MUE 2440 Strings Skills 1
University of Florida
School of Music

<u>Fall 2020</u>
T / R 7:25 – 8:15 (Period 1)
Hybrid Class
Online Learning: Canvas LMS, and Zoom
On campus: Music Building, 121

Instructor:
Mrs. Jamie J. Burg
Email: jme2742@ufl.edu
Office Hours: by appointment
Zoom room: <u>Linked here</u>

Course Description
The purpose of this course is to help pre-service music educators develop foundational strings performance and teaching skills. Students will develop skills, knowledge, and techniques needed to both play and teach stringed instruments.

Course Objectives
Through full participation in this course, students should be able to achieve the following objectives:

- Develop an understanding of proper fundamental performance skills on violin and viola.

- Develop appropriate pedagogical approaches to teaching posture, left hand technique, bow hold, beginning to intermediate bow technique, and common error fixes for beginning strings techniques.

- Demonstrate an understanding of first position, third position, basic shifting, basic bow strokes, and beginning repertoire for string orchestra.

- Reflect on their experiences both performing and teaching in order to improve pedagogical and performance skills.

Required Textbook- Additional Required readings will be provided

Essential Elements Book 1 (violin & viola) – please wait to purchase this book until after our first class

Strongly Recommend Books
Though these books are recommended for purchase, readings for class will be provided as available resources on Canvas.

Hamann, D. L. & Gillespie, R. (2013). *Strategies for teaching strings: Building a successful string and orchestra program* (3rd ed.). New York, NY: Oxford University Press.

Selby, C. R. (2017). *Habits of a successful orchestra director*. Chicago, IL: GIA Publications.

Benham, S.(2018). *Yes, you can!; Survival guide for teaching strings*. NewYork, NY: Carl Fischer LLC.

Assignments
All assignments are due at the start of class time unless otherwise noted. Late assignments will not be accepted unless approved by the instructor in emergency situations.

Assignment	Points per Assignment	Total Points
Weekly Playing Checkpoints (13)	4	52
Individual Live/Zoom Playing checks (2)	16	32
Informal Teaching (2)	16	32
Reading Alto Clef (2)	4	8
Fingering Charts (2)	4	8
Reflection Paper	20	20
Discussions (5)	2	10
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Weekly Playing Checkpoints
A short assignment that will ask you to demonstrate skills learned during the week. They will be recorded and submitted through Canvas. There will be one assignment per week with some small exceptions.

Individual Playing Checks
Students will make appointments to complete a brief playing test to demonstrate performance skills. These appointments will be zoom appointments.

Informal Teaching
Students will demonstrate both teaching and assessing another person's skills by planning skills to teach, teaching those skills, submitting a photo or video of the mastered skill/skills, and writing a reflection of the teaching process. Students will submit a Word document (Times New Roman, 12-point font, double spaced, no title page, name in top right corner) that has listed the skills to be taught, the teaching order and process, and a reflection of how the teaching process went. More instructions and specific goals for each of the informal teaching episodes can be

found in Canvas. The informal teaching assignments will require you to submit a lesson plan and video. The entire project will be due on the date listed in the syllabus and Canvas.

Reading Alto Clef
This assignment will be found as a link in Canvas. It will display your proficiency at reading Alto Clef through musictheory.net quizzes.

Fingering Charts
Students will create fingering charts for notes in I, III, and IV positions on all strings for both the violin and viola. This can either be done 'by hand' or electronically. Look at a few different available examples and find a chart that makes sense for you. Make this as clear as possible so that with time away you can still understand the geography of the instrument's fingerboard. This assignment will be submitted in Canvas.

Reflection Paper
Students will write a 2-3 page paper. The paper will be in the form of a letter to oneself about what they want to make sure to remember when teaching strings in the future, what you need to learn more about to be a successful strings teacher and what you are excited about.
The paper should be written in Times New Roman, 12-point font, double spaced, with the name in the top RIGHT corner, without a title page or header.   The paper will be submitted in Canvas.

Discussions
Discussions will be hosted in Canvas. It is expected that students are professional and courteous in their responses and interactions with peers. Please read and re-read responses before posting and keep them content specific.   A 3-4 sentence response is appropriate and longer responses are allowed if they are relevant.

Grading Scale

Mastery Grading	UF Reporting	Percentages
4	A	100-92
	A-	<92-84
	B+	<84-76
3	B	<76-68
	B-	<68-60
	C+	<60-52
2	C	<52-44

	C-	<44-36
	D+	<36-28
1	D	<28-20
	D-	<20-12
0	F	<12-0

Additional information on grades and grading policies is available here:
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Attendance
Attendance is mandatory for the class and is expected and reflective of professional interest and commitment. **Students will be allowed TWO absences, but for each absence after 2, the student's course grade will be lowered by 3 percentage points per absence.** Absences may be excused when accompanied by a doctor's note, in the event of a documented emergency or death in the family, or for other events when arranged in advance with the instructor. **You must notify the instructor of your absence prior to the start of class.** Extenuating circumstances will be considered on an individual basis. You will be responsible for the work and materials that you missed.

Students are expected to be prompt and ready to begin at the designated start time. This includes having your instrument tuned and other materials out and ready for class to start promptly at 7:25. Attendance will be taken at the beginning of class and those arriving after the start of class will be marked late. **Three late arrivals will equal one unexcused absence.**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Late Work
Late work will generally not be accepted. If a student needs more time with an assignment, this must be communicated PRIOR to the deadline. Accommodations, modifications, and extensions will be provided on a case-by-case basis.

Communications
Students are expected to check their UF email account daily for course announcements. All communication is expected to be professional and courteous. When contacting a professor, TA, or classmate, please begin your email with a greeting and sign your name at the conclusion of the message. If you send an email to Ms. Burg during the week (M-F), you can expect a reply within 24 hours (barring any extenuating circumstances).

Electronic Use Policy
Laptops and tablets may be used for taking notes during class at the discretion of the instructor. Cell phones must be silenced and put away in a pocket or bag. Students found to be using electronics for purposes not related to the class (e.g., checking Instagram, Facebook, Snapchat, or texting) will no longer be permitted to use their devices during class time.

Students Requesting Accommodations Due to Disabilities
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honor Policy
Students are expected to do their own work, use their own words, and provide proper citations when using outside sources. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (https://sccr.dso.ufl.edu/process/student-conduct/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the professor or TAs in this class.

Course Evaluation

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/ .Thank you for serving as a partner in this important effort.

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/