Eastern Illinois University
Revised Course Proposal
MUS 0010-0063, Introduction Applied Study

1. Catalog Description
   a) MUS 0010 (Voice)
      MUS 0020 (Flute)
      MUS 0021 (Oboe)
      MUS 0022 (Clarinet)
      MUS 0023 (Bassoon)
      MUS 0024 (Saxophone)
      MUS 0030 (Trumpet)
      MUS 0031 (Horn)
      MUS 0032 (Trombone)
      MUS 0033 (Baritone)
      MUS 0034 (Tuba)
      MUS 0040 (Percussion)
      MUS 0050 (Violin)
      MUS 0051 (Viola)
      MUS 0052 (Violoncello)
      MUS 0053 (Double Bass)
      MUS 0060 (Piano)
      MUS 0061 (Organ)
      MUS 0063 (Jazz)
   b) Introductory Applied Study
   c) Arr.-Arr.-1
   d) F, S
   e) Intro Applied
   f) Introductory study in music performance on a one-to-one basis with a studio
      instructor. Recommended for majors studying a secondary applied instrument or
      voice. Open to all university students. May be repeated for credit.
   g) Prerequisite: All students who wish to enroll in applied study must audition and
      demonstrate beginning-level music reading skills.
   h) Initial term to be offered: Fall 2003

2. Objectives and Evaluation of the Course
   a) Upon completion of this course, students will:
      1. understand the common elements and organizational patterns of music in
         beginning-level repertoire;
      2. understand how cultural and historical context impacts performance of
         assigned repertoire;
      3. demonstrate technical skills requisite for artistic self-expression in
         beginning-level repertoire;
4. demonstrate the ability to analyze the performance of others and provide methods of improving;
5. exhibit competent musicianship in beginning-level repertoire.

b) Assessment of objective achievement includes the following:
   - Performance of repertoire at lessons: 80%
   - Participation on departmental recitals/seminars: 10%
   - Final jury performance: 10%

**Grading Policy**

A = Consistently shows clear evidence of substantial outside practice and a mastery of skills. Is exceptionally well prepared at all times.

B = Usually shows clear evidence of considerable outside practice and a beginning mastery of skills. Well prepared.

C = Shows evidence of outside practice but needs more outside work to improve skills. There is an attempt to master skills and some preparation is evident.

D = Shows evidence of very little outside practice and few skills.

F = Little or no preparation.

c) This is not a technology-delivered course.

d) This course is not numbered 4750-4999.

e) This course is not writing-active, writing-intensive, or writing-centered.

3. **Outline of the Course**

a) 15 twenty-five-minute lessons over 15 weeks.

   **Lesson Content and Procedures**

   **Technical skill:**
   Repertoire and/or exercises (scales, etudes, etc.) appropriate for beginning-level skill development are assigned. Students demonstrate their understanding of the techniques for improvement through its application to the repertoire and/or exercises assigned.

   **Musicianship (Dynamics, Rhythm, Phrasing, Expression, Style):**
   Beginning level repertoire is assigned. Principles of musicianship appropriate for the assigned repertoire are discussed and demonstrated. Students demonstrate their understanding of those principles through the application of the principle to repertoire performance.

4. **Rationale**

a) Purpose and need: To enhance their functionality as musicians and teachers, all music majors are encouraged to develop performing skills on a secondary instrument or voice. Students in the teacher certification instrumental concentration are required to demonstrate this skill in a standardized proficiency exam prior to student teaching. This course provides them with a resource for learning beyond the rudimentary skills they may acquire in MUS 1302 and 1303.

   This course provides all university students with the opportunity to work collaboratively and creatively in a venue outside of their major. Non-music majors are active
participants in the music program, and this course provides the opportunity for them to study their instrument privately.

The revision creates separate numbers for Introductory and Intermediate Applied Study, allowing the enrollment to more accurately reflect the level of expectation.

b) The lower-division number allows students to focus on building beginning-level technical skills in preparation for performance of beginning-level repertoire.

c) This proposal constitutes the restructuring of an existing course.

d) This course is open to all university students.

5. Implementation
a) Courses may be assigned as follows:
   - MUS 0010 (Voice), Marilyn Coles, Jerry Daniels, Richard Rossi
   - MUS 0020 (Flute), Brian Luce
   - MUS 0021 (Oboe), Joseph Martin
   - MUS 0022 (Clarinet) Richard Barta
   - MUS 0023 (Bassoon), Kimberly Persia
   - MUS 0024 (Saxophone), Sam Fagaly
   - MUS 0030 (Trumpet), W. Parker Melvin
   - MUS 0031 (Horn), Jeremy Hansen
   - MUS 0032 (Trombone), Allan Horney
   - MUS 0033 (Baritone), Allan Horney
   - MUS 0034 (Tuba), Joseph Allen
   - MUS 0040 (Percussion), Terence Mayhue
   - MUS 0050 (Violin), István Szabó
   - MUS 0051 (Viola), István Szabó
   - MUS 0052 (Violoncello), Ji Yon Shin
   - MUS 0053 (Double Bass), Marchos Machado
   - MUS 0061 (Organ), Herman Taylor, Richard Rossi, Gary Jensen
   - MUS 0063 (Jazz) Simon Rowe

b) Additional costs to the student are incidental and relevant to the particular instrument of study.

c) Since assigned repertoire is skill specific, each student will purchase music chosen to address individual needs.

6. Community College Transfer
   A community college course may be judged equivalent to this course.

7. Date approved by the department

8. Date approved by the college curriculum committee
9. Date approved by CAA