



**SYLLABUS for Percussion Techniques - Fall 2025**  
**MUS 2122-001: Credit: 1**  
**11:00 - 11:50 TTh (FAB 100)**

Dr. Milton Crotts  
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Office Hours: TTH 1-2 & F 2-4; or by appointment

**Course Description:** This course is designed to give the student basic skills in playing percussion instruments and prepare the student to be an effective and knowledgeable teacher of percussion instruments. Emphasis will be placed on performance and pedagogy and will familiarize the student with the resources available to supplement the information that is presented in class.

**Learning Objectives:** Upon completion of this course, the student will be able to:

- 1) Demonstrate the knowledge and skills to assemble and care for percussion instruments. Master the terminology for all percussion.
- 2) Demonstrate the skill and patience that is required to teach percussion fundamentals to beginning students.
- 3) Understand the Historical context of each instrument, tuning system, construction, and repair and adjustment.

**Required Materials:**

- 1) Percussion Manual: Author, F. Michael Combs, Edition 2, reprint; Publisher, Wadsworth Publishing Company, 1994; ISBN, 0534229700
- 2) The Teaching of Instrumental Music: Authors, Richard J. Colwell and Michael P. Hewitt, Publisher, Routledge, 2017; ISBN, 9781138667204

**Assignments and Examinations**

Students will complete playing tests on all relevant percussion instruments.

Students will complete two written tests on the instruments studied. Material will include textbook information, class notes, and any additional information provided by the instructor in class.

The final project for the course will give the students an opportunity to teach and conduct a percussion ensemble.

## Weekly Course Outline

1. Week of August 26  
Syllabus and introduction to course
2. Week of September 1; Mallets
3. Week of September 8; Mallets
4. Week of September 15; **Playing Assessment 1**
5. Week of September 22; Snare Drum
6. Week of September 29; Snare Drum
7. Week of October 6; **Playing Assessment 2**
8. Week of October 13; Timpani
9. Week of October 20; Timpani
10. Week of October 27; **Playing Assessment 3; Written Exam 1**
11. Week of November 3; The Drum Set
12. Week of November 10; The Drum Set
13. Week of November 17; Accessories
14. Week of November 24; **Playing Assessment 4**  
No class 11/28, Thanksgiving Break
15. Week of December 1 Summary and Written Exam 2
16. Monday, December 8, 12:30-2:30 p.m.: **Final Exam-Instruct Percussion Ensemble**

**Class Attendance and Participation** Ensemble or classroom behavior should promote a healthy teaching/learning environment for positive interaction and exchange. The Playing Tests, Exams and Final Project are cumulative and will include identification and listening from class. Please note that Tests, Exams and Final Project are scheduled during a specific time. There will be no make-up for missed Exams or Playing Tests, except in the most extreme circumstances.

## Grading

The semester grade is determined by accumulating points in the following categories:

|                   |           |
|-------------------|-----------|
| Playing Tests 50% | 250 (50%) |
| Exam #1           | 100 (20%) |
| Exam #2           | 100 (20%) |
| Final Project     | 50 (10%)  |

|              |             |              |
|--------------|-------------|--------------|
| 500-486=A+   | 485-465 = A | 464-450 = A- |
| 449-435 = B+ | 434-415 = B | 414-400 = B- |
| 399-385 = C+ | 384-365 = C | 364-350 = C- |
| 349-335 = D+ | 334-300 = D | 299– 0 = F   |

### **Student Learning Outcomes**

SLO 1: All students will demonstrate the ability to integrate appropriate musical expression into performance.

SLO 2: All students will demonstrate the ability to research and prepare appropriate program notes.

SLO 3: All students will demonstrate the ability to evaluate and critique a musical performance. This course contributes to meeting these cumulative SLOs.

### **Marketable Skills**

The music student graduating with a BM in music (instrumental or vocal performance; instrumental or vocal education; or music business) should have the following Marketable Skills:

1. Ability to collaborate and network with others to achieve a shared goal, utilizing problem solving, flexibility and improvisation, and consideration of others' thoughts and creative processes.
2. Proficiency in public speaking and writing about music, especially in teaching basic musical concepts to all ages and incorporating technology for presentation and production.
3. Ability to prepare and perform a program of age-appropriate, relevant, and diverse repertoire, as an individual or part of an ensemble, to an audience, advocating for the arts through engaging with and serving the community.
4. Experience using problem solving skills and abstract thinking to analyze compositions and examine their aesthetic through musical and extra-musical concepts, such as historical context and text setting.
5. Ability to create and disseminate basic marketing and public relations materials, as well as resumes, websites, and digital portfolios.

### **ADA Statement**

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). RGC students can also contact Alejandra Valdez, at 830-758-5006 or email [alejandra.valdez@sulross.edu](mailto:alejandra.valdez@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

## **SRSU Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

## **Counseling**

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

## **Libraries**

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu/](http://library.sulross.edu/). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123). No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

## **Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a

class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

### **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Supportive Statement**

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.