

College of Performance, Visualization and Fine Arts



MUSC 441 Syllabus

Section 900 (58125)
Music Performance Capstone
Spring 2026 - College Station

Credit Hours: 3

Instructor Details



Lynn Vartan

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Office Hours

Please email or message in Canvas for appointment.

Preferred Contact Method

Email or Canvas

Biography

lynnvartan.com

Socials

@lynnvartan

Catalog Description

Music Performance Capstone. (1-5). Credit 3. Design, development, and presentation of an individually-chosen performance-based project; major writing and oral communication components. Prerequisites: Music major; MUSC 430; junior or senior classification.

Additional Course Details

Welcome to the final stages of your degree work in the Music Performance program! This course is the capstone of your BFA degree, an opportunity to reflect on what you have learned so far while preparing for the road ahead.

In this course, you will design, develop, and present a lecture recital of your own design. Your project should represent and reflect what you have learned in your time in the Music Performance program and include some of the Interarts specific work you have done. This course is designed to support you as you develop the project YOU want to create. Take advantage of the structures and resources this course and the program provide to develop and stage a project that will serve you in your current and future artistic, scholarly, and professional endeavors. You can use this project to demonstrate your talents and interests to prospective employers, producers, artistic collaborators, or graduate programs. In developing your project, you should discover how research and performance fit together in your work as a scholar and artist, and reflect upon how you can continue to integrate the two after graduation.

Course Prerequisites

Prerequisite/Corequisite(s): Music major; MUSC 430; junior or senior classification.

Course Learning Outcomes

After completion of MUSC 441 students will have:

- Designed, developed, and presented a lecture recital of appropriate quality and rigor.
- Articulated the intended goal, impact, effect, or meaning of their lecture recital.
- Conducted relevant research and use it to inform the performance project.

- Employed appropriate evaluation practices to provide careful and effective feedback when evaluating their own and other performance projects.
- Identify ways to leverage their performance project future endeavors.

Special Course Designation

UCRT - University Required Oral Communication

This is a Communication (C) Course. You will be assigned at least 1250 words of writing (in final draft form) and at least 5 minutes of public speaking. You will have opportunities to practice different writing and speaking techniques, you will receive feedback, and you will revise your work.

To pass this course, you must pass the writing and speaking components, which are marked in the grading policy below with asterisks. NOTE: Passing is defined as earning at least 60% of the possible points. If you fail to pass the writing and speaking components, you will receive a failing grade for the course.

Textbook and/or Resource Materials

This material Is: Required

No required textbooks for this class. You will need regular access to a computer or laptop for various project components. You also may use the LAAH 263 Mac Lab as needed.

Grading Policy

Grading

Categories	%
Assignments	20
*Final paper	25

Categories	%
*Final Program Material	20
*Capstone Lecture Recital	25
Preparation & Participation	10
TOTAL	100 %

Grading scale

- A = 90 - 100%
- B = 80 - 89%
- C = 70 – 79%
- D = 60 – 69%
- F = below 59%

**** To pass this Communications class, you must earn a passing grade (60% or better) on each of the assignments designated with an asterisk**

****Note on Grading in Canvas:** To make sure you have an accurate and clear idea of your grade standing in Canvas, every Monday I will "zero out" any missing assignments. This way you can see the actual grade in real time. You may still submit an assignment after it is "zero-ed out," with the late work and makeup policy as indicated in this syllabus.

Explanation of Requirements

- **Assignments:** There will be periodic assignments (approx 10) during the semester that include writing & research of the topics.
- **Paper:** There is a major paper for this course that is the written presentation of your performance project.

- **Program Materials:** This is all of the program materials for your lecture recital. It will include a flier, tech plot, script, artistic statement, and program notes.
- **Capstone Lecture Recital:** This is the cumulative lecture recital for your course and degree. It will be a combination of 60 - 80 minutes of oral presentation and musical performance, filmed and performed publicly.
- **Preparation & Participation:** Consistent preparation & participation in discussions is expected and outlined in further detail below.

Expectations & Routines

Courses are best experienced as learning partnerships between professor and student. I will be prepared and consistent and committed to delivering you the best information possible. My expectations for you are to:

- Attend all class meetings equipped with personal learning device (tablet/laptop)
- Submit all assignments digitally to Canvas by the deadlines (date and time).
- Complete readings, writing, research, and projects independently outside of class time.
- Participate during group activities and discussions with classmates and instructor.
- Accept (and give) constructive feedback that is intended to assist improvement and learning.

ATTENDANCE OF PEER PROJECTS: You should plan to attend the presentations/performances of your peers and participate appropriately/respectfully (for instance, asking questions during the Q&A, or volunteering to participate).

Late Work Policy

Work submitted by a student as makeup work for an excused absence is not considered late work and is exempt from the late work policy ([Student Rule 7](#)).

Course Specific Late Work Policy

- Work submitted after the established deadline/due date will be accepted with a 10% daily penalty applied.
- No late work will be accepted after midnight on the last day of classes.

Course Schedule

Course Schedule

Date	Class Topic	Assignment Due
Week 1	Course Orientation & What is Lecture-Recital	
Mon, 1/12	<ul style="list-style-type: none">• Course overview, expectations, grading• Review of “what is a lecture-recital”• What distinguishes a lecture-recital from a recital or paper• Examples of interdisciplinary lecture-recitals• What are your initial thoughts and ideas	

Date	Class Topic	Assignment Due
Wed, 1/14	<ul style="list-style-type: none"> • Interdisciplinarity in solo performance • Brainstorming artistic questions and themes • Short in-class writing: <i>What do I want to communicate—and why?</i> • Selecting repertoire/media to support the concept • Choosing a Committee, Speaking to Applied Teacher 	Due Friday: Initial idea statement and Committee Personnel Ideas
Week 2	Project Framing & Artistic Inquiry	
Mon, 1/19	MLK Holiday – No Class	
Wed, 1/21	<ul style="list-style-type: none"> • Turning ideas into researchable artistic questions • Balancing performance, research, and narrative • Structuring a lecture-recital: arc, pacing, transition • Discussion of Plans – thinking about future use 	Due Friday: Full Proposal including map of concert & outline of talk, future use statement,
Week 3	Repertoire, Media & Research Foundations	
Mon, 1/26	<ul style="list-style-type: none"> • Conducting Research • Research methods for performers (context, theory, practice-based research) • Literature Search 	Applied Teacher Approval, committee agreement

Date	Class Topic	Assignment Due
Wed, 1/28	<ul style="list-style-type: none"> • Setting Goals and Intentions • Possible Hagler Guest Visit 	Due Friday: Timeline/Plan for Project Execution
Week 4	Writing for the Stage	
Mon, 2/2	<ul style="list-style-type: none"> • Writing Center Workshop: The Writing Process 	
Wed, 2/4	<ul style="list-style-type: none"> • Library/research workshop (scores, recordings, texts, archives) • Turning your outline into both talk and paper – what's different what is the same • Annotated bibliography discussion • Individual Lessons in performance 	Due Friday: Paper Outline
Week 5	Writing to Speak on Stage	
Mon, 2/9	<ul style="list-style-type: none"> • No Regular Class – Go to Creative Works Day 	
Wed, 2/11	<ul style="list-style-type: none"> • Writing spoken text for performers • Tone, clarity, audience engagement • Individual Lessons in performance 	Annotated Bibliography
Week 6	Continued Aural testing and then Technology, Media & Interdisciplinary Elements	

Date	Class Topic	Assignment Due
Mon, 2/16	<ul style="list-style-type: none"> • Read-throughs of draft lecture text • Feedback on clarity and flow • Individual Lessons in performance 	Due Sunday before this class: Draft of Lecture text
Wed, 2/18	<ul style="list-style-type: none"> • Communicating with production • Working with visuals, electronics, video, lighting, or other media • Practical logistics and tech riders • Troubleshooting and contingency planning • Individual Lessons in performance 	Full Tech Rider and Production Docs
Week 7	Production Continues	
Mon, 2/23	<ul style="list-style-type: none"> • Lighting and tech – add cues 	
Wed, 2/25	<ul style="list-style-type: none"> • Writing Center Workshop: Oral Presentations 	
Week 8	Midterm Checkpoint / Mock Presentations	
Mon, 3/2	<ul style="list-style-type: none"> • Discussion of jury expectations and evaluation criteria • Lecture: Best Practices for Peer Review: Liz Lerman's Critical Review Process • Practice Openings and Closings 	

Date	Class Topic	Assignment Due
Wed, 3/4	<ul style="list-style-type: none"> • Mock lecture-recital presentations (partial run-throughs) • Group critique and feedback 	Midterm self-assessment + revision plan
Week 9		
Mon, 3/9	SPRING BREAK	
Wed, 3/11	SPRING BREAK	
Week 10	Communicating to a Public Audience	
Mon, 3/16	<ul style="list-style-type: none"> • Audience development • Speaking to non-specialist audiences • Accessibility, framing, and clarity • Prep for Committee Review 	Due Tuesday: Program Material/Notes draft
Wed, 3/18	<ul style="list-style-type: none"> • Committee Performance Review (Provide Program Materials) 	
Week 11	Feedback / Polishing	
Mon, 3/23	<ul style="list-style-type: none"> • Effective Development from Feedback & Review • Post run-through reflection + targeted revisions • Individual Lessons in performance 	
Wed, 3/25	<ul style="list-style-type: none"> • Work day on your own 	Action plan from Feedback and Review
Week 12	Performance logistics, stage management, professionalism	

Date	Class Topic	Assignment Due
Mon, 3/30	<ul style="list-style-type: none"> • Strategies for performance fears, anxieties • Challenges in performance logistics, stage management, professionalism • Mental preparation and performance wellness • Individual Lessons in performance 	Flier & Audience Development Plan
Wed, 4/1	<ul style="list-style-type: none"> • Final Preparation of project and go over materials - focus on pacing, confidence, and polish • Individual Lessons in performance 	Final materials submission (script, notes, tech plan) bring paper drafts to class
Week 13	Public Performance Preparation Final Touches on your own	
Mon, 4/6	<ul style="list-style-type: none"> • No Class – Go to Interarts Showcase 	
Wed, 4/8	<ul style="list-style-type: none"> • No Class – Go to Crescendo 	
Week 14		
Mon, 4/13	<ul style="list-style-type: none"> • Writing Center Workshop: Writing Clearly and Concisely 	
Wed, 4/15	<ul style="list-style-type: none"> • Run Thrus!! 	
Week 15	Public Lecture-Recital Performances and Reflection	

Date	Class Topic	Assignment Due
Mon, 4/20	<ul style="list-style-type: none"> The Big Performance! 	Final Performance
Wed, 4/22	<ul style="list-style-type: none"> No Class - Recuperation and Reflection from performance, discussion of jury comments 	Reflection
Week 16		
Mon, 4/27	<ul style="list-style-type: none"> What's next? Where to submit and what to do Final reflective discussion: artistic growth and interdisciplinarity 	Final Paper

Technology Support

Technology Services (IT) - Main Campus

Hours: 24/7

Phone: (979) 845-8300

Email: helpdesk@tamu.edu

Call/Chat/Email/visit: <https://it.tamu.edu/help>

Canvas LMS Technical Support

Hours: 24/7/365

Phone: (877) 354-4821

Email: support@instructure.com

Support is available by clicking the Help button at the far left in the Canvas global navigation menu.

Canvas Resources are also linked on the home page of every Canvas course.

University Policies

This section outlines the university-level policies that must be included in each course syllabus. The TAMU Faculty Advisory Council established the wording of these policies.

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" (Section 20.1.2.3, [Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

University Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. ([See Student Rule 24](#).)

Notice of Nondiscrimination

Texas A&M University is committed to providing safe and non-discriminatory learning, living, and work environments for all members of the University community. The University provides equal opportunity to all employees, students, applicants for employment or admission, and the public, regardless of race, color, sex (including pregnancy and related conditions), religion, national origin, age, disability, genetic information, or veteran status.

Texas A&M University will promptly, thoroughly, and fairly investigate and resolve all complaints of discrimination, harassment (including sexual harassment), complicity, and related retaliation based on a protected class in accordance with [System Regulation 08.01.01, University Rule 08.01.01.M1, Standard Administrative Procedure \(SAP\) 08.01.01.M1.01](#), and applicable federal and state laws. In accordance with Title IX and its implementing regulations, Texas A&M does not discriminate on the basis of sex in any educational program or activity, including admissions and employment.

The following person has been designated to handle inquiries and complaints regarding the non-discrimination policies: Jennifer M. Smith, TAMU Associate VP & Title IX Coordinator at YMCA Ste 108, College Station, TX 77843, 979-458-8407, or email civilrights@tamu.edu. For other reporting options, visit the [U.S. Department of Education Office for Civil Rights Complaint Assessment System](#) to locate the

address and phone number of the office that serves your area, or call 1-800-421-3481.

Civil Rights, Free Speech, and Title IX Policies

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit discrimination and harassment based on an individual's race, color, sex, (including pregnancy and related conditions), religion, national origin, age, disability, genetic information, veteran status, or any other legally protected characteristic. This includes forms of sex-based violence, such as sexual assault, sexual harassment, sexual exploitation, dating/domestic violence, and stalking.

Students can report discrimination/harassment, access supportive resources, or learn more about their options for resolving complaints on the [University's Civil Rights & Title IX webpage](#).

Students should be aware that all university employees (except medical or mental health providers) are mandatory reporters, which means that if they observe, experience or become aware of an incident that they reasonably believe to be discrimination/harassment alleged to have been committed by or against a person who was a student or employee at the time of the incident, the employee must report the incident to the university.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Resources and their instructors as soon as possible.

To request academic accommodations, contact the designated ADA office based on your location:

- Texas A&M University, College of Nursing, College of Dentistry, Irma Lerma Rangel College of Pharmacy College Station, College of Medicine, School of Public Health, Institute of Biosciences and Technology, EnMed Program, Bush School in Washington DC, Mays Business School – CityCentre, TAMU Engineering Academies, Texas A&M University Higher Education Center at McAllen and Texas A&M University at Galveston should contact Disability Resources at (979) 845-1637 or disability@tamu.edu.
- Texas A&M University School of Law should contact the Office of Student Affairs at (817) 212-4111 or law-disability@law.tamu.edu to request accommodations.
- Irma Lerma Rangel College of Pharmacy in Kingsville should contact the Disability Resource Center at Texas A&M University-Kingsville at (361) 593-3024 or drc.center@tamuk.edu to request accommodations.
- Texas A&M University College of Veterinary Medicine & Biomedical Sciences in Canyon should contact the Office of Student Accessibility at West Texas A&M University – Canyon at (806) 651-2335 or osa@wtamu.edu.

If you are experiencing difficulties with your approved accommodations, contact the office responsible for approving your accommodations or the Texas A&M ADA Coordinator Julie Kuder at ADA.Coordinator@tamu.edu or (979) 458-8407.

Pregnancy Accommodations

Texas A&M provides reasonable accommodations to students due to pregnancy and/or related conditions, such as childbirth, recovery, and lactation. Students should contact the University's [Pregnancy Coordinator](#) as soon as they become aware of the need for accommodation. Depending on the circumstances, accommodations could include extended time to complete assignments or exams, changes in course sequence, or modifications to the physical classroom environment.

Texas A&M will also allow a voluntary leave of absence, ensure the availability of lactation space, and maintain grievance procedures to provide for the prompt and equitable resolution of complaints of sex discrimination. For information regarding pregnancy accommodations, email TIX.Pregnancy@tamu.edu.

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors influencing a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care practices by utilizing the resources and services available through [University Health Services](#). The [TELUS Health Student Support app](#) provides access to professional counseling in multiple languages anytime, anywhere by phone or chat, and the 988 Suicide & Crisis Lifeline offers 24-hour emergency support at 988 or 988lifeline.org.

Texas A&M College Station

Students needing a listening ear can contact University Health Services at 979.458.4584. Call 911 or visit your nearest emergency room if you are currently experiencing a life-threatening situation or if your safety is at risk. 24-hour emergency help is also available through the 988 Suicide & Crisis Lifeline (988) or at 988lifeline.org.

Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings.

Currently enrolled students wishing to withhold any or all directory information items can do so within howdy.tamu.edu using the Directory Information Withholding Form. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR, or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees, honors and awards received, participation in officially recognized activities and sports, medical residence location, and medical residence specialization.

Free Speech and Civil Discourse

Texas A&M recognizes that the pursuit of truth through open and robust discourse is critical to academic inquiry. However, as a community of scholars, the university has an aspirational expectation that such discourse will be conducted in accordance with Aggie Core Values. In this "marketplace of ideas," we encourage civil dialogue creating an environment that allows individuals to express their ideas and to have their ideas challenged in respectful and responsible ways. Students can learn more about Freedom of Expression and Free Speech on the [University's website](#) about the [First Amendment](#).