Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Liberal Arts/Fine Arts
   Department: Music

2. Course Prefix and Number: MUSI 3090

3. Effective Term: Fall 2012

4. Course Title: String Instrument Skills
   Abbreviated Title (30 characters or less):

5. Requested Action:
   - ☑ Renumber a Course
   - ☑ Add a Course
   - ☑ Revise a Course
   - [ ] Current Course Number:
   - [ ] Proposed Course Number:
   - [ ] Type of Revision:

6. Course Credit:
<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Repeatability:</td>
<td>2 Lab</td>
<td>Weekly 1</td>
<td>20</td>
<td></td>
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<tr>
<td>Total Credit Hours:</td>
<td></td>
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</tbody>
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7. Grading Type:
   - ☑ Regular (ABCDF)
   - ☑ Satisfactory/Unsatisfactory (S/U)
   - ☑ Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   P: Music Education Major or departmental approval

9. Restrictions: List specific restriction in space above.
   - ☑ College
   - ☑ Major
   - ☐ Standing
   - ☐ Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Class instruction and practice in the techniques of playing and teaching upper and lower string musical instruments

11. May Count Either: ☑ or ☐ (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    | Program Type | Program Title | Requirement or Elective? |
    |--------------|---------------|--------------------------|
    | Major        | BME (Bachelor of Music Education) | requirement |

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - ☑ Applicable
    - ☐ Not Applicable
14. Justification:

There is no existing course that deals with techniques for all stringed instruments. This course will replace MUSI 210 Guitar and String Skills as the material from the guitar section of that course is being incorporated into a CTMU course in Music Education. This course aligns with CTMU curriculum changes request.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

N/A: Current instrument inventory is sufficient to serve the needs of potential students in the course.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

Students will demonstrate (for each instrument):
(1) the ability to properly set-up the correct posture for the instrument
(2) the ability to correctly perform and discuss the fundamental techniques specific to each instrument - left and right-hand positions, tone production, fingerings, bowings, and articulation
(3) the ability to correctly perform all assigned scales and repertoire
(4) the ability to properly care for and maintain the instrument
(5) the ability to discuss and teach the basic fundamental techniques learned throughout the course, as well as identify and solve common problems
(6) the ability to discuss string pedagogy, method books and solo literature

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

15-week schedule
Week 1 Upper Strings unit begins
Parts of the instrument and care of instrument
Basic posture set-up and left-hand techniques
Week 2 Finger patterns and simple folk songs
Bow hold and right-hand techniques
Week 3 Additional finger patterns, simple folk songs, and basic scale
Review bow hold and Bowing technique: Détaché
Week 4 Teaching techniques for beginner upper string players
Additional simple folk songs, fingerings, and basic scales
Playing exam 1 (Upper Strings)
Week 5 Additional teaching techniques for beginner players
Bowing technique: slurs and hooked bowing
Observed teaching (Upper Strings)
Week 6 Intermediate techniques: shifting, pedagogy
Intermediate bowing technique: Martelé
Week 7 Introduction to vibrato, pedagogy
History of the upper string instruments
Teaching resources
Playing exam 2 (Upper Strings)
Week 8 Lower Strings unit begins
Parts of the instrument and care of instrument
Basic posture set-up and left-hand techniques
Week 9 Finger patterns and simple folk songs
Bow hold and right-hand techniques
Week 10 Additional finger patterns, simple folk songs, and basic scale
Review bow hold and Bowing technique: Détaché
Week 11 Teaching techniques for beginner lower string players
Additional simple folk songs, fingerings, and basic scales
Playing exam 1 (Lower Strings)
Week 12 Additional teaching techniques for beginner players
Bowling technique: slurs and hooked bowling
Observe Teaching (Lower Strings)
Week 13 Intermediate techniques: shifting, pedagogy
Intermediate bowing technique: Martelé
Week 14 Introduction to vibrato, pedagogy
History of the lower string instruments
Teaching resources
Playing exam 2 (Lower Strings)
Week 15 Advanced Playing Techniques for all strings
Resources for advanced pedagogy
Final Written exam (Upper and Lower Strings)

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

The following assignment descriptions pertain to each portion of the course.

- Class preparation and participation (30 points): You will be graded over your preparation of each class assignment and participation in class discussion. This includes knowing any new fingerings (without looking at a fingering chart) and being able to play each assignment at a reasonable tempo without stopping. You should maintain good posture and instrument position. You will also be expected to incorporate basic principles of tone production, left-hand position, right-hand position, bowing technique, articulation, and finger coordination in your playing. Class participation also involves discussion of concepts and teaching. You will be asked to evaluate each other as related to classroom and individual teaching. You will be given a grade for each class. The average of these grades will be your grade for class preparation and participation. Practice time should be recorded in a practice journal. You should plan to practice a minimum of 20 minutes per day outside of class.

- Playing Exams (10 points each, 40 points total): You will perform twice in front of the class for a grade on each instrument; one of the performances will be solo and one will be a duet with a classmate. You will be graded you on the accuracy of your notes, rhythms, articulations, and dynamics, as well as your tone quality, intonation, and expressiveness. For the duet performance you will also be graded on blend and intonation with your partner.

- Observed Teaching (15 points): You will teach one of your classmates for 10 minutes in front of the class. This session will demonstrate your ability to assess problems and strengths of a beginning level student. To help prepare you for this exercise, you should practice teaching another student at least a few times outside of class before your observed teaching in class.

- Final Exam (15 points): The final exam has both a performance and written component. Its topics will come from the areas addressed in all sessions for that particular instrument.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

Grading for each instructor’s section of the class will be based on the following:

1. Class preparation and participation 35 points=35%
2. Playing exams (2 x 10 pts. each) 20 points=20%
3. Observed teaching 15 points=15%
4. Final exam (performance and written) 30 points=30%
Total = 100 points=100%
You will receive a separate grade for each instructor’s section of the class. Your final grade will be the average of all the grades. Because this is a two-credit course, there will be no exam during finals week (in accordance with university policy). Each section of the class will have a final written and performance exam that will be counted in the grade for that particular section. There will be no announced quizzes. See the attendance policy below for the effect of absences on your final grade.

Grading scale:
A = 90 - 100% 90-100 pts for each section
B = 80 - 89% 80-89 pts
C = 70 - 79% 70-79 pts
D = 60 - 69% 60-69 pts
F = 0 - 59% 0-59 pts

You may withdraw (with a W) from this class until mid-semester.

Attendance Policy
This course adheres to the University Policy on Class Attendance found on the Office of the General Counsel website. Students are expected to (1) attend every class session; (2) be attentive and non-disruptive during class discussions; (3) be thoroughly prepared for class by having previously completed the assigned material; and (4) take thorough notes. The importance of attending every class cannot be stressed enough. In order to get the most from the course, it is necessary to have regular attendance. Therefore, attendance is mandatory and will be taken at every session. Students are allowed two unexcused absences for the semester without consequence. Each subsequent unexcused absence results in a 5-point deduction from the final term grade. Two tardies equal one unexcused absence.

It is the student's responsibility to follow the attendance guidelines contained in the University Policy on Class Attendance. Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. In order to have an eligible absence excused, a student must present documentation to the instructor by the next class session following the end of the excused period.

The format of make-up exams will be similar but not necessarily identical to the missed exam. If a student has an excused absence for a class, any playing or written assignments are due at the beginning of the class following the excused absence. If a student misses a class (excused or unexcused) it is the student's responsibility to get notes from that class from another student in the class, find out the assignment from another student, and to have both the missed class assignment and the new assignment prepared by the next class period. Late written assignments without an excused absence will be counted at 50% of their value if turned in within one week after the assignment is due.

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.; hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
Sara Lynn:
We support these changes connected with the BME program.
Kim

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From: Sara Baird <SLB0024@auburn.edu>
Date: Tue, 13 Dec 2011 17:43:45 +0000
To: "kim.walls@auburn.edu" <kim.walls@auburn.edu>, Jane Kuehne <kuehnjm@auburn.edu>, Nancy Barry <nhb0002@auburn.edu>
Cc: Ann Knipschild <KNIPSAK@auburn.edu>
Subject: course changes

Hi All,

Please find attached the course change/addition forms for the following:

MUSI 3040 Brass Skills (combining the two brass skills classes into one)
MUSI 3060 Woodwind Skills (combining the two woodwind classes into one)
MUSI 3090 Strings Skills (new class, strings only, no guitar)
MUSI 4000 Senior Music Education Recital Project (changing title and changing to 1 credit hour)

These forms support the requested changes in the BME curriculum. Please send an email supporting these course changes/additions and we will forward them on for approvals.

Thanks,
SLB

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