



Department of Music

POINT LOMA NAZARENE UNIVERSITY

Chamber Orchestra: MUP3032-1, MUP3032Z-1, 1 Unit, Final Exam = Public Performances

Professor: Dr. Phil Tyler, 215 CMC, 619-849-2620, ptyler@pointloma.edu

Semester: Fall 2026

Fall Regular Rehearsals Tuesdays/Thursdays 5:00-6:30 p.m. in Crill Performance

Hall (usually): 9/1, 9/3, 9/8, 9/10, 9/15, 9/17, 9/22, 9/24, 9/29, 10/1, 10/6, 10/8, 10/13, 10/15, 10/20, 10/27, 10/29, 11/3, 11/5, 11/10, 11/12, 11/17, 11/19, 11/24, 12/1, 12/3, 12/8, 12/10

Orchestra Retreat: 9/19 9:00 a.m.-2:00 p.m. in Crill Performance Hall

Church Ministry Service: 11/8 7:15 a.m.-10:45 a.m. at San Diego 1st Presbyterian Church (320 Date St., San Diego)

Choral Union Dress Rehearsal: 12/5 8:30-12:45 (warm-up/Messiah touch-up at 8:30 a.m. in band room, full rehearsal at 9:45 a.m. in Brown Chapel)

Choral Union Concert: 12/6 at 3:00 p.m. in Brown Chapel

Orchestra Concert Dress Rehearsal: 12/10 from 7:00 p.m. to 9:30 p.m. in Crill Performance Hall

Orchestra Winter Concert: 12/11 at 7:30 p.m. in Crill Performance Hall

Fall Semester Literature (subject to change):

- Symphony No. 9, Op. 95, B. 178, *From the New World* (1893) by Antonín Dvořák
- Partita in D Minor by J.S. Bach with piano accompaniment added by R. Schumann transcribed for string orchestra by P. Tyler (*Allemanda, Corrente, Sarabanda, Giga*)
- Selections from Messiah by G.F. Handel
- Méditation from Thaïs by J. Massenet, arranged by Paul Wood
- Additional orchestra lit. TBA

String Forum Schedule (for string players registered for private lessons):

10/13 6:30 p.m. Crill Stage or CMC118

11/3 6:30 p.m. Crill Stage or CMC118

11/24 6:30 p.m. Crill Stage or CMC118

PLNU Mission (To Teach, To Shape, To Send): Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace in foundational, truth is pursued, and holiness is a way of life.

Catalog Course Description: Open to community and all students by audition; campus appearances; may accompany large choral works. Participation required of all Music majors with string instrument concentration. May be repeated each semester. Offered every fall and spring semester.

An orchestra is a community of musicians who work together to present great orchestral works. In this setting, your personal commitment to excellence is merged with that of other players to make a performance that is more than the sum of its parts. Skills honed in this course are personal preparation, ensemble skills, responsible teamwork, and ensemble performance skills.

Program Learning Outcome (PLO): Students will prepare and participate in ensemble performances by developing an attitude of collaborative service, individual preparation, camaraderie, regular rehearsal attendance, and best efforts.

Course Learning Outcomes (CLOs): Orchestra participant will

1. show careful personal preparation by performing one's part accurately and in the correct style;
2. attend all declared rehearsal times and demonstrate good ensemble skills;
3. arrive by dress rehearsal call time and stay engaged with the dress rehearsal during the entire required time;
4. arrive by concert call time and stay engaged during the entire concert;
5. contribute positively to the over-all musical effect of the concert.

Grading System: Semester percentage points are earned in accordance with the description on page 2 of this syllabus. Letter grades are established as follows:

A	=	94	-	100	C	=	74	-	77
A-	=	91	-	93	C-	=	71	-	73
B+	=	88	-	90	D+	=	68	-	70
B	=	84	-	87	D	=	64	-	67
B-	=	81	-	83	D-	=	61	-	63
C+	=	78	-	80	F	=	0	-	60

Attendance Policy: Every required rehearsal should be attended from beginning to end. Points toward the student's grade are earned during rehearsals and performances. Points lost due to absences cannot be recovered. In addition, the number of points equal to the square of the number of weeks of absence will be deducted from the student's semester grade. University attendance policy will apply. See PLNU attendance policy for further details. Three tardies and/or early departures will be counted as one absence unless the student has made special arrangements with the professor in advance.

Earning Semester Percentage Points: Points will be accumulated

- At each regular rehearsal:
 - 1 point for contributing positively to the entire rehearsal.
 - 1 point for observed satisfactory personal progress on the orchestra literature.

- Call time for any regular rehearsal is always 5 minutes before the announced beginning of the rehearsal.
 - A total of 60 semester percentage points are available from participation in regular rehearsals.
 - At the dress rehearsals and concerts:
 - 40 points for contributing positively to the dress rehearsals and concerts. Absence from any one such event can cause the student to lose as much as all 40 semester percentage points for a missed dress rehearsal or concert.
 - Call time for any dress rehearsal or concert is always 20 minutes before the announced beginning of the event. Tardiness or early departure from a dress rehearsal or concert can be counted as an absence from a dress rehearsal or concert with all of the consequences outlined above.
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Spiritual Care*

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

State Authorization⊕

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU Copyright Policy⊕

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law

PLNU Recording Notification⊕

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Accommodations Policy⊕

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging*

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Sexual Misconduct and Discrimination*

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation PolicyⓈ

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

SLO Rubric for Participation in an Orchestra Concert (Signature Assignment)

Item	Advanced	Proficient	Basic	Preliminary
Personal Preparation	Participant prepared meticulously so as to perform part splendidly in exactly the correct style.	Participant prepared carefully so as to perform part quite accurately and in a reasonably correct style.	Participant's preparation fell somewhat short as reflected in occasional noticeable inaccuracies and/or occasional noticeable departures from correct style.	Participant's preparation fell far short as reflected in many noticeable inaccuracies and/or many noticeable departures from correct style.
Preparation with Ensemble	Participant used rehearsal time to hone excellent ensemble skills (such as sectional blend, balance, tuning, and assuming the correct musical role). Student has been in attendance all of the declared rehearsal time throughout the semester.	Participant used rehearsal time to hone reasonably good ensemble skills (such as sectional blend, balance, tuning, and assuming the correct musical role). Student has been in attendance most of the declared rehearsal time throughout the semester.	Participant's work in rehearsal time fell somewhat short as reflected in less than complete ensemble skills (such as sectional blend, balance, tuning, and assuming the correct musical role), and/or student's attendance was spotty (3-6 absences and/or 6-9 late arrivals/early departures).	Participant's work in rehearsal time fell far short as reflected in grossly noticeable lack in ensemble skills (such as sectional blend, balance, tuning, and assuming the correct musical role), and/or student's attendance was poor (7 or more absences and/or 10 or more late arrivals/early departures).
Dress Rehearsal: Engagement	Participant arrived at or before call time and stayed completely engaged during the entire dress rehearsal.	Participant arrived within 2 minutes of call time and stayed reasonably engaged during the entire dress rehearsal.	Participant arrived 3-10 minutes after call time and/or was not fully engaged during part of the dress rehearsal.	Participant arrived 11 or more minutes after call time and/or was not fully engaged during most of the dress rehearsal.
Concert: Engagement	Participant arrived at or before call time and stayed completely engaged during the entire concert.	Participant arrived within 2 minutes of call time and stayed reasonably engaged during the entire concert.	Participant arrived 3-10 minutes after call time and/or was not fully engaged during part of the concert.	Participant arrived 11 or more minutes after call time and/or was not fully engaged during most of the concert.
Concert: Contribution to Musical Effect	In concert, participant's performance contributed in a very positive way to the over-all musical effect.	In concert, participant's performance contributed in a mostly positive way to the over-all musical effect.	In concert, participant's performance contributed in a minimally positive way to the over-all musical effect.	In concert, participant's performance did not positively contribute to the over-all musical effect.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Advanced Conducting, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of music, and I will support you throughout your learning in this course.

Trigger Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Chamber Orchestra, we will cover a variety of topics, some of which you may find triggering. These topics include practicing. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of music, and I will support you throughout your learning in this course.

General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to me, the instructor, in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due. Incompletes will only be assigned in extremely unusual circumstances.

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PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another

person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. Please consult the [Academic Honesty Policy](#) in the [University Catalog](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

PLNU Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.) to generate ideas, as a learning tool, or in some cases generate portions of work you will submit. I will specify in individual assignments what constitutes appropriate use of AI for that assignment. Please use this [Purdue resource](#) to guide your citations when using AI.

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Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

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Loma Writing Center

Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar, and polishing final drafts, and more.

Walk-ins are welcome, but we recommend making an appointment in advance. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- [Email](#)

LomaBooks Instructions for Students

Note: For courses using materials available through LomaBooks

This course is part of our course material delivery program, [LomaBooks](#). The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your [LomaBooks](#) materials.