



*Master of Music in Instrumental Conducting*

Syllabus

# Applied Lessons

MUSL - 5341

Spring 2021

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**Professor: Dr. Bradley Genevro**

**Email: BGenevro@UTEP.edu**

**Faculty Availability:** discussion forum, email, cell phone, office phone

**Course Dates: January 19 – May 14**

**Phone: 915-747-7796**

Contact: I will be checking in on the course at least once a day during the work-week (unless otherwise notified). I am also very willing and happy to communicate individually with students as needed. Please contact me via email only if your question is of a personal nature. If you contact me individually, my commitment is to respond to you in 24 hours or less on weekdays. If you have an urgent question on the weekend, you may contact me on my cell phone (717) 919-0016.

## **Faculty Expectations of Students:**

Each week the student and professor will have an hour lesson. In addition to the hour lesson, each student will be required to attend an Interpretation Analysis Seminar that will be scheduled with all of the applied lesson students. This course is designed to be mostly individual instruction except for the seminar each week.

Instructional Time: Student will spend approximately 5 hours (on average) per week preparing and marking scores, creating visual representations of the scores, attending Interpretation Seminars and completing self-analysis reviews of weekly lessons.

## **Course Description:**

The purpose of this course is to expose the student to advanced aspects of conducting, score study/marketing and rehearsal techniques/strategies. On a weekly basis, (or as structured by the student and teacher) each student will be required to prepare materials that address the following areas:

- Advanced conducting technique
- Advanced score marking and study
- Advanced rehearsal techniques/strategies
- Areas of further consideration will include transposition, advanced ear training/error detection, repertoire selection and interpretation.



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**Course Objectives**

1. To gain the ability of developing a strong visual representation of the music and interpretation.
2. To gain a greater understanding of score marking and study.
3. To gain enhanced knowledge of advanced rehearsal techniques/strategies.
4. To enhanced one's ability to discern error detection.
5. To gain a broader and deeper understanding of interpretation through our analysis seminars.

**Textbook and Other Course Materials:**

Required

1. Lisk, Edward. *Artistic Nuance*. Galesville, MD: Meredith Music Publications ISBN 97891-57463-129-6
2. Lisk, Edward. *Lyrical Conducting*. Galesville, MD: Meredith Music Publications. ISBN 978-1-57463-220-0
3. Scores: Decided upon by the professor and student.

**Course Requirements:**

Each student will be responsible for participating in 14 conducting lessons throughout the semester. These lessons can be delivered through multiple ways including webcam, videos and using other technology available. These lessons will be set up individually between the professor and student.

In addition, each student enrolled in Applied Lessons will also be required to attend weekly Interpretation Analysis Seminar scheduled by the professor and attended by all students enrolled in applied lessons.

Students will be responsible for taping and evaluating weekly rehearsals and concerts at their present position. Throughout the semester each student will be presented with feedback and information to assist them in becoming better prepared to be a more efficient conductor and educator. Areas that will be addressed throughout the semester will include:

- 1) Conducting Technique
- 2) Score Marking and Study
- 3) Rehearsal Techniques and Strategies
- 4) Interpretation Analysis
- 5) Repertoire Selection



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<b>Grading:</b>		<b>Final Grade:</b>
1.	Weekly Lesson Grades	70%
2.	Self-Assessments	20%
3.	Interpretation Analysis	10%
<b>TOTAL</b>		<b>100%</b>

Students that must miss a lesson should notify the instructor *in advance* (preferably one full day before the lesson) to schedule a make-up lesson. Make-up lessons will be granted at the discretion of the instructor on a case-by-case basis. A message may be left via voice mail at extension 7796, email, or by leaving a note on my office door. (FFA-138)

**Academic Integrity:**

The International Center for Academic Integrity, comprised of a consortium of universities worldwide, defines academic integrity as “a commitment to fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.” As they relate to students, these values can be defined as follows:

**Honesty:** “adhering to standards of truthfulness and integrity”

**Trust:** participating in “an environment of confidence”

**Fairness:** abiding by the “standards, practices, and procedures” outlined by your instructors and institution

**Respect:** “encouraging a wide range of opinions and ideas”

**Responsibility:** assuming personal accountability and accepting sanctions in cases of misconduct.

Students are responsible for adhering to the above standards in all academic activity and refraining from all forms of academic dishonesty. According to the UTEP Handbook of Operating Procedures, academic dishonesty includes committing (or attempting to commit) the following:

- Plagiarism – taking credit for work that is not your own (e.g., copying and pasting from the internet, failing to cite sources of information, failing to attribute direct quotes to their original author, or submitting your work from another course without prior permission).
- Cheating – This includes copying another student’s work during an exam; using notes, books, or electronic devices during an exam without prior permission; taking an exam for another student; and communicating with or helping another student during an exam.
- Collusion – any collaboration with another student without the permission of the instructor.



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**Americans with Disabilities Act:**

If you have or believe you have a disability that may impact your ability to succeed in a class, whether it be online or face-to-face, you may wish to contact the Center for Accommodations and Support Services (CASS) to show documentation of a disability or to register for testing and services. Students who have been designated as disabled must reactivate their standing with the CASS yearly.

If you feel that you may have a disability requiring accommodations and/or modifications, contact CASS:  
E: [cass@utep.edu](mailto:cass@utep.edu)  
P: (915) 747-5148

You also can visit the CASS website at <https://www.utep.edu/student-affairs/cass/> or the CASS office in Room 108 East Union Building.

This course is ADA compliant by providing PDF's and closed captioning for multimedia when needed.

**Communicating Effectively:**

Learning online is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple tips to follow to ensure your participation and engagement in the learning process:

**Ask questions:** If you don't know the answer, someone else will. The discussion board is the area for asking questions related to content OR any problems, related to the class, you are having.

Make sure that you have clearly indicated the subject of your message.

**Reach out to others:** Offer a fact, article, link or other item that can help others learn something you can share.

**Be appropriate:** The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually subject to disciplinary action, as well.

**Be diplomatic:** When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before rereading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.

**Stay focused:** Stay on topic to increase the efficiency of your learning.

**Statement for (N) etiquette:**

When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance.



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For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting. The standard practice ("Netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.)

#### **Please observe the following:**

- You are required to check the Blackboard course shell daily for messages, updates and assignments.
- Respect and courtesy must be provided to fellow classmates and the instructor at all times, in all contexts. No harassment or inappropriate postings will be tolerated.
- Be professional and careful in what you say about others.
- When reacting to someone else's message, address and focus on the ideas, not the person who posted them.
- Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism.

#### **Tech Support Tools and Resources:**

Everything you need to help support you in a class that uses an online environment like Blackboard--can be found here:

#### **[Learning Remotely at UTEP](#)**

#### **Technology Checklist:**

As you prepare to take an online course at UTEP, we want to share with you some basic information about technology to make this a successful experience. Having your computer requirements checked and all software up to date is essential to access course content. Please take some time to read through this page and ensure you have the information you need to get successfully started.

#### **Supported Browsers**

**For a PC:** Firefox and Chrome

**For a Mac:** Firefox and Chrome



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**Browser performance hints include:**

- **Clear browser cache**
- **Allow pop-ups**
- **Check Your Java**
  1. Go to <http://java.com>
  2. Click on "Do I Have Java?"
  3. Click on "Verify Java Version."
  4. Update Java if needed.

In addition to having your web browser tested. You may also need additional browser plug-ins to view some content that your instructor may share on the learning management system.

**Common plug-ins include:**

[Adobe Reader](#)

**Additional Software**

When creating documents, slide presentations, spreadsheets, etc., you should use Microsoft Office. The UTEP Technology Support Services (3rd floor, UTEP Library) can also provide you with any applications, compatibility packs, patches, and updates you may need. You can also get the entire Microsoft Office Suite for [FREE!](#)