as part of a practical exercise for rehearsing a beginning band.

Exams:

- Mid-term – the mid-term exam will cover Instrument 1. Questions will be selected from homework assignments, instrument quizzes, class lectures, and information from the required textbook.
 - The format will be multiple choice and essay questions. It will cover content, Visual Diagnostics, and fingerings.
- Final – The final exam will cover Instrument 2. Questions will be selected from homework assignments, instrument quizzes, class lectures, and the required textbooks.
 - The format will be multiple choice and essay questions. It will cover content, Visual Diagnostics, and fingerings.

Grading

Participation – 30%
Assignments – 30%
Quizzes – 25%
Exams – 15%

Course and University Procedures / Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Attendance Policy

Students may not miss more than 3 classes in the semester.

3 absences may result in failure of the course.

- 2 tardies (10 minutes late) will equal 1 absence.
- Students will be responsible for promptly making up any work done in class and getting information from a colleague.

For university-excused absences, it is the student's responsibility to obtain the appropriate documentation and present it to the instructor.

Excused absences include:

- Religious holiday
- Military service
- Official university function (with prior approval)
- Illness (with documentation)
- Family emergency
- Pregnancy and parenting under Title IX
- When the university is officially closed

At the instructor's discretion, allowance may be made for a professional audition or an interview. Courtesy dictates notifying the instructor in advance of an absence whenever possible.

Late Assignments or Work

Students should acknowledge the given due dates whenever possible.

If an assignment is missed, the student has one week to turn it in. Playing quizzes should be done in person and requires setting up an appointment with the instructor for an office hour using their university email. Students cannot make up work once a new instrument section begins.

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their academic work. For more details and the definition of academic dishonesty, see the following procedures: Undergraduate Academic Dishonesty 13.99.99.R0.03

Students caught cheating or plagiarizing will receive a "0" for the assignment or exam in question (or specify alternative sanction, such as course failure). Additionally, the incident will be reported to the Dean of Students, who may impose further penalties. The term "cheating" includes, but is not limited to, a) use of any unauthorized assistance in taking quizzes, tests, or examinations; b) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e) any other act designed to give a student an unfair advantage. The term "plagiarism" includes but is not limited to a) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment and b) the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

This course assumes that all work submitted by students will be generated by them, working individually or in groups. Students should not have another person/entity write any substantive portion of an assignment, hiring a person or a company to write assignments and using artificial intelligence tools like ChatGPT, Ask AI, Liner, MIA, etc.

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow the use of such software entirely for particular assignments or the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities-- ADA Statement

The Americans 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 have a disability requiring an accommodation, contact the Office of Student Disability Services at 903-886-5150, 903-886—5835; email studentdisabilityservices@tamuc.edu; online at [Office of Student Disability Resources and Services](#); or in-person in Room 162 of the Velma K. Waters Library.

Tenets of Common Behavior

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook);

Campus Concealed Carry Statement

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf> and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses—report violations to the University Police Department at 903-886-5868 or 9-1-1.

Tentative Course Calendar (it will change)

Weeks	General Content
Week 1: AUG 27	Introduction; Daily Teaching Elements; Breathing Chant; Instrument Parts, Assembly, Hands & Keys
Week 2: SEP 03 <i>No Class SEP 02</i>	Position and Posture; the reed and its parts; Reed Rotation; Maintenance; Embouchure; Articulation; Mouthpiece and Barrel/Bocal (aka Neck)
Week 3: SEP 10	Artists and Recordings; Tone Production; Hand Placement; First Notes
Week 4: SEP 17	Finger Ninjas and Wiggles; Tetrachords
Week 5: SEP 24	Basics; Register/Octave Slurs; Level 1 Solos
Week 6: OCT 01	Level 1 Scales; Chromatic Scales
Week 7: OCT 08	Visual Diagnostics
Week 8: OCT 15 <i>Instrument Switch</i>	Review and Wrap-up; Exams; Instrument supplies and recommendations for beginner woodwinds
Week 9: OCT 22	Review Daily Teaching Elements; Breathing Chant; Instrument Parts, Assembly, Hands & Keys
Week 10: OCT 29	Position and Posture; the reed and its parts; Reed Rotation; Maintenance; Embouchure; Articulation; Mouthpiece and Barrel/Bocal (aka Neck)
Week 11: NOV 05	Artists and Recordings; Tone Production; Hand Placement; First Notes
Week 12: NOV 12	Finger Ninjas and Wiggles; Tetrachords
Week 13: NOV 19	Basics; Register/Octave Slurs; Level 1 Scales; Chromatic Scales
Week 14: NOV 26 <i>No Class NOV 27-29</i>	Visual Diagnostics; Holiday Music selection
Week 15: DEC 03	Holiday Concert practical exercise
Final Exam	8AM = Tuesday, December 10 @ 8AM-10AM 930AM = Thursday, December 12 @ 8AM-10AM