

GRADUATE SYLLABUS

Graduate Course Number: **7203/514TB***

Course Title: **Demystify the Slide: Playing and Teaching the Trombone**

Days/Times of Class Meetings: **Online/Weekly on Mondays – 7pm CDT - Required attendance**

Number of Credits: **3/2 graduate credits***

Instructor: **Keith Ozsvath - kozsvath@vandercook.edu**

Office Hours: **Wednesdays 9-10am & by appointment.**

* This course is offered at two course levels. Students enrolled in the MMed program at VanderCook are eligible to enroll for the 500 course number. Students not enrolled in the MMed program who wish to earn graduate credit as a MECA Continuing Education student should register for the four digit course number. The difference in credits earned and tuition cost is attributed to the difference in tuition rates for the MMed and MECA Continuing Education programs. If you are unsure which section is best for you, please contact us directly at meca@vandercook.edu.

Student Engagement Statement:

As a 3-credit online course, students will participate in a weekly group lesson that includes lecture, playing, and interacting via Zoom. Additional time will be spent outside of the group lesson to practice skills and apply concepts. The course culminates with a professional reflection and final project.

Course Description:

Don't let your trombone skills SLIDE away! Designed for the practicing band director, this course covers essential knowledge and to be a better teacher and trombone player. Topics include warm-ups, lip slurs, airflow, slide technique, legato tonguing, alternate slide positions, maintenance, and more. You'll become more proficient on the instrument, as well as gain valuable teaching tips to help your trombonists improve their skills. Students will participate in weekly group lessons via Zoom. All handouts & resources are provided. Students will need a trombone, laptop, and webcam.

Student Learning Outcomes	Outcomes/Assessments
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SHARE YOUR PASSION.

- Students will develop and apply instrument specific knowledge to play and teach the instrument more proficiently.
- Students will improve their playing skills, including slide technique, tone quality, flexibility, and legato tonguing.

Assessments for this course include:

- Playing pre-tests
- Playing post-tests
- Final written and playing project

**Feedback from the instructor is provided on all assignments*

Program-Level Outcomes Addressed:

Professionalism in Teaching

Students will demonstrate the ability to reflectively discuss teaching concepts, strategies and best-practices.

Professionalism in Teaching

Candidates will participate in group and character-building activities by working alone and with others to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth. Students will demonstrate the ability to:

1. Research best educational practices
2. Discern new uses for information from a variety of course work
3. Reflectively discuss their teaching and ways to enhance it

Course Requirements and Assessment

- Complete all assignments and projects. Assignments are due on **Monday each week by 11:59pm CST**
- Complete final course project and professional reflection.
- Most assignments are due by the weekly Monday deadline. However, I understand that life can sometimes get in the way and interfere.
- **To encourage timely participation & assignment submittal, the following grading guidelines will be followed:**
 - o Assignments submitted **one week** late will be lowered one letter grade.
 - o Assignments submitted **two weeks** late will be lowered two letter grades.
- Assignments submitted **more** than two weeks late **will not** receive credit.

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If you find yourself falling behind, it is your responsibility to contact me so we can discuss your options.

40% - Online Group Lessons **required attendance*

- Weekly group lessons will include lecture, playing, and interacting via Zoom, Mondays at 7pm CDT

40% - Weekly Assignments

- Asynchronous: playing videos, and/or reading assignments, and small playing assignments/projects.

20% - Professional Reflection & Final Project

- Students will complete a final professional reflection about concepts and ideas from the course and the impact it will have on student learning.

***ALL ASSIGNMENTS WILL BE POSTED ON A WEEK-BY-WEEK BASIS. LARGER ASSIGNMENTS REQUIRING MORE TIME WILL BE POSTED EARLIER. PLEASE DO NOT REQUEST ASSIGNMENTS TO BE POSTED EARLIER.**

Instructional Materials

- N/A

Course Bibliography:

- N/A

Course Schedule:

- Weekly online group lesson – Zoom Meetings, Mondays at 7pm CDT
- Weekly or bi-weekly assignments - Asynchronous
- Final projects and professional reflection

Students have 24/7 access to all course materials for the duration of the class. The course is divided into three parts: online group lessons, asynchronous assignments, and a final project and professional reflection. Students work at their own pace within that assigned due dates. Teacher support is gained through message systems and video chat. Video chat opportunities are presented as scheduled by the instructor during the course. Because this is an online course,

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students work at their own pace from week to week. Progress is monitored by the instructor.

Attendance Policy

Weekly group lesson attendance **is required** – Monday evenings, 7pm central via Zoom.

Candidate Conduct

An important part of VanderCook's Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.

Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty

Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include:

- ***Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.***
- ***Communicating or receiving answers or information to/from another in a testing situation.***
- ***Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.***

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- *Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.*
- *Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.*
- *Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.*

Plagiarism

Plagiarism means taking someone else's words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.

Disability Statement

If a student has a disability which might interfere with that student's ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.