



Course Syllabus

MUAP 11__; MUAP 21__ - Applied Music (Minor Level)

Catalog Description: Students taking Minor Applied Music take one ½-hour lesson per week in their major emphasis (vocal or instrumental). For each lesson per week, the student is required to practice one hour per day. Practice rooms are provided without charge. Students in Applied Music wanting to transfer credit must participate in one recital per semester and perform for the music faculty as a final examination. The recital will include both vocal and instrumental students. It will be presented for the public on the Panola College Campus. Private lessons will be taught as instructors are available.

Prerequisites: Order of courses: 1181, 1182, 2181, 2182

Semester Credit Hours: 1
Lecture Hours per week: 1
Contact Hours per Semester: 14
State Approval Code: 5009035426

Course Subject/Catalog Number: MUAP 1181, 1182, 2181, 2182
Course Title: Applied Music (Major Level)

Course Curriculum: State Criteria (those marked with an X reflect the state-mandated competencies taught in this course)

Basic Intellectual Competencies in the Core Curriculum

- Reading
- Writing
- Speaking
- Listening
- Critical thinking
- Computer literacy

Perspectives in the Core Curriculum

- Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.
- Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society.

- Recognize the importance of maintaining health and wellness.
- Develop a capacity to use knowledge of how technology and science affect their lives.
- Develop personal values for ethical behavior.
- Develop the ability to make aesthetic judgments.
- Use logical reasoning in problem solving.
- Integrate knowledge and understand the interrelationships of the scholarly disciplines.

Core Components and Related Exemplary Educational Objectives

Communication (composition, speech, modern language)

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

- To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- To understand the importance of specifying audience and purpose and to select appropriate communications choices.
- To understand and appropriately apply modes of expression, i.e. descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.
- To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- To understand and apply basic principles of proficiency in the development of exposition and argument.
- To develop the ability to research and write a documented paper and/or to give an oral presentation.

Mathematics

The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

- To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
- To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
- To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
- To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
- To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
- To recognize the limitations of mathematical and statistical models.
- To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

Natural Sciences

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to

understand the bases for building and testing theories.

- To understand and apply method and appropriate technology to the study of natural sciences.
- To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
- To identify and recognize the differences among competing scientific theories.
- To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
- To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

Humanities and Visual and Performing Arts

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

- To demonstrate awareness of the scope and variety of works in the arts and humanities.
- To understand those works as expressions of individual and human values within an historical and social context.
- To respond critically to works in the arts and humanities.
- To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
- To articulate an informed personal reaction to works in the arts and humanities.
- To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
- To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

Social and Behavioral Sciences

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

- To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
- To examine social institutions and processes across a range of historical periods, social structures, and cultures.
- To use and critique alternative explanatory systems or theories.
- To develop and communicate alternative explanations or solutions for contemporary social issues.
- To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
- To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
- To understand the evolution and current role of the U.S. in the world.

- To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
- To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
- To analyze, critically assess, and develop creative solutions to public policy problems.
- To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
- To identify and understand differences and commonalities within diverse cultures.

Instructional Goals and Purposes: This course is designed to improve an individual student's music fundamentals and performance. Fundamentals covered include: tone production, technical facility, sight-reading, and solo performance of the standard literature for their instruments or voice. Students will learn proper performance technique and concert etiquette.

General Course Objectives: After preparing the material presented in private lessons, students will show improvement in the following areas: practice technique, tone production, technical facility, and performance technique.

Specific Course Objectives: After preparing the material presented in private lessons, the student should be able to complete all behavioral learning objectives listed below with a minimum competency of 70%.

1. Logged and completed practice furthering musical knowledge and specific goals for repertoire assigned by the instructor;
2. Completion of assigned exercises and repertoire with an accuracy of at least 70%, including correct pitches, rhythms, diction, and memorization;
3. Performance on student master classes and recitals emphasizing repertoire goals and performance technique and etiquette at no lower than minimum competency.
4. Performance at the final jury demonstrating techniques and skills (including tone production and technical facility) studied in lessons at no lower than the minimum competency.

Course Content: Students will receive one ½-hour of private instruction per week and also perform in student master classes, one recital, and one jury per semester.

Methods of Instruction/Course Format/Delivery: The primary method of instruction will be a private lesson with the instructor. Additionally, students will be asked to critique their individual performance, as well as those of other students, when performance in master classes and recitals. These critiques will be evaluated and discussed in the private lesson.

Assessment: Evaluations will be given in four ways:

1. Weekly lesson performance grade (including logged and completed practice time outside of lessons)
2. Performance at master classes and recitals
3. Critiques of yourself and others' performances
4. Performance at the final jury

Course Grade: The semester grade will be determined by the combination of weekly lesson participation (50%), student master classes and recital performance (25%), and the final jury (25%).

The following percentage scale will determine the student's final grade:

90% – 100%	= A	70% – 79%	= C
80% – 89%	= B	60% - 69%	= D

Texts, Materials, and Supplies: *Applied Lesson Workbook*, available in the bookstore

In addition, students must be prepared to purchase any music and method books assigned by the instructor. In many cases, solo pieces may be borrowed from the teacher, but not all class materials will be provided.

Other: The objectives for this course cover the following SCANS skills: C-6, 7, 8, 9, 14, F-1, 2, 5, 10 – 17.

If any students in this class have special classroom or testing needs because of a physical, learning, or emotional condition, please contact ADA Counselor in the Administration Building, telephone 903-693-1123.

Withdrawing from a course is the student's responsibility. If you do not withdraw yourself, you will very likely receive an F if you do not attend class.

Revised: 2008