

MUSI 1620 – Syllabus

Contact Information

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Overview

The class is designed to give an introductory look at the wind band music development from the early 20th century to present. The class does not require any previous musical experience. Because there is no required text, attendance at the class sessions is very important. There will be discussions during class on the homework and listening assignments for the week. All assignments will be listed on the website.

Class Meeting Dates

WEEK	TUESDAY	THURSDAY
1	Jan. 17 – NO CLASS	Jan. 19 – course overview
2	Jan. 24 –instrument history/early band leaders	Jan. 26 – early band leaders
3	Jan. 31 – Sousa and his marches	Feb. 2 – Sousa and his marches
4	Feb. 7 – Sousa’s contemporaries	Feb. 9 – <i>Test 1</i>
5	Feb. 14 – British composers	Feb. 16 – British composers
6	Feb. 21 – British composers	Feb. 23 – British composers
7	Feb. 28 – Exam Review	Mar.1 – <i>Mid-Term Examination</i>
8	Mar. 6 – NO CLASS	Mar. 8 – NO CLASS
9	Mar. 13 – topic1930-1970	Mar. 15 – topic1930-1970
10	Mar. 20 – topic1930-1970	Mar. 22 – topic1930-1970
11	Mar. 27 – topic1930-1970	Mar. 29 – topic1930-1970
12	Apr. 3 – <i>Test 2</i>	Apr. 5 – topic 1971-present day
13	Apr. 10 – topic 1971-present day	Apr. 12 – topic 1971-present day
14	Apr. 17 – topic 1971-present day	Apr. 19– topic 1971-present day
15	Apr. 24 – topic 1971-present day	Apr. 26 – topic 1971-present day
16	May 1 – This day will used as a flex day in case an earlier class is affected by weather or other outside circumstances	

FINAL EXAM: Saturday, May 5: 9 am – 12 noon

Grading

Tests (1& 2 combined) 30%

Midterm Exam 30%

Final Exam 30%

Class Participation & attendance 10%

Extra Credit up to 5% (*optional*)

Class Participation

Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. I expect the average level of participation to satisfy the criteria for a "3."

Grade	Criteria
0	<ul style="list-style-type: none">• Absent
1	<ul style="list-style-type: none">• Present, not disruptive• Tries to respond when called on but does not offer much• Demonstrates very infrequent involvement in discussion
2	<ul style="list-style-type: none">• Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.• Offers straightforward information (e.g., straight from the case or reading) without elaboration or very infrequently (perhaps once a class).• Does not offer to contribute to discussion, but contributes to a moderate degree when called on.• Demonstrates sporadic involvement.
3	<ul style="list-style-type: none">• Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.• Offers interpretations and analysis of case material (more than just facts) to class.• Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.• Demonstrates consistent and ongoing involvement
4	<ul style="list-style-type: none">• Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.)• Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further• Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.• Demonstrates ongoing very active involvement

Exams

All of the Exams will involve listening, in which you will hear brief excerpts of recorded performances (from the required listening) and be expected to answer questions pertaining to those examples. Questions in the multiple choice format will cover a wide range of material, including but not limited to—terms & definitions, historical information, style, ensemble identification, content of required readings.

Make-up Exam Policy

The dates of the two exams and final are given in the syllabus. Students should make every effort to accommodate these dates in their schedules. There is no right to a make-up exam, although in most cases an alternate date can be arranged.

If conflicts between exam dates and important scheduled activities arise (e.g., travel to official University functions, family weddings, etc.), the student should notify the instructor as early in the semester as possible. Other circumstances (serious illness, family emergencies) cannot be so carefully managed. It is again the responsibility of the student to notify the instructor as soon as possible. Beyond a certain point (usually after the exams have been returned), make-up exams will no longer be scheduled. In some cases, students may have to withdraw from the course.

In an emergency, a student may receive an incomplete for the semester and take the examination by the deadline mandated by the University (usually by the beginning of the following semester). It is up to the student to apply for the incomplete with the Dean's Office (or appropriate officials in other schools). Furthermore, it is up to the student to schedule the make-up examination before the required deadline. Failure to complete the requirements of the course before this deadline will automatically result in the grade of "IN" [incomplete] turning into an "F."

Honor System

Students in this course are expected to familiarize themselves with and follow the Honor System of the University of Virginia. Plagiarizing the work of others may result in expulsion from the University, which include:

- Failing to cite quotations and borrowed ideas
- Failing to enclose direct quotations in quotation marks
- Failing to put summaries and paraphrases in your own words

If you have any questions regarding plagiarism--what it is and how to avoid it--please consult with Professor Pease.

ADA Statement: (Americans with Disability Act)

If you have a physical, psychological, medical or learning disability that may impact your ability to carry out assigned course work, I would urge you to contact Services for Students with Disabilities.