INSTRUCTOR: Dr. Jana Starling
INFORMATION: MB311, Phone: 661-2111 ext 84326
Email: jstarli@uwo.ca
Scheduling Info: tba
Office Hours: As posted on door or by appointment.

COURSE INFORMATION & SYLLABUS

Course Description: The course is a detailed examination of pedagogical resources, techniques and diagnostic skills for teaching the clarinet with an emphasis on practical application.

Objectives: As a result of the complete course, the student will be able to:

1) Demonstrate common pedagogical methods, diagnostic skills, and remedial strategies and practice material for beginner to advanced levels of clarinet performance. This will be evaluated through sample teaching, researching teaching books, and class discussions.

2) Describe and prescribe certain clarinet method books for different levels and types of learners.

3) The student will also be more prepared to work with younger clarinetists and give clinics in public school.

Time Commitment: 1) a 1.5 hour weekly class
2) Reading and Discussion Preparation
3) Practicum Teaching (4-5 hours min., if chosen)
4) 1 or 2, 30-minutes office meetings

Last Date to Drop Class: November 12, 2018

METHODS OF EVALUATION:

20% Discussion preparation and class participation
20% Beginner method book survey and young etude/lit presentation (methods 10%, 10% young lit)
5% Clinic Sheet (beginner or intermediate)
5% Teach assembly and first notes to beginner, non-woodwind player music major (office mtg)
20% Personal teaching handbook
30% Choose one:

  Confirmed with instructor by third week of classes; otherwise it is the instructor’s choice.
  A. 4 – 5 page paper, researching a particularly pedagogical topic, or creating an annotated bibliography of pedagogical resources; instructor guided
  B. 4 or 5-week, 40 to 60 minute, weekly private lessons, with a school-age student (@ Western unless otherwise arranged); instructor can help find a student
  C. 4 or 5 clinics/sectionals with the same group at a school (4 if they are hour classes, 5 if they are 30 – 40 min); instructor can help find a school
  D. Paper/teach combo: lesson, sectional and 3-page paper (15% paper, 8% sect, 7% lesson)

NOTES: *B, C & D options will require a submitted journal/lesson plans per class/less, and the student to arrange for two non-consecutive instructor (Starling) observations (can be video recorded or I will go in person)
*non-clarinet majors cannot do option C, only A, B or D options
*office meeting is required for a paper assignment to discuss topic and resources
Examples of topics for paper, if chosen:

For the Private Studio:

Clarinet repair
Teaching expression/interpretation
Students with disabilities
Musician injuries
Pedagogical comparisons
Young Repertoire
Method books
Learning/teaching auxiliaries
Clarinet Curriculum
Practice Strategies/Music & Brain

Acoustics
Music advocacy/community
Developmental psychology
Performance anxiety
Teaching Tone
Teaching Rhythm
Private Studio creation/business
Guide to teaching/learning a particular piece/style
Theory & performance
Saxophone VS Clarinet

Modes of learning
Mouthpieces/reeds Selection etc.
Intonation
Teaching Technique
Teaching Articulation
Aural skill development

Group Teaching:

Group/sectional rehearsal techniques
Clarinet Ensemble Repertoire

Estimated Class Calendar with Assignment Deadlines:

Sept. 12  WEEK 1: Intro, History, Acoustics
Sept. 18  WEEK 2: Assembly and Starting a Beginner, Hand Position, Embouchure
Sept. 25  WEEK 3: Breathing & Equipment, Articulation  Deadline to Choose Options, Office hour paper mtg
Oct. 2    WEEK 4: Voicing, Young Method Books, Clinic Sheets  Teach Beginner due

-------teaching can begin, journals are submitted each week------
Oct. 16  WEEK 5: Technique, Intonation, Clinic Sheet due 5%
Oct. 23  WEEK 6: Method Books, Literature, Studio activities
Oct. 30  WEEK 7: Expression, Diagnostics  Beginner Method Book Presentations 10%
Nov. 6   WEEK 8: Diagnostics, Literature
Nov. 13  WEEK 9: Hierarchy of Teaching, Rhythm and Reading, Practice Diagnostics  Paper due
Nov. 20  WEEK 10: Studio Teaching (supplemental activities, apps, goals, expectations) Young Etude/Lit Presentations 10%
Nov. 27  WEEK 11: Overflow of topics, Surveying teaching material
Dec. 4   WEEK 12: Overflow of topics, Surveying teaching material  Personal Teaching Handbook and final Practice teaching reflection due

Grading:

<table>
<thead>
<tr>
<th>Mark Range</th>
<th>Grade</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A+</td>
<td>Excellent</td>
</tr>
<tr>
<td>80 - 84, 85 - 89</td>
<td>A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>70 -73, 74 – 76, 77 - 79</td>
<td>B-, B, B+</td>
<td>Good</td>
</tr>
<tr>
<td>60 – 63, 64 – 66, 67 - 69</td>
<td>C-, C, C+</td>
<td>Competent</td>
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<tr>
<td>50 – 53, 54 – 56, 57 - 59</td>
<td>D-, D, D+</td>
<td>Marginal Pass</td>
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<tr>
<td>Below 50</td>
<td>F</td>
<td>Unacceptable</td>
</tr>
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COURSE MATERIALS:

Recommended purchase of textbook:

**Attendance/Tardiness/Academic Offense Policy:** Due to the sequential structure of topics and the participatory nature of the course, attendance is critically important. If the student is unable to attend a class, **advanced notice** must be given to the instructor and the reason for the absence must be an emergency, illness, or school-related commitment. Any more than two class absences per semester will result in the loss of a grade increment from the total grade for that semester for each class missed.

Tardiness in completing projects and handing in assignments will result in the loss of a grade increment of the assignment's final mark for each day it is late.

For absences due to illness affecting 10% or more of the student's work, see the Policy on Accommodation for Medical Illness found at: https://studentservices.uwo.ca/secure/index.cfm

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic offence, as found at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf.

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on-campus health-related services to help students achieve optimum health and engage in healthy living while pursuing a graduate degree. Students seeking help regarding mental health concerns are advised to speak to someone in whom they feel comfortable confiding, such as a faculty supervisor, a program advisor, or the Associate Dean (Graduate Studies). Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html