I. Locator Information:

Instructor: Dr. Earnest Lamb
Course # and Name: Class Strings MUSI 241 01  Office Location: Rosenthal 217
Semester Credit Hours: 1 Credit  Office Hours: 10:00am – Noon daily
Day and Time Class Meets: TR 12:30-1:45PM  Office Phone: 910-672-2143
Total Contact Hours for Class: 45
Email: elamb@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description: A study of the basic concepts of playing and teaching the bowed string instruments, focusing on basic performance skills on each of the instruments (violin, viola, violoncello, and double bass), as well as on information about techniques for organizing, recruiting, and teaching string classes and orchestras in the public schools.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook: No textbook required for this course.

V. Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Identify the parts of the instruments by their proper name and function;
2. State terminology indicative to playing string instruments;
3. Demonstrate the ability to play each of the stringed instruments by playing specific notes and scales;
4. Successfully teach good posture and position, instrument care and maintenance, vibrato, shifting, bow distribution, various bowing styles, and good sound;
5. Demonstrate string knowledge through class teaching projects, score study, playing exams, quizzes and written exams.

VI. Course Requirements and Evaluation Criteria

COURSE REQUIREMENTS:

1. Successfully complete the course written quizzes and playing exams.
2. Successfully complete ALL assignments of the Enotebook.
3. Participate in class rehearsal activities.
4. **Practice is essential for this class.** Technique building is sequential and progressive. Because each new technique builds on skills previously learned, students should practice daily outside of class to master new techniques.
COURSE METHODOLOGY:
This class will involve lecture, hands on learning, group participation, exams, quizzes, reading assignments, and a project of individual choice.

COURSE EVALUATION:

<table>
<thead>
<tr>
<th>Grading</th>
<th>%</th>
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<tbody>
<tr>
<td>E-notebook</td>
<td>50 (500 pts)</td>
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<tr>
<td>4 Quizzes</td>
<td>10% (25 pts ea)</td>
</tr>
<tr>
<td>4 Playing Exams</td>
<td>40% (100 pts ea)</td>
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</tbody>
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GRADING SCALE: A=100-90 B=89-80 C=79-70 D=69-60 F=59-0

COURSE OUTLINE

Part I:
E-notebook: II & IV

Part II:
E-notebook: III

Part III:
E-notebook: III

Part IV:
E-notebook: IV

E-note Book
Table of Contents

I. Front matter
   1. Cover page
   2. Index
   3. Syllabus

II. Essentials for String Playing (100pts)
   A. History of Strings
   B. Terminology
   C. Nomenclature
   D. Maintenance (hyperlinked)
   E. Bibliography

III. Annotated Digital Resources (200pts)
   A. YouTube clips (hyperlinked)
      1. 5 string/orchestra performances
      2. Pedagogy: bowing, shifting, vibrato, posture, tuning, playing in tune
   B. Internet Resources (hyperlinked)
      1. String organizations/societies/clubs
      2. Methods/pedagogy (e.i. Suzuki)
      3. Instrument makers
      4. Music for string class
      5. Tuners/metronomes
      6. Theory

IV. Observations (100pts)
   A. Public school
   B. Live performance

IV. Pedagogy (100pts)
   A. Unit Plans
   B. Teaching video clip
VII. Academic Support Resources – Chestnut Library Reference Librarian, Smarthinking, Criterion, University College Learning Center.

VIII. Course Outline and Assignment Schedule  (The assignment schedule may be on a daily or weekly basis.) The list of assignments in this section should be consistent with the assignments listed above under “Evaluation Criteria.”

IX. Teaching Strategies: Lecture/demonstration, hands on participation

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**FSU Policy on Disruptive Behavior in the Classroom (Optional)***

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.
X. Bibliography


Mullins, Shirley (19 ). For the Good of the Orchestra (video). Columbus, OH: ASTA Resource Center, The Ohio State University.


Public Broadcasting System (19 ). The Violin Mystery. Columbus, Ohio: The Ohio State University, ASTA Media Resource Center.


