

# TOPICS IN PEDAGOGY & LITERATURE

MUAP 3250 004 | SPRING 2026

## Undergraduate Course Syllabus

**The saxophone is actually a translation of the human voice, in my conception. All you can do is play melody. No matter how complicated it gets, it's still a melody.**

-Stan Getz

### Course Description

The purpose of this course is to provide music majors with a comprehensive understanding of jazz saxophone pedagogy through the study of historical context, stylistic development, repertoire, and teaching practices. Students will engage in a course of study designed to support both their performance and teaching of jazz saxophone. The historical component of the course will examine the evolution of the jazz saxophone, influential performers, stylistic periods, and pedagogical traditions within the broader context of jazz and American music history. The repertoire and listening component will include extensive guided listening, transcription, and analysis of significant jazz saxophone recordings representing a variety of styles and eras. The pedagogy component will focus on effective methods for teaching jazz saxophone, including sound development, style-specific techniques, improvisation, repertoire selection, and the creation of individualized teaching approaches and materials.

*This syllabus was created to provide you with an overview of the learning expectations for this course. You can find additional details about class assignments and course policies on the Canvas Course Syllabus page.*

**Spring 2026**

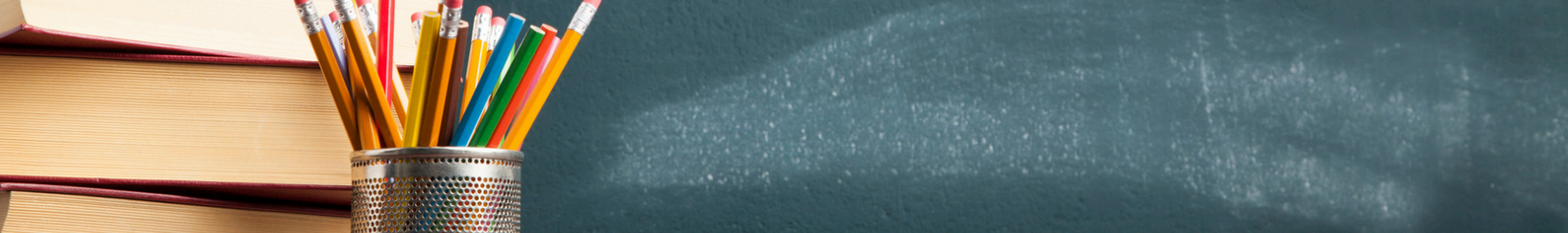
Time TBD

FAC 2214

### DR. SARAH ROBERTS

My office is in the Cowan Fine Arts Center room 2216. You can reach me at [sroberts@uttyler.edu](mailto:sroberts@uttyler.edu) or 903.566.7387.

In person and virtual appointments can be scheduled. Please email or call for an appointment. My door is always open, so please do not hesitate to contact me!



# Course Learning Objectives

## Course Description

Classroom instruction for music performance majors with emphasis in saxophone. Other class participants will be admitted on a case-by-case basis.

## Student Learning Outcomes

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

- *Demonstrate, through written and/or verbal communication, knowledge of the history and stylistic development of the jazz saxophone, including major eras, traditions, and pedagogical lineages.*
- *Demonstrate, through written and/or verbal communication, knowledge of significant jazz saxophonists, ensembles, and educators who have shaped the performance practices and pedagogy of the instrument.*
- *Demonstrate, through aural and visual identification, knowledge of important jazz saxophone repertoire, styles, and recordings, including but not limited to:*
  - *Swing and big band jazz*
  - *Bebop and hard bop*
  - *Cool and modal jazz*
  - *Avant-garde and free jazz*
  - *Fusion, funk, and contemporary jazz styles*
- *Demonstrate, through written and/or verbal communication, knowledge of established and emerging jazz saxophone pedagogical practices, including sound development, articulation, time feel, improvisation, transcription, and stylistic interpretation.*
- *Select and evaluate level-appropriate jazz saxophone materials, repertoire, and listening assignments that support systematic musical, technical, and stylistic development of jazz saxophone students in a variety of teaching contexts.*

## Required Course Materials

- **Method of note taking during class (can be paper or electronic)**
- **A method of storing reading assignments (can be paper or electronic)**
- **Other materials as assigned**

## Teaching Methods and Assignments to Achieve Learning Outcomes

- Each weekly class meeting will incorporate lecture and activities pertaining to the specific topic. Students will be asked to participate in class discussion during the in-person meetings.
- In preparation for classes, students will be assigned reading and research.
- The course will also consist of regular assignments, 3 exams, and a final project.

## Supplementary Materials

Additional instructional materials are provided for you on the course canvas page. In addition, it will be the student's responsibility to acquire applicable materials utilizing UT Tyler Muntz Library.



## Course Content

### Introduction to Jazz Saxophone Pedagogy

- Course overview and expectations
- Jazz pedagogy vs. classical pedagogy
- Oral tradition, listening, imitation, and style

### Historical Development of the Jazz Saxophone

- Early jazz and swing era traditions
- Bebop, post-bop, modal, fusion, and contemporary styles
- Influential jazz saxophonists and pedagogical lineages

### Jazz Saxophone Sound, Technique, and Style

- Tone production and sound concept
- Articulation, phrasing, vibrato, and time feel
- Range development, altissimo, and stylistic authenticity

### Improvisation, Repertoire, and Listening

- Harmonic and modal improvisation approaches
- Transcription and style analysis
- Standard jazz repertoire across styles
- Small-group and big band performance practices

### Teaching Jazz Saxophone

- Sequencing jazz instruction from beginner to advanced levels
- Teaching improvisation in private studio and classroom settings
- Evaluation of jazz saxophone methods, etudes, and resources
- Lesson planning and assessment strategies

### Professional Skills for the Jazz Saxophonist

- Résumé and CV writing for performers and educators
- Developing a professional portfolio (recordings, repertoire lists, bio)
- Networking, gig preparation, and professional communication
- Career pathways in performance, teaching, and freelance work

### Applied Pedagogy and Teaching Practice

- Peer teaching and teaching demonstrations
- Development of a personal jazz saxophone teaching philosophy
- Creation of original pedagogical materials and exercises

## AI Statement

During some class assignments, we may leverage AI tools to support your learning, allow you to explore how AI tools can be used, and/or better understand their benefits and limitations. Learning how to use AI is an emerging skill, and we will work through the limitations of these evolving systems together. However, AI will be limited to assignments where AI is a critical component of the learning activity. I will always indicate when and where the use of AI tools for this course is appropriate.

## Academic Calendar

**January 12, 2026** Classes Start

**January 19, 2026** No School

**January 26, 2026** Census Date

**March 9-13, 2026** Spring Break

**March 30, 2026** Last Day to Withdraw

**April 27 - May 1, 2026** Final Exams

Weekly  
Assignments will  
be assigned on  
canvas  
throughout the  
duration of the  
course.





## Attendance/Class Participation

- A. Quality and Consistency of preparation
- B. Consistency in progress
- C. Organization and use of course materials
- E. Attitude
- F. Completion of weekly assignments

% of total Grade

**20%**

## Assignments

- A. Completion of assignments on time
- B. Comprehension of the material

% of total Grade

**25%**

## Exams

Three exams given at the completion of each unit.

% of total Grade

**35%**

## Research Project/Presentation

% of total Grade

**20%**



### Grading Scale

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	Less than 60%

# INFORMATION

## Assignment Submissions

This course will require a healthy dose of reading and researching. Completing these reading assignments weekly is essential to your participation in discussions during class. It is recommended that your copy and print or start a digital file that you can access and can notate to comprehend each of the articles. There is too much reading to be completed the night before! Keeping on top of these assignments will go a long way towards you having a successful semester in this class.

## Make-Up Assignments

You will be given the opportunity to make-up missed quizzes, exams, and assignments for excused absences only. Excused absences include documented emergencies (e.g. doctor's note, subpoena) or school-related activity. Vacations, regularly scheduled doctor's appointments, and work schedules do not qualify as exceptional reasons and will not be accepted as an excused absence.

## Participation

Participating in the discussions that occur in each class will be a large part of our grade this semester. With such a small class size, participation from everyone is necessary to sustain meaningful discussion. Each week of lecture and discussion will be worth 30 points. Each student's participation will be recorded weekly.

## Attendance

Attendance is essential for a success in this course. Every professional -- from musicians to athletes to business executives -- needs to make sure they do one thing: show up! If you don't show up, you can't play. Or get paid. Students are allowed one week absence. After that, each absence will lower the course grade. After one absence the grade will start to move down for example from an A-plus to an A. Once the student reaches six absences, they fail the course. Any extraordinary circumstances, school-sponsored trips, or illnesses should be brought up to the instructor.

**It always seems  
*impossible* until it's  
done.**      **- Nelson Mandela**

## Technology Policy

*In order to ensure that you can participate in all of the activities within the course, you will need access to a smart device (phone, tablet, and/or computer). If you do not have a smart device available to bring to class, please email me and we can arrange for a rental device for class purposes.*

*Please also check out a USB microphone from the music office to assist in recorded assignments.*



# RESOURCES

UT Tyler Honor Code Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, [view the student resources here](#) and [view the university policies and information here](#).

## Academic Advising Center

University Center (UC) 440  
903.565.5718  
[advising@uttyler.edu](mailto:advising@uttyler.edu)

## Campus Activities

University Center (UC) 3400  
903.565.5796  
[getconnected@uttyler.edu](mailto:getconnected@uttyler.edu)

## Campus Computing & Technology Support

Ratcliff Building North (RBN) 3022  
903.565.5555  
[itsupport@uttyler.edu](mailto:itsupport@uttyler.edu)

## Muntz Library

Robert R. Muntz Library (LIB)  
903.566.7342  
[library@uttyler.edu](mailto:library@uttyler.edu)

## Military & Veterans Success Center

University Center (UC) 3440  
903.565.5972  
[mvsc@uttyler.edu](mailto:mvsc@uttyler.edu)

## Student Accessibility Office

University Center (UC) 3150  
903.565.7079  
[saroffice@uttyler.edu](mailto:saroffice@uttyler.edu)

## Student Health & Wellness

University Health Clinic (UHC) 147  
903.565.5728  
[wellness@uttyler.edu](mailto:wellness@uttyler.edu)

## UT Tyler Police Department

University Service Center (USC) 125  
903.566.7300  
[police@uttyler.edu](mailto:police@uttyler.edu)

## Bookstore

University Center (UC)  
903.566.7070  
[bookstore@uttyler.edu](mailto:bookstore@uttyler.edu)

## University Counseling Center

University Center (UC) 3170  
903.565.5746 (for appointments)

## Writing Center

College of Arts and Sciences (CAS) 202  
903.565.5995  
[writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)

## One Stop Service Center

Stewart Hall (STE) 230  
903.566.7180  
[enroll@uttyler.edu](mailto:enroll@uttyler.edu) or [cashiers@uttyler.edu](mailto:cashiers@uttyler.edu)  
One Stop Service Center includes:

- Cashier's Office
- Enrollment Services
- Financial Aid
- Student Business Services

**Crisis Help Line**  
**Available 24/7**  
**903.566.7254**

