

INDIVIDUAL PROJECT: GRADUATE BASSOON PEDAGOGY

MUS 6973-BSSN

-Spring 2020 Course Syllabus-
3 credit hours

Class Meeting location, time: As Needed To Guide Student with the Individual Project

Instructor

Dr. Shannon Lowe

shanlowe@ufl.edu

352.273.3185

Office: 355 MUB (*until end of January, TBD after that*)

Office Hours: By Appointment or as posted online

Course Description

This course will require the student to pursue research in bassoon pedagogy and performance, in addition to observing and reflecting upon private lessons. The culmination of this course is a expansive digital portfolio.

Course Objectives

To effectively prepare the student to be a confident and knowledgeable future bassoon pedagogue and to develop a digital portfolio with resources designed by the student to set him/her up for success in the field.

Required Texts, Materials, Resources

Student Membership in the International Double Reed Society (Online only: \$35) www.idrs.org

Materials and Supply Fee

- None

Course Components for Evaluation

- **Digital Portfolio**
The student will create a digital portfolio (through a platform such as Dropbox) to store all class assignments in addition to a professional resume, a brief teaching philosophy (no more than a half page), a private lesson instruction contract (with rules and rates for lessons), and audio and video files from all UF performances/teaching sessions/recording sessions. The portfolio should be organized and clearly labeled with folders and subfolders. The student will share this portfolio with the instructor at the end of the spring semester (**Wednesday, April 22nd**).
- **Teaching Observations (2)**
The student will observe two bassoon lessons. Each observation will be scheduled in advance with consultation and permission from Dr. Lowe. After each lesson, the student will write no more than a two-page narrative that objectively outlines the structure, pedagogical devices/topics, etc. of the session. *Critiques and/or suggestions are not to be included in the written narrative.* The written narratives should be submitted to Canvas **no more than 3 days** after the teaching observation and stored in the digital portfolio.
- **Private Lesson Instruction Reflection**
At the beginning of the semester, the student will identify two private students (a beginner and one more advanced) to utilize in their private lesson instruction reflection. The student will set forth goal(s) for their private students, outline their strengths/weaknesses, note repertoire covered, and keep track of their progress throughout the semester. By **Friday April, 10th**, the student will submit to Canvas as well as store in the digital portfolio a written reflection of their experiences with these students (i.e. Were goals met? Strengths of your

teaching? Areas that need improvement? Frustrations? Triumphs? What would you do differently? What would you keep on doing? Etc.). The names of private students should not be utilized (label them as Student A and Student B).

- **Course of Bassoon Study Proposal**

The student will submit to Canvas as well as to the digital portfolio a course of bassoon study for the following: middle school bassoonist, high school bassoonist, undergraduate music education major bassoonist (freshman through senior year). The course of study should be in an outline format with a listing of appropriate method books, etudes, supplementary studies, concerti, solo works, orchestral excerpts, and chamber works. The course of study is due by **Wednesday, April 22nd**, the last day of classes.

- **Bassoon Literature Review**

The student will submit to Canvas as well as to the digital portfolio a bassoon literature review (as comprehensive as possible) that lists significant etudes, method books, solo and chamber works for bassoon (with composer names and instrumentation), standard orchestral excerpts (for principal bassoon, second bassoon, and contrabassoon), and other supplementary books (i.e. reed making methods). For solo and chamber works, categorize by time period. The bassoon literature review is due by **Wednesday, April 22nd**, the last day of classes.

- **Power Point Presentation on History of the Bassoon**

On **Monday, March 9th**, during studio hour, the student will present to the bassoon studio a PowerPoint presentation that outlines the history of the bassoon. The presentation should be thoughtfully designed with pictures, use of some animations, and include an outline of the history of the bassoon (from its ancestors to its present day form). The student should be prepared to speak (notes can be utilized during the presentation) and further develop topics/thoughts shown on slideshow.

- **Pedagogy Papers (3)**

The student will choose one from the following categories and write a paper on each that is at least 5 pages, double spaced with a bibliography/works cited page. After choosing a topic/person, the student should consult with the instructor to determine what the paper should cover as well as sources for research. The student may choose a topic/person not listed, but must get approval from the instructor. The instructor reserves the right to not approve a topic/person. The papers should be submitted as word documents to Canvas and uploaded to the digital portfolio. The due dates are as follows: **1st Paper (Wednesday, January 29th)**, **2nd Paper (Wednesday, February 26th)**, and **3rd Paper (Wednesday, April 1st)**.

- **Pedagogues [choose 1]:** Norman Herzberg, Simon Kovar, K. David van Hoesen, Sol Schoenbach, Maurice Allard, Arthur Weisberg, Benjamin Kamins, Christopher Weait, William Waterhouse
- **Performers [choose 1]:** Judith Leclair, Milan Turkovic, Bernard Garfield, Klaus Thunemann, John Miller, Leonard Sharrow, Sherman Walt, Sergio Azzolini, Kim Walker
- **Pedagogical Topics [choose 1]:** Developing Sound; Vibrato; Tonguing; Beginning Bassoonists; Choosing a bassoon; Positioning/Body Mechanics; Practicing; Mindfulness; Performance; Embouchure; Repertoire

Course Evaluation

A **Satisfactory** will be awarded if the student successfully completes and submits all components outlined above. Note, if any component is missing, a satisfactory cannot be awarded.

An **Unsatisfactory** will be awarded if the student does not complete and submit components outlined above.

COURSE POLICIES

Attendance

Since this course is an individual project course, the student will meet with the instructor on an “as-needed” basis. The student must meet with the instructor several times, in-person, over the course of the semester to discuss projects and progress in the course.

Communication

Students are strongly urged to confer with the instructor on their progress or any issues or questions. **Do not wait** until the end of the semester to consult the professor if you are encountering difficulties! To communicate with your instructor, use your UF email account, stop by during office hours, or set up an individual appointment. The instructor will utilize email as the main form of communication. **It is expected that students check their email multiple times a week** in order to not miss important announcements, postings, etc. Students are expected to respond to their instructor’s inquiries, either verbally or through email, in a timely manner. Any emails sent to the instructor from a non-UF account **will not** receive a response.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Student Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Campus Resources

Health and Wellness

- *U Matter, We Care*
If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.
- *Counseling and Wellness Center*
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- *Sexual Assault Recovery Services (SARS)*

Student Health Care Center, 392-1161.

- University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources

- E-learning technical support, (352) 392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources

Agreement

By remaining in this class beyond the add/drop deadline, you *acknowledge and accept* the terms of this syllabus.

- ****Course evaluation, components, and class policies are subject to change at the instructor's discretion. Students will be given due notice if any cha***