FR 4.9 Example Syllabi
Course Syllabus

Course Number: MUS 121, 122, 221, 222, 321, 322, 421, 422
Course Title: Applied Flute/Clarinet
Credit Hours: Two (2)
Curriculum Placement: Fall/Spring Semester
Prerequisites: Audition/Department Approval
Faculty: Melton Harvey II; Instructor
ASU Band Hall
Phone: 601.877.6265 Email: mharvey@alcorn.edu

Purpose: Our central goal is for you to perform effectively at a professional or near-professional level. Music is a competitive field in which comparisons are easily made and your credibility often depends on your ability to perform. Success requires a high degree of personal development (both maturity and self-discipline), plus genuine self-confidence based on proven abilities. It also requires a number of specific skills and a considerable depth of knowledge. These include preparation and practice techniques, practical understanding of the flute, and a broad awareness of historical styles and appropriate performance practice (refined musical taste). The perspectives and problem-solving skills acquired here will prove invaluable in every aspect of your professional life.

Text and Materials
Solo Materials, Textbooks, and Workbooks will be assigned individually
Metronome
Tuner
Notebook/Manuscript Paper

Course Objective:
• Demonstrate professional competence in performance including technical mastery, sight reading, interpretive skills, and artistic self-expression
• Demonstrate the ability to communicate musical ideas and concepts effectively and professionally both orally and in writing
• Demonstrate knowledge of the nature of a performance career
• Develop teaching skills in their performance medium.
• Exhibit the ability to hear, identify, and understand the elements of music (melody, harmony, rhythm, form, texture, and timbre), and perform with that understanding.
• Demonstrate an acquaintance with a variety of music, styles, and cultural sources and the ability to identify and place musical styles within their appropriate category
• Demonstrate the ability to collaborate effectively in a variety of ensembles and other settings.
General Requirements

1. Weekly Lessons - Fifteen lessons (50 minutes each) are required and should be your goal. You are allowed one unexcused absence. After that, each absence will lower your final grade by $\frac{1}{2}$ letter. Each lesson is evaluated using an “Applied Lesson Sheet,” resulting in your weekly lesson grade (0 to 4 on a 4-point scale). A minimum of ten, 50-minute lessons must be completed in order to receive a passing final grade. IN ADDITION:

2. Studio Class - Bring your flute and be prepared to play with or without notice. Again, you are allowed one unexcused absence per semester. More absences will affect your final grade. Content varies from casual conversation to prepared repertoire.

3. Public Performance – First year music education students do not have to perform during Recital Hour their first semester as a student. After the first semester, you are expected to perform as a soloist at least once the following semester. After your freshman year, music education students perform once during the fall and twice during the spring. Music performance freshman must perform once during the fall and twice a semester until they complete all graduation requirements. The preferred format is flute and piano, but other combinations are acceptable if approved in advance.

4. Jury - This is the equivalent of a final exam and an opportunity to show what you’ve been doing to an educated audience – who will provide invaluable feedback. The jury typically consists of a solo, an assigned etude, scales (chosen by the jury) and sight-reading appropriate to the level.

5. Major Recitals (Junior/Senior Recitals) – In addition to routine appearances on student recital programs, all music majors will present a recital during their senior year. Performance majors will present a full length one hour recital (2nd semester Senior). And a Bachelor of Arts and education major will present a 45 minute recital (1st semester senior). Performance majors must also present a half hour recital during their junior year.

Grading

Your Final Grade is derived from you lesson grades, the check sheet and your jury grade as follows

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100 points</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
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<tr>
<td>C</td>
<td>70 – 79</td>
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<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59</td>
</tr>
</tbody>
</table>

The non-graded requirements (public performance and attendance at lessons, studio class, and recitals) will each lower your grade if not met.
**Disability Services:** Americans with Disabilities Act (ADA) Syllabus Statement. Any student who feels she or he may need an accommodation based on the impact of a disability should contact Dorothy J. Davis, Director of Health and Disability Services at (601) 877-6460 to discuss specific needs. Health and Disability Services is located in the Felix H. Dunn Health Services Center, 1000 ASU Drive, 779, Alcorn State, MS 39096. The Office of Health and Disability Services coordinates reasonable accommodations for students with documented disabilities.
1. COURSE INFORMATION
Course Name: Biochemistry II
CRN Number: 10180
Course Section: 001
Class Meeting/Schedule: M, W, & F 9:00-9:50
Class Location: MASC 229
Course Offering: Traditional
Pre-requisites or Co-requisites: Successful Completion of Biochemistry I, Organic Chemistry I & II, Physical Chemistry & Cell Biology with a grade of a "C" or better.

2. INSTRUCTOR INFORMATION
Name, Title, Rank: Cassandra McCullum, PhD
Office Location: MASC 202
Office/Meeting Hours: M-F 10:00-12:00, other scheduled times by appointment only
Office Telephone/Fax Number: 601-877-6538
Email Address: cmccullum1@alcorn.edu

3. COURSE DESCRIPTION
This is the second semester of a two-semester general biochemistry sequence that will introduce the student to the rapidly changing subject area of biochemistry. CH 332 is a 4 hour course consisting of 3 hours of lecture and a separately graded one hour laboratory course. It is a continuation of CH 331 to include the major metabolic pathways of carbohydrates, lipids, and nitrogen containing compounds. The physical and chemical properties of carbohydrates, lipids, and nitrogen compounds are also treated. We will begin the course by exploring the primary structure, function and evolution of proteins. We will explore three of life’s most important
processes: DNA replication, transcription, and translation. This topic will also include an introduction to DNA-based technologies and mechanisms of gene regulation. The next module of the course will focus on techniques used by scientists in modern day biochemistry laboratories. Finally, we will examine the biological roles and mechanisms of several historically and clinically pertinent enzymes. Certain sections may rely on handouts in addition to the text.

**Pre-requisite:** Successful Completion of Biochemistry I (CH 331) with a grade of a "C" or better.

**COURSE RELATION TO PROGRAM AND PROFESSIONAL STANDARDS**

**American Chemistry Society (ACS) Accreditation Standards**

**Context**

In the belief that all professional chemists need to know some biochemistry, the ACS guidelines require that approved programs offer and certified majors graduate with the equivalent of three semester hours of biochemistry.

Molecular aspects of biological structures, equilibria, energetics, and reactions should be covered in the required biochemistry experience for chemistry majors. Sufficient introduction should be presented so that students can obtain the flavor of modern biochemistry and an appreciation of the important applications in biotechnology.

**Conceptual Topics**

Three general subject areas in biochemistry, along with specific topics in each area, are appropriate for meeting the biochemistry requirement.

While all three general subject areas are expected, CPT recognizes that most approved curricula will not be able to cover all of the topics for each of the three general areas.

**Biological Structures and Interactions**

- Fundamental building blocks (amino acids, carbohydrates, lipids, nucleotides, and prosthetic groups)
- Biopolymers (nucleic acids, peptides/proteins, glycoproteins, and polysaccharides)
- Membranes
- Supramolecular architecture
Biological Reactions
- Kinetics and mechanisms of biological catalysis
- Biosynthetic pathways and strategies/metabolic engineering
- Metabolic cycles, their regulation, and metabolomics
- Organic and inorganic cofactors

Biological Equilibria and Thermodynamics
- Acid-base equilibria
- Thermodynamics of binding and recognition
- Oxidation and reduction processes
- Electron transport and bioenergetics
- Protein conformation/allostery, folding, oligomerization, and intrinsically disordered proteins (IDPs)

Practical Topics
Some of the required topics in biochemistry may be covered in laboratory courses.

The experiments that are used for this purpose should emphasize techniques of general importance to biochemistry as described in the general guidelines outlined above. Some examples are: error and statistical analysis of experimental data, spectroscopic methods, molecular biology techniques (including PCR), electrophoretic techniques, kinetics, chromatographic separations, protein purification, bioinformatics and -omics, molecular modeling, protein engineering, and isolation and identification of macromolecules and metabolites.

4. REQUIRED TEXTBOOK
Required Texts/Resources/Materials: Biochemistry: Concepts and Connections engages students in the rapidly evolving field of biochemistry, better preparing them for the challenges of 21st century science through quantitative reasoning skills and a rich, chemical perspective on biological processes.

This concise first edition teaches mixed-science-majors the chemical logic underlying the mechanisms, pathways, and processes in living cells through groundbreaking biochemical art and a clear narrative that illustrates biochemistry's relation to all other life sciences. Integration of biochemistry's experimental underpinnings alongside the presentation of modern techniques encourages students to appreciate and consider how their understanding of biochemistry can and
will contribute to solving problems in medicine, agricultural sciences, environmental sciences, and forensics.

The text is fully integrated with Mastering Chemistry to provide support for students before, during, and after class. Highlights include interactive animations and tutorials based on the textbook's biochemical art program and Foundation Figures to help students visualize complex processes, apply, and test conceptual understanding as well as quantitative reasoning.

The textbook named above is required for this course and should be brought to class. Additional resources may be provided and should be read as instructed. Students are expected to have a scientific calculator for working problems and a notebook for taking lecture notes and keeping materials provided by the instructor. Students are also expected to have access to the internet to gain access to the University blackboard server for course resources.

ADDITIONAL REQUIRED COURSE READINGS


Additional textbooks/resources are available in the chemistry library as well as the J. D. Boyd Library.

OUTCOMES/OBJECTIVES

The student is expected to demonstrate and apply the following concepts to biochemistry:

- Students are to familiarize themselves with the vocabulary used in biochemistry and learn to adapt it to their language.
• Applying vocabulary and basic concepts from Biochemistry I to solving advanced problems in Biochemistry II.

• Explore the role of biomolecules in cellular information storage, transfer, and regulation.

• Illustrate how principles of protein structure and function apply to understanding detailed enzyme mechanisms.

• Integration of biochemical concepts with information from other courses as well as with information from current biochemical literature.
  
  o Become familiar with modern experimental techniques utilized in biochemistry research.

• Develop an awareness of how biochemical principles apply to various cross disciplinary areas of research.
  
  o The student will demonstrate knowledge of fundamental content in the basic areas of chemistry: Analytical, Biochemistry, Inorganic, Organic, and Physical.

• The student will integrate knowledge with critical thinking to solve problems.

• The student will show their understanding of the function of biological molecules through the study of their molecular structure by participating in class discussions, and completing quizzes and exams.

• The student will show their understanding of the chemical and regulatory interrelationship between major cellular synthetic and catabolic pathways by participating in class discussions, and completing quizzes and exams.

Biochemistry is a broad and complicated subject with a unique language, which adds to the difficulty. You should be forewarned that it takes time and dedication to earn a good grade in this class. You should not expect to pass simply by showing up every day, and you should not expect to pass the class if you do not show up every day. It is important that each student commit to spending significant hours outside of lecture reviewing the material and working through problems. If you are unable to make this commitment you are unlikely to perform well in the class and may want to consider taking it at another time.
5. **BLACKBOARD ACCOUNT**
The course material for lectures, such as syllabus, power points, homework assignments, and discussion questions will be posted on the University Blackboard. Information will be placed in the Announcement, Course Information, Assignment and/or Test folder. Blackboard collaborator will also be utilized for online discussion of biochemical topics. An announcement will be set immediate following the placement of information in any of the above mentioned folders.

Information and course content will be available on blackboard, which may be assessed as follows:

- On the student menu of the Alcorn website, you will find the blackboard option. Another option to access blackboard is using the web address “blackboard.alcorn.edu.”
- Click on Login and you will be prompted to your username and password. [Your username will be the Alcorn e-mail address that the university assigned to you at registration. The password will be the password to the Alcorn e-mail account.]
- Once you are logged into Blackboard, a listing of Blackboard courses will appear. When you click on the course, you will first see the announcements. Listed on the left-hand side is a menu of options available for the course. Options such as announcements, syllabus, course documents, discussion, assignments, tests and/or course handouts.
- Specific details on accessing Collaborate may be included. Specific instructions for students in terms of time to log in before class and any other updates will be helpful. This serves as a visual guide for the students as they navigate through Blackboard.
- For assistance with Blackboard, please contact via phone (855) 671-6898.

6. **COURSE WORK/ASSIGNMENTS**
All assignments are due on the date & time prescribed by the instructor.
Before assignments are submitted, the instructor will provide explicit instructions about the assignment to ensure clarity. Lectures will be brought using textbook materials and the white board as well as power point presentations from various sources. Additional materials will be provided and/or placed on reserve in the library. Students will work in groups on some exercises.

7. **GRADING POLICY**
There will 5 in class exams administered, a midterm and a final. The midterm will cover the lecture material covered up to that point. The final exam will be comprehensive (meaning it
will cover the lecture material covered the semester). Each exam will be worth 100 points. The exams will cover the material discussed in lecture as well as the assigned reading. I reserve the right to ask questions on material assigned in the reading but not covered in lecture. Quizzes will be unannounced and will be administered the first 15 minutes of class per the instructor. Each quiz will be worth 10 points. Homework assignments will be given per chapter. Each homework assignment will be worth 20 points. In class group worksheets will be given per chapter. Each group worksheet will be worth 20 points.

8. **EVALUATION/ASSESSMENT**

Grades will be based on the following exams and assignments:

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<thead>
<tr>
<th>Assessment</th>
<th>Score</th>
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<tbody>
<tr>
<td>1. Assessment I</td>
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<td>2. Assessment II</td>
<td>100</td>
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<tr>
<td>3. Assessment III</td>
<td>100</td>
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<td>4. Mid Term Assessment</td>
<td>100</td>
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<td>5. Assessment IV</td>
<td>100</td>
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<td>6. Assessment V</td>
<td>100</td>
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<tr>
<td>7. Final Assessment</td>
<td>100</td>
</tr>
<tr>
<td>8. 10 Quizzes @ 10 points each</td>
<td>100</td>
</tr>
<tr>
<td>9. 10 Homework Assignments @ 20 points each</td>
<td>200</td>
</tr>
<tr>
<td>10. 10 Group Worksheets @ 20 points each</td>
<td>200</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1300</strong></td>
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</tbody>
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Course grades are assigned according to the following criteria:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>Percentage based grading</td>
<td>100-91</td>
<td>90-81</td>
<td>80-71</td>
<td>70-60</td>
<td>Below 60</td>
</tr>
<tr>
<td>Score based grading</td>
<td>1300-1040</td>
<td>1039-779</td>
<td>778-518</td>
<td>517-257</td>
<td>Below 257</td>
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</table>
9. **EXAM MAKE UP POLICY**

In the event of an emergency, you must contact me before missing an exam. In the event of an illness, you must also present an Alcorn State University excuse explicitly stating that you were too ill to take the exam.

Any and all exams missed due to an excused or unexcused absence on the scheduled day must be made up the following day between 8:00-5:00. Students who sit for make-up exams will not be administered the same exam given the day he/she missed the exam.

10. **CLASS ATTENDANCE**

Students are expected to be punctual in class attendance. Students are expected to arrive on time and stay for the length of the class. Students arriving more than five minutes late will not be permitted to take the quiz, if one is given that day, and will not be counted present if he or she is not present at the time roll is taken. Only three (3) unexcused absences are allowed. Avoid being late to class. Instructor will adhere to all University policies pertaining to attendance. If you are late, please come in quietly and have a seat. Do not make a habit of being late, as this is a distraction for both the instructor and your classmates. Please do not get up in the middle of class unless it is an emergency.

**Campus Emergency Notification System / Connect-ED**

Students, faculty and staff can be enrolled in Alcorn State University's state-of-the-art emergency notification system, Connect-Ed. It is the quickest way to ensure that our campus community receives critical university notifications on safety issues, school closings, weather alerts, and any other emergency or police matter.

The system sends simultaneous messages to all registered recipients: via text-message capable phones, PDAs, and computer e-mail in order to alert registrants of information critical to their safety and well-being. To enroll in Connect-Ed please type the URL listed and follow the instructions: https://connected.alcorn.edu/

11. **EXTRA CREDIT (OPTIONAL)**

Students will complete a research paper on a biochemical topic chosen from chapter 16-26 of the Biochemistry Concepts and Connections book. The research paper will be worth a total of 100
points. The paper should be typed using Times New Roman, font 12, 1.5 space, reference style should be the ACS Citation style (the Quick Guide for ACS citation will be posted on blackboard). It time permits the students will present their papers orally to the class in a power point format. The oral presentation will be 15 minutes and 5 minutes will be allotted for questions and answers for a total of 20 minutes. The oral presentation will be worth 50 points. The students will complete 4 case studies throughout the semester. Each case study will be worth 50 points. The case studies should be typed using Times New Roman, font 12, 1.5 space, and ACS Chemistry writing style (will be posted on blackboard).

Basic Format/Organization of a paper
- Title
- Abstract
- Introduction
- Experimental Details or Theoretical Basis
- Results
- Discussion
- Conclusion
- Summary
- Acknowledgments
- References

Suggested Databases
- Web of Science
- SciFinder
- PubMed
- American Chemical Society Publications

12. ACADEMIC POLICIES
I. Instructor Personal Policy:
All students are expected to adhere to the requirements of the Alcorn State University Student Handbook. Students are expected to attend class regularly, to participate in class discussions, complete class assignments on time and to participate in experiential learning opportunities. All students must have an active Alcorn email address. Students are required to silence all electronic devices (e.g. cellular phones etc.) when in the classroom. Instructor will adhere to all University policies pertaining to make-up tests, cheating/plagiarism, as well as withdrawal, incomplete and final exams.
II. Evaluation/Grading Policy:

Policy on Cell Phones and other Electronic Devices: The use of cell phones or any other electronic devices such as computers, laptops, etc. may be used during lecture to view power point presentations posted on blackboard. The use of cell phones or any other electronic devices including smart phone calculator apps, on exams/quizzes is prohibited. All phones are to be turned off during exams and stored. Students caught using phones during exam may be subject to receiving a score of “0” on the exam/quiz/work sheets and referral for further disciplinary action. Students are prohibited from recording lectures, distributing recordings among students, posting them on you tube or selling them for financial profit. All lectures are the intellectual property of the instructor and Alcorn State University.

III. Academic Integrity/Plagiarism:
Honesty requires that any ideas or materials taken from another for either written or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs, to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit for ideas or materials that he takes from another, is guilty of plagiarism. Failure to comply with academic integrity, honesty, and behavior standards may result in course failure or administrative withdrawal from the class.

IV. Americans with Disabilities Statement & Non-Discrimination Statement:
In accordance with federal legislation, reasonable accommodations will be provided to students with a documented disability. Alcorn State University does not discriminate on the basis of race, sex, age, handicap or disability. Students with physical or learning disabilities should contact the Office of Disability Services for specific information and assistance regarding their needs. If you have a documented disability that requires accommodation, you must meet with me in the first two weeks of class to discuss your accommodations and their implementation. Chemistry faculty and staff work cooperatively to assist students with disabilities with their educational objectives.

If you need special accommodations or would like to have more information on this policy, you should contact Dorothy J. Davis, Director of Health and Disability Services at (501) 877-6460 to discuss specific needs. Health and Disability Services is located in the Felix H. Dunn Health
Services Center, 1000 ASU Drive, 779, Alcorn State, MS 39096. The Office of Health and Disability Services coordinates reasonable accommodations for students with documented disabilities.

V. Student Withdrawal Policy/Drop Date:
A withdrawal from the course is possible through the date specified in this semester’s catalog. Please review the requirements in ASU’s catalog for withdrawal dates. An incomplete will be given in the course if, for some reason beyond your control (hospitalization, death in the family, natural disaster, etc.) you cannot complete the course. Under no circumstances will you be given an incomplete because you have an undesirable grade in the course.

VI. University Resources/Counseling Center, Writing Center, Blackboard Support, Tutoring and Math Center, Library, Etc.
The University provides digital academic and service resources which are of great help to prospective and current students to assist them in their search for information about Alcorn. The student resources section provides this leverage for maximizing information about the various offices, services, and procedures.

Alcorn State University has a Counseling Center located at Walter Washington Administration/Classroom Building (WWACB) Room 305. The contact number for Counseling services is 601-877-6230. The hours of operation are from 8:00 am - 5:00 pm Monday – Thursday and 8:00 am – 4:00 pm on Friday.

Alcorn State University has a Writing Center funded under the Title III Program. The writing center is located on the 1st floor of the J.D. Boyd Library. The goal of a college writing center is to support writing across campus. Consulting services and other Writing Center resources are available to all students, faculty, and staff. The goal of the Writing Center is to help individuals become better writers. Moreover, the AWC does not write or proofread papers. The AWC offers the following services available to students and the general public: Free consulting services (work with a trained, skilled, and competent consultant; the consultations are scheduled on an appointment basis by calling the center or visiting; walk-ins are also available).

- Improve writing skills
- Plan, organize, and revise essays and reports
- Write job and graduate school applications, cover letters, and resumes
- Computer usage, book check-outs, and other media resources.
- Hours: Monday-Thursday, 9:00am – 8:30pm Fridays, 9:00am - 5:00pm
All distance communications (e.g., phone, email, live chat) for Blackboard support must be placed with the 24/7 Helpdesk and not directly with the Tier 2 Support Team (Stanley Stepney and Vanessa Huston). This change in procedure will enable the Tier 2 Support Team to effectively address Tier 2 support issues in a prompt and thorough manner. Any distance communications sent directly to the Tier 2 Support Team will be redirected to the 24/7 Helpdesk. You can reach the Helpdesk by going to http://www.alcorn.edu/bbhelp and using the Live Online Chat or calling 1-855-671-6898. Both are available 24 hours a day, 7 days a week.

The University Tutorial Center is the academic support arm of Alcorn State University. At the center, students needing academic support, whether a small group or individually, may receive tutoring from peers proficient in the following courses: accounting, biology, chemistry, business administration, computer science, economics, English, mathematics, physics, psychology, social science, sociology and Spanish.

The tutorial program is designed to enhance students’ skills so they may read effectively, write succinctly, speak eloquently, and calculate accurately. Tips on time management, note-taking and flashcard use, brainstorming and idea mapping, and much more are reinforced during the 50-minute sessions.

The Department of Chemistry and Physics has an inter-departmental tutorial program which is located in MASC room 214. Please see your instructor for additional tutorial information.

Students may schedule an appointment for a tutorial session by choosing one of the following methods:
- Log onto www.alcorn.edu, click on the student portal then select ineedatutor@alcorn.edu
- Log into GradesFirst
- Dial 601-877-6364
- Walk-in (We strive to ensure tutors are available for the subject area needed.

The J.D. Boyd Library is your window into the world’s knowledge base. Within the physical library on campus, you’ll find books, journals, magazines, microform, audiovisual materials, newspapers, and more. Use computer terminals to access the Internet, meet with classmates in a group study area, or attend a presentation in the Medgar W. Evers Auditorium. Students must also
contain an Alcorn Library ID Number from the Library so that they can access the Alcorn State University online bibliographical data resources to complete class assignments.

You also can access library resources from your residence hall, home, or office. Through our website, you can connect with our online catalog, databases, electronic books, full-text journals, and other helpful information. With all these resources and more, we strive to be a cornerstone of knowledge for students, faculty, and surrounding communities.

13. **COURSE CONTENT/OUTLINE/CURRICULUM SEQUENCE**

   **Caveat:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>COURSE SCHEDULE</th>
<th>REFERENCE</th>
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<tbody>
<tr>
<td><strong>DATE</strong></td>
<td><strong>COURSE SCHEDULE</strong></td>
<td><strong>REFERENCE</strong></td>
</tr>
<tr>
<td>Week 1 (Jan. 9-13)</td>
<td>Orientation</td>
<td>Biochemistry Concepts &amp; Connections</td>
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<tr>
<td></td>
<td>Amino Acid, Peptide &amp; Protein Pre-Test, Amino Acid Worksheet</td>
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<tr>
<td>Jan. 16</td>
<td><strong>MARTIN LUTHER KING HOLIDAY</strong></td>
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<tr>
<td>Week 2 (Jan. 18-20)</td>
<td>5.1 Amino Acids</td>
<td>Chapter 5</td>
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<tr>
<td></td>
<td>5.2 Peptides and the Peptide Bond</td>
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<tr>
<td>Week 3 (Jan. 23-27)</td>
<td>5.3 Proteins: Polypeptides of Defines Sequence</td>
<td>Chapter 5</td>
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<td>5.4 From Gene to Protein</td>
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<tr>
<td>Week 4 (Jan. 30-Feb. 3)</td>
<td>5.5 From Gene Sequence to Protein Function</td>
<td>Chapter 5</td>
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<td>5.6 Protein Sequence Homology</td>
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<tr>
<td></td>
<td>Tools of Biochemistry</td>
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<tr>
<td></td>
<td>TEST</td>
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<tr>
<td>Week 5 (Feb. 6-10)</td>
<td>6.1 Secondary Structure: Regular Ways to Fold the Polypeptide Chain</td>
<td>Chapter 6</td>
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<td>6.2 Fibrous Proteins: Structural Materials of Cells and Tissue</td>
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<tr>
<td>Week 6 (Feb. 13-17)</td>
<td>6.3 Globular Proteins: Tertiary Structure and Functional Diversity</td>
<td>Chapter 6</td>
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<td>6.4 Factors Determining Secondary and Tertiary Structure</td>
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<tr>
<td>Week 7 (Feb. 20-24)</td>
<td>6.5 Dynamics of Globular Protein Structure</td>
<td>Chapter 6</td>
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<td></td>
<td>6.6 Prediction of Protein Secondary and tertiary Structure</td>
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</table>
| Week 8          | 6.7 Quaternary Structure of Proteins  
|                | Tools of Biochemistry  
|                | TEST  |
| Week 9         | MID-TERM EXAMS  |
| March 13-17    | SPRING BREAK  |
| Week 10        | 7.1 Binding a Specific Target: Antibody Structure and Function - 7.10 the Role of Conformational Change in Oxygen Transport  |
| (Mar. 20-24)   | Chapter 7  |
| Week 11        | 7.11 The Structure of Antibodies - 7.18 The Mechanism of Contraction  Tools of Biochemistry  
| (Mar. 27-31)   | TEST  
| Week 12        | 8.1 Enzymes are Biological Catalyst  
| (Apr. 3-7)     | 8.2 The Diversity of Enzyme Function  
|                | 8.3 Chemical Reaction rates and the Effects of Catalysts  |
| Week 13        | 8.4 How Enzymes Act as catalysts: Principles and Examples  
| (Apr. 10-14)   | 8.5 Coenzymes, Vitamins, and essential Metals  
|                | 8.6 The Kinetics of Enzymatic Catalysis  |
| Week 14        | 8.7 Enzyme Inhibition  
| (Apr. 17-21)   | 8.8 The Regulation of Enzyme Activity  
|                | 8.9 Covalent Modifications Used to regulate Enzyme Activity  
|                | 8.10 Nonprotein Biocatalysts: Catalytic Nucleic Acids  Tools of Biochemistry  
|                | TEST  |
| Apr. 24        | Comprehensive Final Examination (Seniors)  |
| May 1-4        | University Finals  |
| May 6          | SPRING Commencement  |

*This schedule is tentative and subject to change, however, the exam dates are final.*
Note: Please refer to the Alcorn State University website, catalog, as well as the student handbook for more detailed resource information regarding the University policy and procedures.
Each person will undertake a semester-long group project involving the analysis of a “real” sample. All data and information regarding the project are to be kept in a lab notebook, with each entry dated. The lab notebook also serves as a log book, with the requirement that each person contribute to the project. "Work" on a project involves all effort related to the completion of the project except time spent on the written and oral reports. Time spent completing a literature search, reading relevant literature, sampling, etc. does count. Any time spent on such activities is to be recorded in the laboratory notebook. All laboratory safety rules must be followed as provided from the instructor.

Learning Objectives

1. Perform a literature search using Scifinder Scholar
2. Read and analyze scientific publications
3. Select appropriate analytical sample preparation and analysis methods based upon suitability of the method and capability of the laboratory facility
4. Prepare a set of standards
5. Work collaboratively to make scientific decisions
6. Develop an experimental design
7. Think critically
8. Make ethical decisions in scientific work
9. Interpret scientific data and make judgements
10. Determine the analyte concentration in the sample
11. Communicate scientific results
12. Properly keep a laboratory notebook
13. Write a Standard Operating Procedure (SOP)

Responsibilities:

Each group must select a problem scenario, turn in a proposed work plan that fully describes all of the experimental procedures that will be undertaken in completing the project (this proposal must contain the results of a thorough literature search and must include references to literature
methods that form the basis of the experiments that are planned), receive instrument training, and complete project experimental work and a project poster for presentation.

Each person must complete in class and out of class exercises, complete a peer evaluation, carry out team assigned individual duties, take an assessment exam, and complete a course survey.

GRADING

Possible points:

Assignments – 80 points (in class, out of class, literature search, reading, progress reports)

Poster – 100 points

Evaluation- 100 points

Participation/presentation – 45 points (the instructor reserves the right to award additional participation credit to individuals who put more effort into their lab). Evaluation of the presentation is incorporated into this component of the grade.

Assessment exam- 100 points

Course survey- 20 points

Laboratory notebook- 100 points

Grading Scale:

A 375 and above
B 276-374
C 225-275
D 200-224
F below 200

*Important Dates

Week of Jan 9-23 Course overview, quantitative analysis refresher activities, team selection, problem selection, literature search, reading assignments, lab cleanup and organization

Week of Jan 30-Feb 27 Instrument training
Week of March 6  Midterm exam week

Week of March 13  Spring break

Week of March 20-27  Rigorous instrument training, experimental design, method validation, sample preparation, sample analysis

Week of April 3  Sample preparation, data collection and analysis, statistical analysis

Week of April 10  Complete sample analysis, begin poster preparation

Week of April 17  Complete poster, course assessment

Week of April 24  Poster presentations, course survey

*Dates are subject to change

Group Evaluation/Performance Review

One matter that almost always comes up when people work together on a project is whether all members of the group are contributing equally. Since you will work together in the laboratory portion of this course, it is important that everyone fully contribute to these group activities if they are to be successful. Your contribution to the work of the groups will be evaluated in two ways. One is that a peer-evaluation survey will be administered in which you will be asked (confidentially) to evaluate the contributions of your group members. The other is that your participation in group activities will be evaluated by the instructor. After resolving any inconsistencies in the conclusions of the peer-evaluation and instructor’s evaluation, the results of this performance review will be shared with you and form a portion of your participation grade in the lab.
I. **OVERVIEW**

This course is designed to enable students to sing with practiced ease as a tool that enables them to sing with a higher level of vocal expression. With this in mind, the student will learn the necessary tools to accomplish this task by use of the vocal exercises and by the exploration of songs and arias. The latter will be drawn from Neapolitan Art Songs, German Lied, French Mélodies, and English songs namely, American and British, as well as arias from oratorios, cantatas and operas. Numbers from musical theater will be given.

**Course Description**

Applied Voice (MU 121, 122, 123, 124: 221, 222, 223, 224; 321, 322, 421, 422, 423, 424) are taken for 2 credit hours and 323, 324; 423, 424 are taken for 3 credit hours. For applied voice students, classes are held once per week and students will meet on a one on one basis with their instructor. Students will work with specificity on their technique with an understanding of the pedagogical concepts entailed in singing on the breath and delivering a purity of tone. Detailed discussions will occur, especially after the introduction of a new topic or concept to ensure that the students, particularly the music education majors, develop a luculent understanding of certain techniques, pedagogical terms, vocal exercises and their application when they eventually coach their own students.

**Course Objectives**

At the end of the course, the student will be able to demonstrate the following five primary objectives at a higher level of proficiency.

1. Posture
2. Breathing
3. Relaxation
4. Resonance
5. Diction

Exercises are supplemented from the vocalizes of certain pedagogues, namely, Panofka, Lütgen, Vaccai, Marchesi and Miller. The student will learn to transfer the techniques learned in these vocal exercises and apply them to their songs.

II **COURSE INFORMATION**

Grading Policy

Attendance is required for all voice lessons. Excuses are allowed for **documented** illness, family emergency, or school functions. In cases of frequent absences, you will be advised to drop the course or repeat the course the following semester. **A grade of ‘F’ will be given for absences that are void of proper documentation.**
Any lesson missed by your applied voice professor will be re-arranged.

Students will be graded on the following:
Technique 30%
Practice and memorization 30%
Data Notebook 15%
Juries 10%
Recital Class Performance 15%

Grading Scale
90 - 100 = A
81 - 89 = B
72 - 80 = C
65 - 71 = D

Preparation and Memorization
You are required to practice diligently and incorporate all technical applications learned in your voice lesson into your daily practice regimen. If you do not incorporate corrections from a prior weeks’ lesson - ie if you have failed to practice your songs, exercises, vocalizes etc - your grade will be affected accordingly. Additionally, you are expected to attend recitals, concerts, view performances and listen to recordings of other artists to gain a clearer understanding of performance practice, performance etiquette and artistic interpretation.

Voice Juries
With the exception of first semester freshman music majors; juries are required of all performance majors and voice emphasis students in Music Education. Non-music majors or non-emphasis students will have a Final Voice Exam that takes the form of a studio recital at the end of the semester. (At my discretion, I may decide that a non-music/non-emphasis major should sing at the voice jury). The following is a rubric for your voice jury:

American with Disabilities Act (ADA):
Any student who feels she or he may need an accommodation based on the impact of a disability should contact Dorothy J. davis, Director of Health and Disability Services at (601) 877-6460 to discuss specific needs. Health and Disability Services is located in the Felix H. Dunn Health Services Center, 1000 ASU Drive, 779, Alcorn State, MS 39096. The Office of Health and Disability Services coordinates reasonable accommodations for students with documented disabilities.
<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>1. Pitches and Rhythms</td>
<td>All pitches and rhythms are correct, virtually no errors.</td>
<td>An occasional mistake, however it does not detract from the overall performance. Most rhythms and pitches correct.</td>
<td>There are several rhythmic and/or pitch problems. Some correct pitches and rhythms, but frequent errors.</td>
<td>Rhythmic and pitch error throughout the piece indicate that the student does not know/is incapable of performing the piece accurately.</td>
</tr>
<tr>
<td>2. Dynamics and Phrasing</td>
<td>Dynamic levels and phrasing are consistent with the score and clearly performed. Phrasing is consistent with the style of the composition.</td>
<td>Dynamic levels are overall correct. Phrasing is usually consistent with the style of the composition.</td>
<td>Dynamic levels are not consistent and can barely be discerned. Phrasing is occasionally consistent with the style of the music.</td>
<td>Dynamic levels are not present. Phrasing is rarely consistent with the style of the piece.</td>
</tr>
<tr>
<td>3. Tone Quality</td>
<td>Tone is consistent, clear, and focused throughout the piece.</td>
<td>Tone is usually consistent throughout the piece, with few passages where there is either an aggressive or unclear tone.</td>
<td>Tone is occasionally consistent with several passages lacking in clarity.</td>
<td>Tone is erratic and inconsistent, detracting from the overall performance.</td>
</tr>
<tr>
<td>4. Expression and Style</td>
<td>Expression within the performance is accurate and consistent with the style of the piece. Indications in the score are clearly present during the interpretation.</td>
<td>Expression is present and most of the score indications are present. Student has a general idea of the style of the piece.</td>
<td>Expression is present some of the time. Sense of style is not completely clear and score indications were not consistent.</td>
<td>No sense of style or expression.</td>
</tr>
<tr>
<td>5. Technique</td>
<td>Student has a complete control of the technical aspects of the music. Passages are clear and sound is well projected.</td>
<td>Some passages were not perfectly executed, however, the student has a good overall control of his/her technique within the piece.</td>
<td>Student shows difficulty in some passages and is not very secure with the technical aspects of the piece.</td>
<td>Clearly the student does not have a control over the technical aspects of the piece. The piece is either too difficult for him/her or student did not practice the piece enough.</td>
</tr>
<tr>
<td>6. Memorization</td>
<td>Piece is securely and completely memorized.</td>
<td>The piece is memorized with occasional memory problems.</td>
<td>Student shows frequent memory mistakes. Piece was not memorized completely.</td>
<td>Student did not memorize piece.</td>
</tr>
<tr>
<td>7. General Knowledge</td>
<td>Student comfortably answered questions about the period, composer, and style of the piece.</td>
<td>Student presented a satisfactory general knowledge about the piece and composer.</td>
<td>Student answered some questions about the piece and composer, showing that the student needs to increase his/her knowledge of the repertoire.</td>
<td>Student could not answer the majority of questions about the piece/style/composer presented by the jury.</td>
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</table>
8. **Sight Reading**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Student sight reads with virtually no mistakes, keeping a steady tempo.</td>
</tr>
<tr>
<td>2</td>
<td>Student sight reads fairly well with occasional mistakes.</td>
</tr>
<tr>
<td>3</td>
<td>Student can demonstrate correct notes but stops frequently with many mistakes.</td>
</tr>
<tr>
<td>4</td>
<td>Student cannot demonstrate notes or rhythms.</td>
</tr>
</tbody>
</table>

**Data Notebook**

All students are required to compile a note book. Notebooks should include the translations and interpretations of your literature as well as brief biographical information about the composer and poets/librettist, and also historical/informative data concerning the songs and/or operas/oratorios. This is important for your recital preparation.

**Recital Class Performance**

It is mandatory for all music majors to attend Recital Class. At my discretion and based upon your readiness, you will perform in at least two recital classes. You will also participate in chamber recitals and studio recitals. These are to help you refine your performance skills.

**Literature**

A. Songs are assigned based on your classification. (Please view Repertoire/Recital Requirements for Music Ed/Vocal Performance Majors on page 5)

B. Beginning students may be assigned fewer songs as more time is spent on technique and bringing you to a point of understanding of how to use your instrument.

C. Always be prepared. Do not wait for me to announce it to you before you start preparing your next piece of literature.

*Although not written in stone, as a general rule of thumb, strive to memorize your songs in the shortest time possible.*

The learning of notes is YOUR responsibility. **IT IS NOT MY RESPONSIBILITY TO TEACH YOU YOUR NOTES.** I will assist with difficult passages/phrases, but YOU are required to do the work.

**Essential Items**

1. **Accompanist**

All students of voice are required to have an accompanist.

2. Voice Recorder

3. A pencil

4. Your music

5. Access to the book “Diction for Singers” by Joan Wall

6. Access to German, French and Italian Dictionaries.
Repertoire/ recital requirements for Vocal Music Education majors

**Freshman**  
*weekly recital – 1 time (MU 122) = B; 2 times = A*  
1st semester MU 121 technique and some repertoire  
2nd semester MU 122 3 pieces (concert ready)  
1 Italian, 1 English  
Jury - student chooses 2 pieces not already performed

**Sophomore**  
*weekly recital – 1 time = B; 2 times = A*  
1st semester MU 221 4 pieces memorized, concert ready  
1 Italian, 1 French 2 English  
Jury - student chooses 2 pieces not yet performed

*weekly recital – 2 times = B; 3 times = A*  
2nd semester MU 222 5 pieces memorized, concert ready  
1 German, 1 Italian, 1 French, 2 English  
Jury - Student chooses 2 pieces not yet performed

**Junior**  
*weekly recital – 1 time = C, 2 times = B, 4 times = A*  
1st semester MU 321 6 pieces memorized, concert ready  
2 German, 1 French, 2 Italian, 1 English  
Jury - Student chooses 2 pieces not yet performed

*weekly recital – 2 times = C, 3 times = B, 4 times = A*  
2nd semester MU 322 6 pieces memorized, concert ready  
2 French, 1 German, 2 Italian, 1 English  
Jury - Student chooses 2 pieces not yet performed

**Student must present the written program for the Senior Recital at their jury in the previous semester.**

**Senior**  
1st semester MU 421  
**Senior Recital**

The increase in repertoire with study progression is to assure that the student will have the requisite repertoire prepared for a good senior recital.

The languages can also include Latin and Spanish and even Russian if a student feels capable of singing it.

*Recital repertoire can be music from the previous semester or jury. Jury repertoire may not be performed on recital prior to jury. The performance requirements listed are the minimum requirement.*

** Students are encouraged to perform upcoming Sr.recital repertoire on the weekly recital.

Repertoire/recital requirements for Vocal Performance Majors

**Freshman**  
*weekly recital - 1 time = B, 2 times = A*  
1st semester MU 123 technique and repertoire
*weekly recital – 2 times = B, 3 times = A

2nd semester MU 124
4 pieces memorized and concert ready
1 or 2 Italian, 2 or 3 English
Jury - Student chooses 2 pieces not yet performed

Sophomore
*weekly recital – 2 times = C, 3 times = B, 4 times = A
1st semester MU 223
5-6 pieces memorized, concert ready
1 Italian, 2 French, 2-3 English
Jury - Student chooses 2 pieces not yet performed

*weekly recital – 2 times = C, 3 times = B, 5 times = A
2nd semester MU 224
5-6 pieces memorized, concert ready
2 German, 1 French, 1 Italian, 1-2 English
Jury - Student chooses 2 pieces not yet performed

Junior
*weekly recital – 3 times = C, 4 times = B, 5 times = A
1st semester MU 323
8 pieces memorized, concert ready
Combination between French, German, Italian and English
Jury - Student chooses 2 pieces not yet performed

Student must present a written program for the Junior Recital

2nd semester MU 324 **Junior Recital (minimum 30 minutes long)

Senior
*weekly recital – 4 times = C, 5 times = B, 6 times = A
1st semester MU 423
8-10 pieces memorized
Combination of Italian, French, German, English, arias and songs
Jury - Student chooses 2 pieces not yet performed

Student must present a written program for the Senior Recital

2nd semester MU 424 **Senior Recital (minimum 1 hour of singing)

The increase in repertoire with study progression will assure that the student will have the requisite repertoire to present 2 undergraduate recitals.

Languages may also include Latin, Spanish, or Russian if a student feels capable of singing it.

*Recital repertoire can be from the previous semester’s study or jury. Jury repertoire may not be performed on recital prior to jury. The performance requirements listed are the minimum requirement.

** Students are encouraged to perform upcoming Jr. or Sr. recital repertoire on the weekly recital.