New Course Request

Indiana University

IUPUI Campus

Check Appropriate Boxes: Undergraduate credit X Graduate credit □ Professional credit □

1. School/Division __ Engineering and Technology __
2. Academic Subject Code __ Mus __
3. Course Number __ W200 __ must be cleared with University Enrollment Services __
4. Instructor __ Varies __
5. Course Title __ Flute and Piccolo __

Recommended Abbreviation (Optional)

6. First time this course is to be offered (Semester/Year): __ Fall 2009 __
7. Credit Hours: Fixed at ___ or Variable from ___ to ___
8. Is this course to be graded S-F (only)? Yes ___ No ___ X ___
9. Is variable title approval being requested? Yes ___ No ___ X ___

10. Course description (not to exceed 50 words) for Bulletin publication: Private Lesson.

11. Lecture Contact Hours: Fixed at ___ or Variable from ___ to ___
12. Non-Lecture Contact Hours: Fixed at ___ or Variable from ___ to ___
13. Estimated enrollment: ___ of which ___ percent are expected to be graduate students.

14. Frequency of scheduling: Fall, Spring __ Will this course be required for majors? ___ Yes ___

15. Justification for new course: __ New Bachelor Degree __

16. Are the necessary reading materials currently available in the appropriate library? ___ Yes ___

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. Does NOT overlap.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: ______________ Date ______________

Department Chairman/Division Director

__________ Date

Dean of Graduate School (when required)

Approved by: ______________ Date ______________

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
SYLLABUS
FLUTE AND PICCOLO UNDERGRADUATE MAJOR

MUSIC W200
Section
Credit Hours: 1

Pre-requisites
Audition and permission of Instructor

Class Information
Location: [Building and room number]
Hours: [Date and Meeting Time]

Instructor Information for Mrs. Jodi Sowers
My Office: IT325
Office Hours: By Appointment
Phone: 317-540-4841 (cell)
Email: jsowers@iupui.edu

Music Office: IT 325
Music Office Hours: Mon.-Fri. 8-5
Music Office Phone: 317-274-4000
Music Office Fax: 317-278-2590
Music Web Site: music.iupui.edu

Required Materials
1. Notebook
2. Music: provided by instructor
3. Pencil
4. Instrument and case
5. Cleaning cloth
6. Metronome
7. Wind Instrument Tuner

Course Description According to the University Bulletin
Private Lesson

Flute is a wonderful instrument and means of self-expression. My goal is to help each student to achieve his or her potential on the instrument. Learning to make music is a lifetime goal and I hope you will feel inspired to continue learning long after lessons are over.

General Course Goals
1. To further individual music skills (technique, tone, etc.);
2. To gain knowledge of a variety of styles and genres of music;
3. To develop a greater appreciation of music;
4. To use basic terminology and music theory to create a deeper understanding of music.
Specific Objectives for Each Section

Students will be able to do the following by the end of this semester:
1. Think, speak, and write clearly and effectively about music through Concert Reports. [8]
2. Hear, identify, and work conceptually with the elements of music—rhythm, melody, harmony, and structure. [10]
3. Develop and defend musical judgments. [12]
4. Perform in areas appropriate to the student’s needs and interests. [13]
5. Sight-read. [9]
6. Experience a broad range of repertory through attendance at events such as recitals, concerts, opera and music theatre productions, and other types of performances. [27]

Attendance Policy

Attendance at lessons is crucial to any applied course. As a courtesy to the instructor, please notify the instructor of any absences beyond your control with as much advance notice as possible. If you know of a conflict in advance, please exchange lesson times with another student so that you will not miss that particular week. Make-up lessons will be very difficult to accomplish this semester, so plan ahead. Please email me if possible of lesson changes or questions. I check my email often and am more likely to respond quickly by email rather than by phone. Lessons cancelled with less than 24 hours notice, unless an emergency prevented attendance, will be graded “did not appear” and no make up lessons given.

Grades

Grades are based on the amount of effort, attendance at lessons, and progress on the instrument. In addition, sight-reading skills, and general attitude will enter into your grade. A grade is given during each lesson as well.
Criteria and Strategies for Course Assessment

Prefatory Note:

The following table is structured to offer insight on how program outcomes are aligned with the Principles of Undergraduate Learning and the standards of our peer review body, the National Association of Schools of Music (NASM).

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>NASM Standards</th>
<th>PUL</th>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td>Upon completion of the BSMT degree, students will be able to:</td>
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<tr>
<td>1. Think, speak, and write clearly and effectively.</td>
<td>1.</td>
<td>1a</td>
<td>Through specified class tasks that require critical thought, homework assignments, written essays and reports, and class presentations, students will be rated by peers, self-review, and instructor assessment throughout the course of study.</td>
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<td>2. Demonstrate acquaintance with mathematical and experimental methods of the physical and biological sciences; including analysis and historical and quantitative techniques</td>
<td>2.</td>
<td>1d</td>
<td>Studies for all majors will include courses in acoustics and related sciences. However, these will be determined by degree major and minor interests. Learning assessment will be related to disciplines, and departments involved with this program.</td>
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<td>3. Address culture and history from a variety of perspectives.</td>
<td>3.</td>
<td>5a</td>
<td>Students will compose or arrange and perform according to specific parameters of delegated assignments or projects. Besides instructor evaluations, students will offer self-assessments and receive peer feedback from fellow students in class on their work.</td>
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<td>4. Understand and experience thinking about moral and ethical problems.</td>
<td>4.</td>
<td>2a</td>
<td>This is a qualitative rather than a quantitative assessment concern and will not be formally assessed. However, it is an exceptionally important issue that requires mutual understanding of many factors that do not have ready answers. In music, as in other arts, there is recognition of poignant moments that transcend words. It is called authentic performance. This will remain as one mainstay of this program and will be an integral priority of its efforts through the genuine productivity of its students — that they, as peers, will also recognize, as a basis for conveying their messages. There will also be ongoing discussions in class of general integrity related to profession of music, including business initiatives that students may undertake.</td>
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<td>5. Respect, understand, and evaluate work in a variety of disciplines.</td>
<td>5.</td>
<td>3a</td>
<td>Students will discuss, in classes, their individual areas of interest in other disciplines to enlighten peers and to uncover</td>
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<tr>
<td>Number</td>
<td>Description</td>
<td>Code</td>
<td>Details</td>
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<td>6.</td>
<td>Explain and defend one's views effectively and rationally.</td>
<td>6.</td>
<td>1c 4c 5b Students will complete two capstone projects independently, including one for the music major and one for the minor. These will receive peer evaluations as well as instructor evaluations. Capstone completions will include a written self-report on lessons learned during project involvement.</td>
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<td>7.</td>
<td>Understand and have experience with art forms other than music.</td>
<td>7.</td>
<td>4b 6b Students will discuss, in classes, their individual areas of interest in other disciplines to enlighten peers and to uncover relationships between non-music fields that impinge upon music.</td>
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<td>8.</td>
<td>Hear, identify, and work conceptually with the elements of music-rhythm, melody, harmony, and structure.</td>
<td>8.</td>
<td>4a Students will complete two capstone projects independently, including one for the music major and one for the minor. These will receive peer evaluations as well as instructor evaluations. Capstone completions will include a written self-report on lessons learned during project involvement.</td>
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<td>9.</td>
<td>Understand compositional process, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.</td>
<td>9.</td>
<td>4a Students will be composing and arranging music throughout their undergraduate study. These will be performed and directed by each student in classes, and will receive feedback from peers, self-reflection, and instructor responses.</td>
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<td>10.</td>
<td>Demonstrate acquaintance with a wide selection of musical literature - the principal eras, genres, and cultural sources.</td>
<td>10.</td>
<td>4a Students will compose music and perform in class in numerous genres and musical styles, ranging from those grounded in music history to those associated with today's popular idioms. They will receive peer feedback from peers, self-reflection, and instructor responses.</td>
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<td>11.</td>
<td>Develop and defend musical judgments.</td>
<td>11.</td>
<td>2a 2b 2e Students will demonstrate their understanding of musical judgments by being required to justify their opinions in class and in written assignments through citation of the literature or logical argument.</td>
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<tr>
<td>12.</td>
<td>Perform in areas appropriate to the student's needs and interests.</td>
<td>12.</td>
<td>4a All students will demonstrate music keyboard and instrumental performance proficiency through end-of-semester juries and proficiency examinations.</td>
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<td>13.</td>
<td>Sight read.</td>
<td>13.</td>
<td>4a All students will demonstrate sight-reading proficiency in every music class. These will be evaluated by peers and instructors. Students will construct their own exercises for weaknesses that surface in their sight-reading abilities and perform them in class.</td>
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<td>14.</td>
<td>Understand procedures for realizing a variety of musical styles.</td>
<td>14.</td>
<td>4a All students will demonstrate music keyboard and instrumental performance proficiency through end-of-semester juries and proficiency examinations.</td>
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<td>15.</td>
<td>Demonstrate capacity to create derivative or original music both</td>
<td>15.</td>
<td>4a Students will be composing and arranging music throughout their undergraduate study.</td>
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<td><strong>16. Compose and improvise at a basic level in one or more musical languages</strong></td>
<td>16.</td>
<td>4a</td>
<td>All students will demonstrate music keyboard and instrumental performance proficiency through end-of-semester juries and proficiency examinations.</td>
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<td><strong>17. Understand how technology serves the field of music as a whole.</strong></td>
<td>17.</td>
<td>1e</td>
<td>Music technology will be imbedded through the curriculum. Students will demonstrate their knowledge of this field through assignments and performances that they undertake. They will also be able to demonstrate conceptual understanding of techniques and nomenclature related to music technology in class discussions and peer reviews of their performances.</td>
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<td><strong>18. Demonstrate a working knowledge of the technological developments applicable to their area of specialization.</strong></td>
<td>18.</td>
<td>1e</td>
<td>Technology will be imbedded throughout the curriculum. Students will demonstrate their knowledge of this field through assignments and performances that they undertake. They will also be able to demonstrate conceptual understanding of techniques and nomenclature related to music technology in class discussions and peer reviews of their performances.</td>
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<td><strong>19. Work independently on a variety of musical problems by combining their capabilities in performance; aural, verbal and visual analysis; composition and improvisation; and history and repertory.</strong></td>
<td>19.</td>
<td>2d</td>
<td>Students will complete two capstone projects independently, including one for the music major and one for the minor. These will receive peer evaluations as well as instructor evaluations. Capstone completions will include a written self-report on lessons learned during project involvement.</td>
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<td><strong>20. Form and defend judgments about music.</strong></td>
<td>20.</td>
<td>2a</td>
<td>Students will demonstrate their understanding of musical judgments by being required to justify their opinions in class and in written assignments through citation of the literature or logical argument.</td>
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<td><strong>21. Acquire the tools of work with a comprehensive repertory, including music from various cultures of the world and music of their own time.</strong></td>
<td>21.</td>
<td>5a</td>
<td>Students will study and compose music related to world music throughout their undergraduate musicianship sequence. These compositions will be performed in class and will be evaluated through peer response, self-reflection, and instructor evaluation.</td>
</tr>
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<td><strong>22. Understand basic interrelationships and interdependencies among the various professions and activities that constitute the musical enterprise.</strong></td>
<td>22.</td>
<td>3a, 3b, 5b, 5c</td>
<td>All musicianship courses will include career building skills and knowledge. Students will demonstrate their understanding of these factors through class discussion, performance of course assignments, and construction of their e-portfolios.</td>
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</table>
| **23. Acquire the skills necessary to assist in the development and advancement of their careers.** | 23. | 2a, 2d, 3b | All musicianship courses will include career building skills and knowledge. Students will demonstrate their understanding of these factors through class discussion, performance of course assignments, and construction of
| 24. Develop teaching skills, particularly as related to their major area of study. | 24. 4a | Students will teach peers in class on a regular basis through course assignments, and will receive feedback from peers and course instructors. |
| 25. Develop improvisational skills in all areas of musicianship | 25. 4a |
| 26. Experience a broad range of repertory through attendance at events such as recitals, concerts, opera and music theatre productions, and other types of performances. | 26. 4a | Students will complete concert reports and discuss in class musical events that they have attended for the purpose of sharing their experiences with others so they might be encouraged to attend similar performances. |
| 27. Explore areas of individual interest related to music in general or to the major. | 27. 4b 5a 5b | Students will discuss, in classes, their individual areas of interest in other disciplines to enlighten peers and to uncover relationships between non-music fields that impinge upon music. |
| 28. Explore multidisciplinary issues that include music. | 28. 4b 5a 5b 5c | Students will discuss, in classes, their individual areas of interest in other disciplines to enlighten peers and to uncover relationships between non-music fields that impinge upon music. |
| 29. Practice synthesis of a broad range of musical knowledge and skills, particularly through independent study that involves a minimum of faculty guidance, where the emphasis is on evaluation at completion. | 29. 2b 3b | Students will complete two capstone projects independently, including one for the music major and one for the minor. These will receive peer evaluations as well as instructor evaluations. Capstone completions will include a written self-report on lessons learned during project involvement. |