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# INDEPENDENT STUDY, CONDUCTING – MU 695B-800

FALL 2022 (SECTION 800)

## INSTRUCTOR OF RECORD

Instructor: Professor Adam A Torres, M.M.  
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## MASTER TEACHERS

Instructor: Professor Wes Kenney, Director of Orchestras  
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Instructor: Dr. James Kim, Director of Choral Activities  
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Instructor: Dr. Rebecca Phillips, Director of Bands  
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## COMMUNICATION POLICY

Preferred medium of communication is through e-mail or Canvas. Appointments can be made via Zoom. Please allow two business days for a response before sending a courtesy follow-up message.

## COURSE TYPE:

Distance, all content delivered through Canvas ([canvas.colostate.edu](https://canvas.colostate.edu)).

## PREREQUISITES FOR COURSE

N/A

## COURSE DESCRIPTION & OBJECTIVES

This course is designed for students in the Summer Conducting Program to utilize the conducting and/or rehearsal techniques they learned in the previous summer in their own classroom setting.

An official **Schedule Due Dates** will be posted in Canvas.



## TEXTBOOK / COURSE READINGS

Varies by student. Musical Scores to be selected by each student for their own school ensembles.

## COURSE MATERIALS & EQUIPMENT

1. Equipment:
  - a. Each student will need to have equipment to record ten minutes of video. Most smart phones can be used for this purpose, though some students may elect to utilize camcorders or other means of recording video. Utilization of a tripod is strongly recommended (and smart phone adapters for tripods can be obtained at minimal cost).
  - b. Built-in audio capture from recording devices is generally sufficient for the purposes of this course. However, some students may elect to utilize high-fidelity audio capture (which would require the additional step of synchronization in video editing software).
  - c. Students will need to have access to a color scanner (use of a smart phone and app such as *Genius Scan* are sufficient).
  - d. Students will need computers/laptop/tablets/smart phones which are capable of submitting videos and assignments via Canvas.
2. Other Software:
  - a. Internet access (broadband recommended): You will need to access Canvas (<https://Canvas.colostate.edu>) regularly. Canvas will be used for announcements, discussions, project submissions, gradebook, and instructor feedback.
  - b. As part of Projects #1 and #2, students will need to submit videos, each with a length of ten minutes. Some students may need basic video editing software to trim the length of their videos.
  - c. Students will need access to standard websites, be able to view streaming video, listen to streaming audio, view PowerPoint presentations (.pptx), and to view and create documents in both .docx and .pdf formats. For more detailed information about technological requirements, please contact the instructor of record.

## COURSE STRUCTURE

Students are required to turn in two (2) videos, each consisting of ten (10) minutes in length. **See the “Schedule Signup” for your master teacher, available on Canvas, for specific information regarding due dates. Be sure to carefully read the submission deadlines and schedule, as they may vary between master teachers.**



### Project #1

For Project #1, students will need to submit the following:

- A ten-minute video, including footage from one or two rehearsals with their school ensemble. This recording must show the frontal (or 45-degree angle) view of the conductor in its entirety. The video should be edited to omit extraneous time (e.g. students independently warming up, time spent walking to the podium, announcements, etc.). Students may upload their video directly to Canvas or provide a video link to a site such as *Google Drive*, *YouTube* or *Vimeo*. **Students must ensure video privacy/accessibility is set to public/unlisted (NOT private). Failure to do so will result in a grade reduction. Please note master teachers will only review ten minutes of footage for each video submitted, so do not submit more.**
- A scanned copy (color) of a marked score for one of the pieces. Students should upload this file to Canvas as a .pdf file. Students should use the same system as outlined in the summer score study class. Make sure to utilize the “7 Trips Through the Score” as your basis!
- A 2-3 page paper (1” margins, 12pt standard font, double spaced), uploaded to Canvas. The paper should include the following:
  - What have you learned from studying the score?
  - What conducting challenges are in this piece?
  - What technical and musicianship challenges are in this piece?
  - What you wish to accomplish in the rehearsal process? (ex. How you plan to address issues like balance, rhythm, etc.)

**Early submission of the first video is encouraged if possible.** Please also notify your Master Teacher the date of your concert so that professors can get comments back to you in a timely fashion.

### Project #2

For Project #2, students will need to submit the following:

- A ten-minute video, including footage from a concert with the student’s school ensemble incorporating the same repertoire exhibited in the Project #1 video. This video should address any issues raised by your Master Teacher’s review of the first video. This recording must show the frontal (or 45-degree angle) view of the conductor in its entirety. The video should be edited to omit extraneous time (e.g. students independently warming up, concertmaster/conductor entrances, introductions, etc.). Students may upload their video directly to Canvas or provide a video link to a site such as *Google Drive*, *YouTube* or *Vimeo*. **Students must ensure video privacy/accessibility is set to public/unlisted (NOT private). Failure to do so will result in a grade reduction. Please note master teachers will only review ten minutes of footage for each video submitted, so do not submit more.**
- A 3-4 page paper (1” margins, 12pt standard font, double spaced), uploaded to Canvas. The paper should discuss what you have learned through the rehearsal and performance process, and how you have grown as a conductor and music educator through this process.



- If your Master Teacher has asked for additional written material in written comments from Project #1, you will need to submit these additional materials through Canvas.

## COURSE POLICIES

### *In Person Observations*

If it is possible for the Master Teacher to observe the student teaching at their school or conducting a CSU ensemble, arrangements may be made for this site visit to substitute for a video. However, this decision will be made by the Master Teacher on a case-by-case basis.

### *Grading Schema*

Your semester grade will be weighted as follows:

Schedule A/B Signup	5%
Project #1 Video	30%
Project #1 Score	10%
Project #1 Paper	10%
Project #2 Video	35%
Project #2 Paper/Misc.	10%
<b>Total</b>	<b>100%</b>

Grade	Range
A	100% to 93.00%
A-	<93.0% to 90.0%
B+	<90.0% to 87.0%
B	<86.9% to 83.0%
B-	<83.0% to 80.0%
C	<80.0% to 77.0%
C-	<77.0% to 70.0%
D	<70.0% to 60.0%
F	<60.0% to 0.0%

Please note Grades of C or higher must be earned in all courses on a Program of Study, and students must maintain a 3.000 GPA to maintain good standing with the CSU Graduate School. For more information, visit the [CSU Course Catalog \(Scholastic Standards\)](#).

Videos will be graded by each student's Master Teacher based upon the following criteria:

- Clarity of conducting patterns
- Conception of the score
- Cueing of parts with gesture and eyes
- Eyes generally being free from the score; memorize if possible!
- Conducting of dynamics, phrasing, etc.
- Effectiveness of Rehearsal Technique (Video #1)
- Improvement of conducting skills and incorporation of Video #1 feedback from Master Teacher (Video #2)

Scores will be graded on thoroughness and neatness of marking. Papers will be graded on the clarity of thought process.

### *Late work (not accepted)*

Late submissions for all materials (including Schedule signups, video submissions, paper submissions, score submission, and misc. submissions) will not be accepted for any reason. **It is imperative to understand the severe consequences of missing a deadline:** a 0 for a video submission will result in an unacceptable grade for this course and would have significant



repercussions on your status as a graduate student at CSU. For more information, visit the [CSU Course Catalog \(Scholastic Standards\)](#).

## CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is where course content, grades, and communication will reside for this course.

- Login: [canvas.colostate.edu](https://canvas.colostate.edu)
- Support: [info.canvas.colostate.edu](mailto:info.canvas.colostate.edu)
- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
  - (970) 491-7276
  - [help@colostate.edu](mailto:help@colostate.edu)

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review [the Canvas Student Orientation](#) materials.

## ACADEMIC INTEGRITY & CSU HONOR PLEDGE

This course will adhere to the CSU [Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#).

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, you are asked to affirm the CSU Honor Pledge as part of completing your work in this course.

Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#).

## UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

CSU is committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions should be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations, please contact the Instructor of Record to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with



the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

### THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Zoom and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

### COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Any materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

### UNDOCUMENTED STUDENT SUPPORT

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if



you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

## TITLE IX/INTERPERSONAL VIOLENCE

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

*A note about interpersonal violence:* If you have experienced sexual harassment, sexual assault, dating violence, domestic violence, and/or stalking, know that you are not alone. Confidential victim advocates through the Victim Assistance Team in the Women and Gender Advocacy Center are available 24 hours a day, 365 days a year to provide support at 970-492-4242. For full information about reporting sexual harassment, sexual assault, dating violence, domestic violence, stalking and/or retaliation please go to the [Office of Title IX Programs and Gender Equity](https://titleix.colostate.edu/title-ix/reporting-options/) (<https://titleix.colostate.edu/title-ix/reporting-options/>).

## RELIGIOUS OBSERVANCES

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

## CSU PRINCIPLES OF COMMUNITY

**Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

**Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.





**Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

**Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

**Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, apolicies and procedures that promote justice in all respects.

## DIVERSITY AND INCLUSION

This course is designed to be approachable to students with a wide array of perspectives and backgrounds. Diversity promotes a more sincere discourse, a wider lens for understanding, and is a strength for learning, especially in a course designed to explore cultural connections in a wide range of musical styles and traditions. Course content will aim to be respectful of diversity (including but not limited to gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture). To this end, please be in contact with the instructor of record to discuss any concerns or offer any feedback you may have.

## COVID-19 AND OTHER HEALTH RELATED CONCERNS

*All students are required to follow all CSU and School of Music, Theatre, and Dance COVID-19 Protocols. For CSU in general, please go to [covid.colostate.edu](https://colostate.edu/covid). For SMTD-specific protocols, please go to: <https://smtd.colostate.edu/covid-19-policies/>.*

### **Important information for students:**

Students are expected to follow mask protocols and to meet university vaccine or exemption requirements.

All students are expected and required to report to the [COVID Reporter](#) when:

- You suspect you have symptoms of COVID, regardless of whether or not you are vaccinated and even if your symptoms are mild
- You have tested positive for COVID through a non-CSU testing site, such as home test or test at a pharmacy
- You believe you may have been exposed to COVID go to the COVID Reporter and follow the guidance under “I believe I have been in close contact with someone who has COVID-19.” This guidance will depend upon your individual circumstances

You will not be penalized in any way for reporting symptoms or concerns.

Do not ask any instructor to report for you. It is your responsibility to report through the COVID Reporter promptly.





Instructors may not ask about your vaccination status or if you have COVID but you may freely volunteer to send information from a public health official if you have been asked to isolate or quarantine.

When you complete the COVID Reporter, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.

If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600.

For the latest information about the University's COVID resources and information, including FAQs about the spring semester, please visit the [CSU COVID-19 site](#).

### **Student, Faculty, and Staff Health and Safety Information**

The School of Music, Theatre, and Dance is committed to the safety and health of our students, faculty, staff, and patrons. Students will study proper performance and rehearsal techniques throughout the course of study to help optimize vocal, pulmonary, and musculoskeletal health. Students are requested to immediately report any physical discomfort or injury related to the performance of their instrument to applicable applied faculty and ensemble directors and the [CSU Disability Center](#) so that student's learning plan may be adjusted to best overcome those challenges. Please do not hesitate to consult with faculty members if you have any concerns related to performing arts health and safety.

Students are encouraged to supplement information obtained in their lessons, masterclasses, and guest lectures regarding performing artist health and safety issues by utilizing some of the resources listed below.

Additionally, SMTD students are encouraged to take advantage of the [Performing Arts Medicine Association \(PAMA\)](#) in order to obtain information about local resources available. Become a student member of PAMA [here](#).

#### **Protecting Your Hearing Health**

- [OSHA: Noise/Hearing Conservation](#)
- [Hearing loss prevention information](#)
- [Noise and hearing loss information](#)

#### **Musculoskeletal Health and Injury**

- [MusiciansHealth.com](#)

#### **Psychological Health**

- [Performance Anxiety \(WebMD\)](#)
- [The Inner Game of Music, by Barry Green and W. Timothy Gallwey](#)
- [A Soprano on Her Head: Right-Side-Up Reflections on Life and Other Performances, by Eloise Ristad](#)