

**MUE 4720: ADVANCED STRING METHODS**  
**0-2-1**

**Days/Time: M and W, 3.00–3.50pm      Classroom: Fine Arts Bldg 00156**

**Instructor: Dr. Daphne Gerling      Email: [dcgerling@valdosta.edu](mailto:dcgerling@valdosta.edu)**

**Phone: 229-259-2087      Office Room: FA2261**

**Office Hours: by appointment, Monday, Tuesday or Wednesday. Email me or see me in class to schedule.**

**CATALOG DESCRIPTION:** Further techniques of performing and methods of teaching string instruments (violin, viola, cello, double bass).

**RATIONALE:** Develop a more advanced understanding of the basic technique of playing and method of teaching the string instruments essential for teaching music on the grade school and high school levels, especially for teaching instrumental music.

**TEXT:**

1. Allen, M., Gillespie, R., & Tellejohn Hayes, P. (2002). Essential Elements 2000 for Strings Teacher's Manual – Book One. Milwaukee, WI: Hal Leonard.
2. Readings on reserve.
3. String Pedagogy DVD by Mimi Zweig on reserve.

**COURSE OBJECTIVES:** Upon successful completion of this course the students will show clear evidence of a solid approach to string pedagogy; ability to perform and teach on the string instruments as utilized within K-12 school orchestra classes.

**DEPARTMENT OF MUSIC – EDUCATIONAL OUTCOMES:**

1. Further develop skills in and functional knowledge of stringed instrument performance.
2. Develop skills in assessment and evaluation strategies.
3. Acquire the ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings.

**College of Education  
Valdosta State University  
Department of Music**

## **Conceptual Framework: Guiding Principles**

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions Principle:** Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity Principle:** All learners deserve high expectations and support.

**Process Principle:** Learning is a life-long process of development and growth.

**Ownership Principle:** Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support Principle:** Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact Principle:** Effective practice yields evidence of learning.

**Technology Principle:** Technology facilitates teaching, learning, community building, and resource acquisition.

**Standards Principle:** Evidence-based standards systematically guide professional preparation and development.

### **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

## VII. COURSE REQUIREMENTS:

Note the coded COE Conceptual Framework Standards outcomes listed following each requirement. Consult the key to find out how each assignment relates to the Standards, Knowledge, Dispositions, and Performances demonstrated by effective classroom teachers.

### Exams

There will be a written midterm and playing midterm and a written final exam and playing final exam. Details will be announced in class with ample time for student preparation. **COE-CFP: I Content and Curriculum, II Knowledge of Students and Their Learning, V Planning and Instruction.**

### Field Observation Project

During this semester, each student will make three string class/school orchestra observations. These observations can be, but are not limited to, South Georgia String Project classes. You must earn a total of 5 hours of documented Field Experience during this course. **COE-CFP: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Planning and Instruction, V Planning and Instruction, VI Professionalism.**

### Notebook

Each student will submit an end of course notebook. The notebook should be in a three ring binder and should include all class handouts, notes, papers, assignments and forms. These materials should be organized by topic with divider tabs and the front should include a Table of Contents. All materials should be word-processed and spell-checked. Your String Methods class notebook should be as complete as possible, and become one of your quick reference resources when you student teach and beyond.

### Participation (Attendance)

Because students are being prepared to accept professional duties and responsibilities, attendance requirements are viewed as critical to developing professionalism, and students are expected to attend all classes. Each absence will result in a lowered grade according to the instructor's specific policy. The university requires that any student who misses more than 20% of a class be subject to receive a failing grade in a course. The attendance policy in this class will also extend to tardies and "early departures." Any combination of three tardies or "early departures" will equal one class absence. Excused absences must be pre-approved by the instructor.

**COURSE CALENDAR:** To be provided by the instructor as a separate hand-out.

## **POLICY STATEMENT ON PLAGIARISM AND CHEATING**

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

**FIRST OFFENSE:** The student will earn a "0" on the assignment, test, project, etc.

**SECOND OFFENSE:** The student will earn the letter grade "F" for the course.

**THIRD OFFENSE:** The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

## **SPECIAL NEEDS STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

### **EVALUATION:**

You will receive a letter grade and one semester-hour credit for MUE 3720. A minimum passing grade of "C" is required for teacher certification.

Grading Scale: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59-0 = F

Written midterm essay: 25%

Final Project: 50%

Observations and Student Teaching in the South Georgia String Project: 50%