COURSE OBJECTIVES
The aim of this course is to provide an introduction to string pedagogy approaches and materials. Over the course of the semester, students will become familiar with the major pedagogues of the 20th and 21st centuries and how they impacted the history of string playing. We will practice teaching the principal elements of playing, including bow hold, left hand set up, shifting, positions, vibrato, sound production, intonation, and principal bow strokes.

OBJECTIVES WILL BE ACCOMPLISHED THROUGH:
Study of Pedagogical Approaches, Repertoire and Methods for beginning, intermediate and advanced levels of playing
Teaching points of Suzuki Book 1
Major pedagogues throughout history: Suzuki, Galamian, Roland, Kato Havas, Mimi Zweig, (Duport, Klengel, Matz, Navarra, Bottesini, Simandl, Rabbath, Karr)
Comparing methods and approaches to beginning violin and viola
Set up concerns for different levels of players
Teaching major basic elements: sound production, vibrato, intonation, bowing techniques
Etudes: major composers for all string instruments: Kreutzer, Duport, Popper, Campagnoli, Fuchs, Bille, Simandl, Storch-Hrabe, Robinson etc.
Strategies and diagnostic skills, developed through in-class demonstrations and group work
Student concerti/sequencing of advancing repertoire
Comparison of approaches to teaching scales
Differences between teaching violin and viola; making a switch from violin to viola
Differences between teaching cello and bass; making a switch from cello to bass
Structuring a lesson
Building and business of a private studio

ASSIGNMENTS
Weekly journal reflection: in response to the “Consider This” and “Personal Inventory” prompts in our Textbook. You will have a weekly short assignment of contributing to a discussion thread in Canvas. Assignments may also take the form of a short response to an assigned article.

Observations:
6 hours of observations:
Students will observe 3 studio classes and fill out a report form for each
Students will observe 3 private lessons and fill out a report form for each (Divide your observations to observe as many different faculty members teaching as possible.)

**Small Group/Individual Class Presentations:** students will make short presentations on articles, themed discussions and prompts. Students will be expected to participate in each week’s in class discussions.

**Semester Projects:**
Drawing on Options 1-3 of p. 265 in our textbook, ALL students will turn in a final semester project.

**Graduate Student Presentations:** MM and DMA students will have an additional in-class 10-15 minute presentation on a topic selected in consultation with the instructors. (Possible topics: performance anxiety, connection between sports and music psychology, preparing students for recitals, teaching a specific technique, highlighting a key piece in the repertoire, profiling a famous pedagogue or method, etc.)

**Undergraduate grading:**
Weekly assignments (discussion posts, journal responses) 20%
Observations 30%
In-Class Presenting, Class Participation 20%
Semester Projects 30%

**Graduate grading:**
Weekly assignments (discussion posts, journal responses) 20%
Observations 25%
In-Class Presenting, Class Participation 20%
Semester Projects 25%
Grad Presentation 10%

**TEXTBOOKS**

*From the Stage to the Studio: How Fine Musicians become Great Teachers* by Cornelia Watkins and Laurie Scott, New York: Oxford University Press, 2012

*Beyond Talent: Creating a Successful Career in Music* by Angela Myles Beeching, New York: Oxford University Press, 2010


Supplemental list of articles provided by the instructors
Recommended reading:

*Teaching from the Balance Point: A Guide For Suzuki Parents, Teachers and Students*
by Edward Kreitman, Western Springs School of Talent Education, 1998
Suzuki: Cello/Bass School Book 1

**GRADING**
The student will be graded primarily on class participation and preparation, short in-class assignments and quizzes, weekly assignments, knowledge of the textbook, short presentations, video lessons, and a pedagogy journal. A final exam will only be assessed if the above criteria has not been met to help review and bring together all the information learned in the class. The final exam requires an in-depth knowledge of the textbook and class material. If the student maintains a very high level throughout the semester he/she will be exempt from the final exam.

**ATTENDANCE**
Pedagogy is a participatory class on many different levels. Your grade will depend on weekly class preparation, participation, in-class assignments and take home assignments. A maximum of three total absences, excused or unexcused will be allowed before a student’s grade is automatically lowered by a full letter. Conflicts should be discussed with the instructors by email on a case-by-case basis.

**UNT GRADING SCALE**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90%–100%</td>
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<td>B</td>
<td>80%– 89%</td>
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<td>C</td>
<td>70%– 79%</td>
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<td>D</td>
<td>60%– 69%</td>
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<td>F</td>
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**ACADEMIC DISHONESTY**
Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term “cheating” includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term “plagiarism” includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the
published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ACCEPTABLE STUDENT BEHAVIOR
Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct

ACCESS TO INFORMATION – EAGLE CONNECT
Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: eagleconnect.unt.edu/

ADA STATEMENT
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at disability.unt.edu. You may also contact them by phone at (940) 565-4323.

Spring Semester Academic Schedule (with Add/Drop Dates)

Final Exam Schedule
http://registrar.unt.edu/exams/final-exam-schedule/spring

Financial Aid and Satisfactory Academic Progress
Undergraduates
A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. Please visit [http://financialaid.unt.edu/sap](http://financialaid.unt.edu/sap) for more information about financial aid Satisfactory Academic Progress. It is recommended that you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course being doing so.

**Grades**

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 3.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Students cannot exceed maximum timeframes established based on the published length of the graduate program. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. Please visit [http://financialaid.unt.edu/sap](http://financialaid.unt.edu/sap) for more information about financial aid Satisfactory Academic Progress. It is recommended that you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course being doing so.

**RETENTION OF STUDENT RECORDS**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates at the following link: [essc.unt.edu/registrar/ferpa.html](http://essc.unt.edu/registrar/ferpa.html)