



University of Central Florida School of Performing Arts
MUG 3104 ~Basic Conducting
 Dr. Jeffery Redding, Instructor

Course Syllabus ~ Fall 2020	
Time/Location	Class meets on Tuesday/Thursday 9:00-9:50am RH 116
Office Hours:	Available by appointment
E-Mail:	jeffery.redding@ucf.edu
Phone	407.823.1428
Office:	PACM 229

Catalogue Description

Basic Conducting: Fundamental techniques and practice in conducting.

Purpose of Course

Beginning conducting and the interpretation of literature and score analysis. This course is designed to develop musical and interpersonal skills requisite for successful rehearsal of choral ensembles.

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 26. Failure to do so will result in a delay in the disbursement of your financial aid. The academic activity is attendance and participation at the first two classes.

Materials

- Conducting Baton (www.mollard.com and www.newland.com (This does not include Harry Potter wands!))
- Colored pencils or artist quality pencils in black, brown, orange, red, blue, green (Berol prismacolor recommended) and a Ruler
- Access to wifi and Webcourses for video recordings

Text

Phillips, Kenneth. *Basic Techniques of Conducting*. Oxford University Press, 1997.

Repertoire

Additional repertoire will be assigned from the music library. You are responsible for returning scores in good condition or paying replacement fee.

Student Outcomes (Objectives):

- Demonstrate appropriate body posture, arm, hand, and wrist movements that communicate clear and expressive musical interpretation.
- Demonstrate preparatory beats for works that begin on upbeats or downbeats.
- Execute a prep gesture indicating desired tempo, dynamic, and articulation.

- Demonstrate a clear ictus and rebound appropriate to musical style.
- Execute staccato, marcato, and legato articulations.
 - Develop ability to cue sections or important musical ideas
 - Develop ability to release musical sound, stopped and/or voiced
 - Develop ability to decide length of fermati and execute appropriate release
- Execute regular and irregular patterns, 1-12 beats per measure with the understanding of metric groups long and short, including various examples of mixed meter.
- Develop independence of hands for expressive purposes.
- Develop expressive gestures in relationship to your musical understanding: shaping phrases, connecting breath to gesture, and communicate your musical ideas effectively.
- Development of analytical techniques in relationship to outlined score study procedures and your own musical understanding.
- Respect your peers as demonstrated by ability to give and receive constructive feedback.

Additional Sources

- music.cah.ucf.edu

Evaluation and Assessment:

Conducting Rounds and Quizzes: 40% (250 pts)

Students will neatly prepare a marked score (for each piece) using a format discussed in class. A copy of the marked score is due on the day the student first conducts the piece. Each student will be required to complete a conductor's structural analysis of an assigned piece. The format of this analysis will be discussed in class. Conducting round evaluations will be due one week after completed round.

Because prompt completion of assigned tasks is crucial to success in the workplace, all assignments must be completed by class on the date they are due. Grades for work handed in late will be lowered at the rate of 10% per day.

Self-evaluation Forms/Conducting Round Reflection: 10% (50 pts)

Self-evaluation reflections, based on recorded video observations, will follow a conducting round and should be submitted no later than one class period after a scheduled recording.

Class Participation: 20% (100 pts)

Conducting is best learned through "hands on" experience. Consequently, attendance at all class meetings is essential. Absences, **for whatever reason**, will result in the lowering of class grade.

- 1 absence = 97
- 2 absences = 93
- 3 absences = 90
- 4 absences = 83
- 5 absences = 73
- 6 absences = 63
- 7 absences = 53

Mid-term Conducting Round: 10% (50 pts)

Student will conduct the class on an assigned piece. Student is expected to fully prepare and mark their score in advance to be handed in after final conducting round.

Final Conducting Round (memorized): 10% (50 pts)

Student will conduct the class on an assigned piece. Student is expected to fully prepare and mark their score in advance to be handed in after final conducting round.

The instructor is available for individual coaching sessions during office hours, but it is the **student's responsibility** to seek assistance when needed.

Grading Scale	Interpretation
93-100 A	Excellent, exceeds average understanding as evidenced in course work and goes well beyond the basics.
90-92 A-	Excellent, exceeds average understanding as evidenced in course work.
87-89 B+	Above average, fully meets average understanding as evidenced in course work and fully understands the basics and can deal with concepts beyond that level.
83-86 B	Above average, fully meets average understanding as evidenced in course work and fully understands the basics and can deal with concepts somewhat beyond that level.
80-82 B-	Above average, fully meets average understanding as evidenced in course work.
77-79 C+	Average, meets minimum expectations and satisfies course requirements.
73-76 C	Average, meets minimum expectations and satisfies course requirements.
70-72 C-	Average, meets minimum expectations, but does not satisfy all course requirements.
67-69 D+	Below average, meets many minimum expectations and satisfies all or most course requirements.
63-66 D	Below average, meets many minimum expectations and satisfies all or most course requirements.
60-62 D-	Below average, meets many minimum expectations and satisfies all or most course requirements.
0-59 F	Fails to meet minimum expectations in understanding and course work as evidenced by performance and submission of graded elements.

Student Rights and Responsibilities

Accommodations for the differently-abled (alternate testing opportunities, support for signers, etc.)	The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) < http://sas.sdes.ucf.edu/ > (Ferrell Commons 185, sas@ucf.edu , phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by
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	the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.
Academic integrity	<p>Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in</p> <ol style="list-style-type: none"> 1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. 2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project. 3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. 4. Falsifying or misrepresenting the student's own academic work. 5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. 6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. 7. Helping another violate academic behavior standards. 8. Soliciting assistance with academic coursework and/or degree requirements. <p>Responses to Academic Dishonesty, Plagiarism, or Cheating</p> <p>Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, <i>The Golden Rule</i><https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.</p> <p>Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.</p>

	<p>Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.</p>
<p>Campus Safety</p>	<p>Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.</p> <ul style="list-style-type: none"> • In case of an emergency, dial 911 for assistance. • Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html. • Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. • If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see https://ehs.ucf.edu/automated-external-defibrillator-aed-locations. • To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." • Students with special needs related to emergency situations should speak with their instructors outside of class. • To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (https://youtu.be/NIKYajEx4pk). <p>Campus Safety Statement for Students in Online-Only Courses</p> <p>Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.</p> <ul style="list-style-type: none"> • To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." • Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Active Duty Military Students	Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
Make-Up Assignments for Authorized University Events or co-curricular Activities	Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at https://policies.ucf.edu/documents/4-401.pdf
Religious Observances	Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf .
COVID-19	<p>University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes</p> <p>To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.</p> <p>Notifications in Case of Changes to Course Modality</p> <p>Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.</p> <p>COVID-19 and Illness Notification</p> <p>Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.</p> <p>Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)</p> <p>Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.</p>

	<p>In Case of Faculty Illness</p> <p>If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.</p> <p>Course Accessibility and Disability COVID-19 Supplemental Statement</p> <p>Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.</p>
<p>F2F to Remote Instruction</p>	<p>Should this course shift to remote-only instruction, the university has provided several resources to assist students with learning: https://digitallearning.ucf.edu/newsroom/keeplearning/</p> <p>Live and Recorded Lectures (optional if applicable): This course will include synchronous (“real time”) sessions that will also be available as a recorded session for later review in Webcourses@UCF. Students who are unable to attend on-campus sessions, are expected to review these available sessions. Students who are unable to actively participate in on-campus or remote learning, should contact their instructor to explore options. Any synchronous meeting times will be announced via Webcourses@UCF and should appear on the Webcourses@UCF calendar should remote instruction be activated.</p> <p>Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA).</p> <p>Technology Access – Depending upon modality, this course might need to shift to remote or fully online instruction based on medical guidance. This course also could be fully online and thus This could require access to additional technology. If students do not have proper access to technology, including a computer and reliable Wi-Fi, please let the instructor know as soon as possible. Information about technology lending can be found at https://it.ucf.edu/techcommons/ and https://library.ucf.edu/libtech</p> <p>Resources:</p> <p>https://www.ucf.edu/coronavirus/</p>
<p>Children in Virtual Sessions</p>	<p><i>The following statement about children in virtual classes was provided to us as an additional resource by faculty member Elizabeth Horn and was adapted from language at Oregon State University. It is not an officially required or optional statement from the university. However, we think it's one great way of acknowledging one of the myriad of challenges our students face at this time.</i></p>

	<p>Statement</p> <p>Parents deserve access to education. At all times, I strive to be inclusive to parents, and now, in our virtual learning space, with many children learning from home or schools facing sudden closures, we can expect children to be present in class from time to time.</p> <ol style="list-style-type: none"> 1. All breastfeeding babies are welcome in our synchronous sessions as often as is necessary to support the breastfeeding relationship. I never want students to feel like they have to choose between feeding their baby or continuing their education. 2. Children may be visible onscreen during class sessions, either in your lap or playing in the background. Alternatively, you may turn your camera off if more privacy is required. 3. Parents or caregivers who anticipate having a child(ren) with them during class sessions are encouraged to wear a headset to help minimize background noise. You may mute your microphone and communicate through the “chat” feature at any point necessary. 4. Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary, and rejoin us when you are able. 5. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. 6. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.
<p>Ethics</p>	<p>As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see https://scai.sdes.ucf.edu/student-rules-of-conduct/).</p>
<p style="text-align: center;">The UCF Creed</p> <p style="text-align: center;">Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.</p> <p>Integrity I will practice and defend academic and personal honesty. Scholarship I will cherish and honor learning as a fundamental purpose of my membership in the UCF community. Community I will promote an open and supportive campus environment by respecting the rights and contributions of every individual. Creativity I will use my talents to enrich the human experience. Excellence I will strive toward the highest standards of performance in any endeavor I undertake.</p>	

Course Outline

All lesson and topic dates are subject to change.

Week	Date	Lesson	Topic	Reading/Preparation
1	8/25		Introduction	Lesson 1
	8/27	1	The Study of Conducting; Score Analysis	Lesson 2 Vocabulary Sheet
2	9/1	2	Posture, Position, and Preparatory Gesture	Lesson 3
	9/3	3	Elements of the Pattern; The Four Pattern Vocabulary Quiz (10pts)	Lesson 4
3	9/8	4	The Four Pattern con't.; Varying Articulation	Lesson 5
	9/10	5	Conducting Round #1 (25pts)	Lesson 6
4	9/15	6	The Three Pattern; The Two Pattern; Selecting a Baton	Lesson 7
	9/17	7	Selecting a Baton; Dynamic Changes	Lesson 8
5	9/22	8	Baton Grip	Lesson 9
	9/24	9	Conducting Round #2 (25pts)	Lesson 10
6	9/29	10	The One Pattern; Release on One; Vocabulary Quiz (10pts)	Lesson 11
	10/1	11	Release on Beat Two; Entrance on a Pickup Note;	Lesson 12
7	10/6	12	Conducting Round #3 (25pts)	Lesson 13
	10/8	13	Conducting Round #4 (25pts)	Lesson 14&15
8	10/13	14-15	Mid-term Conducting (50pts)	
	10/15	14-15	Mid-term Conducting Con't.	Lesson 16

Week	Date	Lesson	Topic	Reading/Preparation
9	10/20	16	The Left Hand	Lesson 17-18
	10/22	17-18	Strengthening the Left Hand Transpositions (Handout)	Lesson 19
10	10/27	19	Conducting Round #5 (25pts)	Lesson 20
	10/29	20	Subdivision; Cues	Lesson 21-22
11	11/3	21-22	Composer's Intent; Listener's Response Entrances on Incomplete Beats	Lesson 23
	11/5	23	Conducting Round #6 (25pts)	Lesson 24
12	11/10	24	Fermati; Compound Meters: Six, Nine, and Twelve	Lesson 25
	11/12	25	Asymmetric Meters: Conducting in Five and Seven;	Lesson 26
13	11/17	26	Conducting Round #7 (25pts)	Lesson 27
	11/19	27	Accents; Tempo Alterations; Section Cues Transposition Worksheet due (10pts)	
14	11/24		Special Topics 28-29 Conducting Synthesis 1 & 2	Lesson 28-29 Lesson 30
	11/26		Thanksgiving Break/No Class	
15	12/1	30	Conducting Round #8 (25pts)	Final Review
	12/3		Review for Final Conducting Round Transposition Quiz (20pts)	
16	12/8		Tuesday, 10:00am; Final Conducting Round (50pts)	

MUG 3104, Fall 2020
Mid-term and Final Conducting Self-Evaluation

NAME _____

Posture and positioning (5pts):

Gesture centered in breath space (2pts.) _____

Tall, "performing" posture (3pts) _____

Batan Use (5pts)

Grip/fingers; Direction of baton; Ictus at tip _____

Preparation (30pts):

Mental set/eye contact (10pts) _____

Initial prep gesture reflects (10pts):
appropriate size
(tempo, articulation, volume)
clear beginning _____

Release gesture reflects (10pts)
appropriate size
(tempo, articulation, volume)
clear stop _____

Gesture (35pts):

Clarity in chosen articulation (10pts)
(legato, marcato, staccato, tenuto) _____

Appropriate use of space (10pts)
(horizontal, frontal, vertical planes) _____

Communicates gestures effectively (10pts)
Clear ictus
Rebound freedom/control _____

Clear idea about phrasing (5pts)
Dynamic indications (appropriate size)
Crescendo/Decrescendo _____

Additional Comments:

TOTAL _____