



GRADUATE SYLLABUS SHARE YOUR PASSION.

Graduate Course Number: 7023/512-STC

Course Title: Bass: Classical Orchestral & Solo Playing

Days/Times of Online/Zoom Meetings: Online, this course is asynchronous.

Asynchronous Courses: Asynchronous courses are designed for music educators whose time zones or teaching schedules do not allow them to attend classes synchronously. Through the use of pre-recorded lectures, independent research and writing projects, online discussion forums, watching online videos, and taking quizzes, the workload expectations are equivalent to the rigor that would normally be offered in an on-site, 15-week semester class.

Number of Credits: 3/2 graduate credits*

Doug Bistrow, dbistrow@vandercook.edu

Office Hours: Throughout the week, as requested by students.

* This course is offered at two course levels. Students enrolled in the MMEd program at VanderCook are eligible to enroll for the 500 course number. Students not enrolled in the MMEd program who wish to earn graduate credit as a MECA Continuing Education student should register for the four digit course number. The difference in credits earned and tuition cost is attributed to the difference in tuition rates for the MMEd and MECA Continuing Education programs. If you are unsure which section is best for you, please contact us directly at meca@vandercook.edu.

Student Engagement Statement:

Each hour of credit implies a 50-minute period of course work, including deliverable assignments, recordings, and notation. Additional time may be required in pre-course preparation, such as acquiring instruments and related devices and technology needed to fulfill course requirements, as well as time spent recording, editing, and uploading media assignments, such as audio and video for review.

Course Description (from the current catalog):

This course focuses primarily on arco playing, and covers fingerings in upper positions, vibrato, intonation, tone and various bow strokes. By the end of the course, students can expect to be able to play some solo repertoire and orchestral excerpts as one might encounter in an audition.

Student Learning Outcomes	Outcomes Assessments
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<p>Students will be able to tune and play a variety of styles on the bass.</p> <p>Students will be able to play a variety of common chord progressions.</p> <p>Students will be able to play and improvise in several diatonic scales.</p> <p>Students will be able to read and write traditional notation and chord charts.</p>	<p><i>Students will perform, record and submit examples to illustrate the attainment of skills as related to this outcome.</i></p> <p><i>Students will perform, record and submit examples to illustrate the attainment of skills as related to this outcome.</i></p> <p><i>Students will perform, record and submit examples to illustrate the attainment of skills as related to this outcome.</i></p> <p><i>Students will perform, record and submit examples to illustrate the attainment of skills as related to this outcome.</i></p>
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Program-Level Outcomes Addressed:

Professionalism in Teaching

Students will demonstrate the ability to reflectively discuss and share teaching strategies and best-practices.

Excellence in Music

Students will demonstrate the ability to apply newly acquired techniques and perform a variety of music in different genres and styles.

Strength and Character

Students will discuss a variety of teaching methods and educational approaches, taking into account varying needs and abilities of their students.

Professionalism in Teaching

Candidates will participate in group and character-building activities by working alone and with others to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth.

Students will demonstrate the ability to:

1. Research best educational practices
2. Discern new uses for information from a variety of course work
3. Reflectively discuss their teaching and ways to enhance it

Excellence in Music

Candidates will explore more deeply the culturally and historically important aspects of music, musicians, and composers throughout the world and across time.

Students will demonstrate the ability to:

1. Recognize style traits of various composers, genres, and periods
2. Identify major and transitional composers in a variety of styles, genres, and periods
3. Learn or review and apply new techniques to perform in a style appropriate to genre, style, period, and culture

Strength in Character

Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional practices

and those demonstrated as effective through current research.

Students will demonstrate the ability to:

1. Discuss a variety of educational approaches
2. Describe why particular educational approaches are chosen for use
3. Choose and apply new approaches to the teaching praxis.

Course Requirements and Assessment

- 100% of grade determined by unit assignments

Instructional Materials:

- Rufus Reid: "The Evolving Basist"
- Franz Simandl: "New Method for String Bass, Part I"

Course Bibliography:

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- Franz Simandl: "New Method for String Bass, Part I"

Course Calendar or Schedule:

All due dates and times are listed in the Schoology system.

Students will have 24/7 access to all course materials for the duration of the class. The course is split into three main parts, each with three units. Materials for each Part are due together. Students work at their own place and collaborate via discussion boards for specific assignments and topics. Teacher support is gained through message systems and video chat. Video chat opportunities are presented as scheduled by the instructor during the course. Because this is an online course, students work at their own pace from week to week. Progress is monitored by the instructor.

Attendance Policy

This is an online course and does not have required attendance.

- Students are expected to meet course deadlines and submit work on or before the listed due dates. In some instances, with instructor approval, students may turn in work after the due date without penalty. Work that is submitted late, is subject to a 10% deduction in points, which will increase every three days.

Candidate Conduct

An important part of VanderCook's Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.

Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the

contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

If applicable, include what you do specifically in your class to address health and safety by typing over this text. Include such things as the Institute of Health and Human Performance WOW exercise program, the Alexander technique, Feldenkrais, etc.

Academic Honesty

Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include:

- *Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.*

- *Communicating or receiving answers or information to/from another in a testing situation.*
- *Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.*
- *Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.*
- *Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.*
- *Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.*

Plagiarism

Plagiarism means taking someone else's words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.

Disability Statement

If a student has a disability which might interfere with that student's ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.

