

Introduction to Conducting

Syllabus – MUS 361, Fall 2020

(2 credit)

Primary Instructor	Dr. Jonathan Govias Office: Music Hall 109
	Covid-19 As a consequence of the pandemic I will not be maintaining regular student hours. I will be available for private video consultation via Zoom, Webex or Skype (jgovias). You may also reach me at jgovias@iastate.edu or on my mobile (including by text) at 617.304.6458.
Course Description	(From the catalog) Introduction to conducting; score reading and analysis. Conveying musical ideas through appropriate gestures. Leadership role of the conductor.
Why you need this	This syllabus is intended to help you be successful in this course by establishing expectations and helping you to understand how your participation and performance will relate to your evaluation. I may have to change this syllabus over the semester, but I will provide written notification by Canvas when I do so.
Scheduled Times	Monday/Wednesday/Friday, 8:50-9:40, MH 102
Course Materials	<p>There is no set textbook for the course. Over the semester I will ask you to photocopy or print select pages from texts on reserve or online for the purposes of referring to them in class or for preparing for labs. Please ensure that you have the pages in hardcopy when requested. Downloading them to an electronic device is not sufficient. You may wish to print out everything and place in a binder. It's either this or I require a \$150 textbook.</p> <p>You will need a baton of minimum 14", maximum 16" length from tip to base of handle. Although I don't like endorsing any one product, the best combination of quality, consistency and price in a baton is found in those made by Mollard. Please purchase on immediately via Amazon or another music retailer. I also recommend white baton shafts (as opposed to natural) made from carbon fiber.</p> <p>For lab weeks, please bring a video-recording device (mobile phone/camcorder) with sufficient battery and memory for 10 minutes of SD video recording. You are also welcome to videotape me at any time if you would like a reference or demonstration video.</p> <p>Covid-19 Requirement: Please purchase a box of 50 form-fitting disposable gloves and bring them to every class. Nitrile, latex or vinyl are all acceptable provided the glove allows full manual dexterity (you should be able to play the piano). Plan on using a fresh pair of gloves for every class.</p>
Course Objectives	Through this course you will
	<ol style="list-style-type: none">1) Advance your musical literacy through the study of clefs, transpositions, time signatures and increasingly sophisticated ensemble scores2) Develop and calibrate your internal clock/sense of rhythm and timing3) Learn how to apply concepts from music theory and music history towards the development of informed artistic interpretations4) Engage with the physical mechanics of conducting, develop a basic physical skill set or tool kit, and understand how the mechanics can support or detract from what is communicated5) Understand the basics concepts behind effective rehearsing and ensemble problem-solving
Course Expectations	The physical act of conducting is just like learning any musical instrument. There are technical elements which must be acquired through extended, deliberate practice and repetition. Students will need to commit on average 20 minutes total throughout a day to acquiring physical mastery of specific gestures, exercises or repertoire. As with any musical instrument, practice cannot be left to the last minute. Ever.

Student Conduct	In order to foster a healthy learning environment, students are expected to be respectful towards each other and the instructor, and should be familiar with the <i>ISU Code of Student Responsibility</i> , which can be accessed at https://knowthecode.dso.iastate.edu/code-of-conduct								
Absences	<p>There's no attendance policy for most of the classes. The exceptions are lab weeks, when your participation in the lab ensemble is essential, and your absence (except for reasons of illness/family emergency etc.) will result in the loss of letter grade for each occurrence. Late arrivals for lab week, except by pre-arrangement, will result in the loss of half a letter grade for each occurrence</p> <p>That said, outside of those weeks I will distribute practice exercises or issue short open-book quizzes without warning. If you miss these without good cause, they can't be made up. When you miss class, you may miss important information or instruction and it will be your responsibility to catch up with the class. So while I won't penalize you for not being in attendance, you will end up penalizing yourself. This isn't me being unkind – it's how the world works.</p>								
Student wellness	There are no heroes in music, only survivors. Conducting is physically intensive, and improper exercise or excessive tension can cause injury. If you get hurt, come to class but don't move anything that isn't healed. Better still – stay well by monitoring your own well-being carefully at all times, or seeking help from me and/or medical professionals if you develop any strains. I don't give medical advice, but if something in conducting class is hurting, you're probably doing something incorrectly and I might be able to help.								
Basically...	This course is designed to privilege and reward hard work, not “natural talent,” if such a thing exists. Students who take the course seriously, show up, and who apply themselves consistently to the physical and mental aspects of the tasks will do well.								
Accessibility	<p>A lot of things – some of which might surprise you – can make it difficult for students to access the full benefits of education anywhere. The barriers easiest to identify are things like disabilities. The more subtle ones are the ways in which our world discriminates against people of colour, gender or sexual identity, religion or other qualities. It's essential for members of this class, as students and as future conductors, to confront this reality because conductors are in a privileged leadership position, able to perpetuate the status quo or effect change. For my part, I will do what I can to make this class more accessible to all students, but I invite students to be actively engaged in that process as well through discourse. If there's something I can do, please let me know.</p> <p>Beyond the Code of Student Conduct, the University has policies on accommodations for reasons relating to religion or disability, among others. All of these policies are intended to promote an inclusive, tolerant, ethical, and constructive learning environment. The University is committed to being respectful of your thoughts and your person. It's important you read these policies so you know how you are protected and respected but also so you are aware of what your own responsibilities are in turn. Continued registration in this course indicates you have read the policies and are willing to abide by them.</p>								
Grading	<table border="0" style="width: 100%;"> <tr> <td style="padding-right: 20px;">3 Conducting labs @ 15 points each</td> <td style="text-align: right;">45 pts total</td> </tr> <tr> <td style="padding-right: 20px;">5 Conducting etudes @ 5 points each</td> <td style="text-align: right;">25 pts total</td> </tr> <tr> <td style="padding-right: 20px;">4 Transposition/clef tests @ 5 points each</td> <td style="text-align: right;">20 pts total</td> </tr> <tr> <td style="padding-right: 20px;">Rehearsal observation @ 10 points</td> <td style="text-align: right;">10 pts total</td> </tr> </table>	3 Conducting labs @ 15 points each	45 pts total	5 Conducting etudes @ 5 points each	25 pts total	4 Transposition/clef tests @ 5 points each	20 pts total	Rehearsal observation @ 10 points	10 pts total
3 Conducting labs @ 15 points each	45 pts total								
5 Conducting etudes @ 5 points each	25 pts total								
4 Transposition/clef tests @ 5 points each	20 pts total								
Rehearsal observation @ 10 points	10 pts total								
Grading Scales/Methods	<p>This course uses the following grading scale:</p> <ul style="list-style-type: none"> A = 100-95 points A- = 94-89 points B = 88-85 points B- = 84-79 points C = 78-75 points C- = 74-69 points D = 68-59 points F = 58-0 points 								

COVID-19 health and safety requirements

Students are responsible for abiding by the university's [COVID-19 health and safety expectations](#). All students attending this class in-person are required to follow university [policy](#) regarding health, safety, and face coverings:

1. wear a cloth face covering in all university classrooms, laboratories, studios, and other in-person instructional settings and learning spaces. Cloth face coverings are additionally required to be worn indoors in all university buildings, and outdoors when other people are or may be present where physical distancing of at least 6 feet from others is not possible. Students with a documented health or medical condition that prevents them from wearing a cloth face covering should consult with [Student Accessibility Services](#) in the Dean of Students Office.
2. ensure that the cloth face covering completely covers the nose and mouth and fits snugly against the side of the face.
3. practice physical distancing to the extent possible.
4. assist in maintaining a clean and sanitary environment.
5. not attend class if you are sick or experiencing symptoms of COVID-19.
6. not attend class if you have been told to self-isolate or quarantine by a health official.
7. follow the instructor's guidance with respect to these requirements. Failure to comply constitutes disruptive classroom conduct. Faculty and teaching assistants have the authority to deny a non-compliant student entry into a classroom, laboratory, studio, conference room, office, or other learning space.

These requirements extend outside of scheduled class time, including coursework in laboratories, studios, and other learning spaces, and to field trips. These requirements may be revised by the university at any time during the semester.

Faculty may refer matters of non-compliance to the Dean of Students Office for disciplinary action, which can include restrictions on access to, or use of, university facilities; removal from university housing; required transition to remote-only instruction; involuntary disenrollment from one or more in-person courses; and such other measures as necessary to promote the health and safety of campus.

It is important for students to recognize their responsibility in promoting the health and safety of the Iowa State University community, through actions both on- and off-campus. The university's faculty asks that you personally demonstrate a commitment to our Cyclones Care campaign. Iowa State University's faculty support the Cyclones Care campaign and ask you personally to demonstrate a commitment to our campaign. Your dedication and contribution to the campaign will also protect your classmates and friends, as well as their friends and families.