

MUE 2442 Strings Skills II
University of Florida
School of Music

Spring 2025

T / R 7:25 – 8:15 (Period 1)
On campus: Music Building, 121

Instructor:

Dr. Jamie Burg

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Email: Messages can be also sent through Canvas

Office Hours: by appointment

Jamie Burg has been teaching music in public schools for 19 years and at the University for four years. Although her primary appointments have been directing bands, she also has experience teaching orchestra and popular music. She began learning the violin when she was in elementary school and has been playing strings since. Jamie earned her Ph.D. and Masters degrees in Music Education from the University of Florida and her Bachelor's degree in Music Therapy from Mansfield University of Pennsylvania.

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 cello and double bass.
- 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- Essential Elements Book 1 Teacher Edition (same book from Strings I)
Additional required readings will be provided.

Recommend Books

These books are recommended for purchase and are great resources should you find yourself teaching strings in the future. They are not necessary for this course.

Hamann, D. L. & Gillespie, R. (2019). *Strategies for teaching strings: Building a successful string and orchestra program* (4th ed.). Oxford University Press.

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

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

Assignments

All assignments are due at the midnight as noted in Canvas 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 (CP) (11)	12	132
LIVE Playing checks (2)	64	128
Teaching (2 total) Lesson plan (20 points) Recorded video (8 points) Reflection (16 points)	40	80
Fingering Charts (2)	20	40
Final exam- fingering chart	40	40
		412

Weekly Playing Checkpoints

These assignments are recorded videos of you demonstrating the new skills learned during the week. With each submission students will include a short reflection 3-5 sentences. 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.

Teaching

Students will demonstrate both teaching and assessing another person's skills by planning skills to teach, teaching those skills, submitting a 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. All parts of the project must be submitted to receive credit for any part of the assignment.

Fingering Charts

Students will create fingering charts for both the cello and bass. 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.

Week of:	Weekly Focus	Assignments
1/13	Taping & Tuning EE p. 2-3	CP1
1/20	Left hand- Pizzicato EE p. 4-15	CP2
1/27	Right hand- Bowing EE p. 7,-8, 12-13, 16-17	CP3
2/3	Combining the hands EE p. 18-21	CP4
2/10	Improving reading- Bass III position notes EE p.23-28 Natural notes EE p. 32- 38	CP5 Lesson plan 1
2/17	Slur & crossing strings EE p. 29- 31 Staccato & Hooked bowing EE p. 40-42	CP6 Teaching Video & Reflection 1
2/24	Playing test (Tues) Instrument switch 1(Thurs) Taping Tuning, left hand EE p. 2-15	CP7 Fingering Chart 1 Playing test
3/3	Instrument switch 2:	CP8

	Right hand & combining hands EE p.18-28	Lesson plan 2
3/10	Instrument switch 3: Improving reading EE p. 32-38	CP9 Teaching Video & Reflection 2
3/17	SPRING BREAK	
3/24	Instrument switch 4: Slurs & hooked bow EE: 29-42 Playing test (Thurs)	Playing Test Fingering chart 2
3/31	Full Orchestra 1 Sizing instruments	CP 10
4/7	Full Orchestra 2 Orchestra resources & Repertoire	CP 11
4/14	Full Orchestra 3 Planning a concert Grading an Orchestra Class	CP 12
4/21	4/22- Last day of class	In class test- Fingering chart

Late Work

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

Attendance

Attendance at all course meetings is expected and required as a part of your enrollment in this class. Active participation in class activities is critical to the achievement of the learning objectives for this course, and many class activities cannot be effectively replicated for make-up work outside of class interactions. In addition, attendance at professional commitments (such as class meetings) is a critical dispositional skill for music teachers.

Absences for reasons recognized by the University of Florida are always excused with proper documentation. The University of Florida attendance policy which can be found here.

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. Documentation must be provided to the instructor no later than two weeks after the student returns to class. This includes absences for illness. Note: A Verification of Visit form from the Student Health Care Center is not considered a medical excuse note. See the SHCC's policy on excuse notes [here](#).

- o Students will be excused for two (2) absences per semester that are documented or undocumented. Absences are tracked in Canvas.
- o Each absence beyond the 2-absence limit will incur a 3% deduction from the final course grade.

- o If a student is more than 10 minutes late to a class meeting without a documented and approved reason, they will be considered tardy. Three tardies will result in a 3% deduction from the final course grade.

Grading Scale

A Standards based grading approach will be utilized. Grades on individual assignment will be reported on a scale from 0-4. See the chart below for specific details.

Standards-Based Grading	UF Reporting	Canvas Percentages
4 (100)	A	100-94
	A-	<94-90
	B+	<90-87
3 (87)	B	<87-84
	B-	<84-80
	C+	<80-77
2 (75)	C	<77-74
	C-	<74-70
	D+	<70-67
1 (60)	D	<67-64
	D-	<64-61
0	F	<61-

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

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

The course evaluation system called GatorEvals will be used for this course. The evaluation system is designed to be 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. 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/>