



SYLLABUS for Fundamentals of Conducting – Fall 2025
MUS 3313; 001: Credit: 3
2:00 - 3:15 TTh (FAB 100)

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Office Hours: TTH 1-2 & F 2-4; or by appointment

Course Description

Fundamentals of Conducting is an introductory class in the techniques and craft of conducting. Goals of the course include the development of basic baton techniques for a wide range of vocal and instrumental contexts, developing basic non-verbal communication skills, and exploring and cultivating an initial understanding of score study and preparation, including how that understanding might manifest itself in their eventual professional & pedagogical pursuits.

Learning Objectives

The purpose of this course is to acquire the basic knowledge and skills necessary to conduct choral and instrumental ensembles in rehearsal and performance.

Required Materials:

1. Conducting: Author, Emil Kahn, The Free Press; ASIN B001WSB382
2. The Teaching of Instrumental Music: Authors, Richard J. Colwell and Michael P. Hewitt, Publisher, Routledge, 2017; ISBN, 9781138667204

Assignments

Your grade will be established by Score Reading, Podium time, and Conducting Assessments.

Weekly Course Outline

1. Week of August 26
Syllabus and introduction to course
2. Week of September 1; THE BEAT; Mixed Meters, Starts, Pauses, The Left, Cuing

3. Week of September 8; Continuation of Week 2 material
4. Week of September 15; **Conducting Assessment 1** THE EAR AND THE EYE
5. Week of September 22; THE INSTRUMENTS
6. Week of September 29; Continuation of Week 5 material
7. Week of October 6; **Conducting Assessment 2**
8. Week of October 13; INTERPRETATION; Tempo, Dynamics, Phrasing, Ornaments, Style
9. Week of October 20; Continuation of Week 8 Material
10. Week of October 27; **Conducting Assessment 3**; PRACTICAL MATTERS: Seating, Rehearsals, Memorization
11. Week of November 3; Choral Conducting
12. Week of November 10; Choral Conducting
13. Week of November 17; Accompanying a Soloist
14. Week of November 24; **Conducting Assessment 4** Conducting Musicals; No class 11/28, Thanksgiving Break
15. Week of December 1 Summary and Review
16. **Final Exam-Conducting**

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.

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 or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email 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](https://www.timelycare.com/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/. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (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/ or ask a librarian by emailing 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.