

## **Syllabus**

### **MUS 235 Studio Cello**

30-minute lessons | Times & Locations TBA

Dr. Garrick Woods, Instructor

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**Office Hours:** Tuesday 9:00-10:00, or by appointment.

### **Course Objectives**

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

### **Instrument & Bow:**

Please have your instrument with you each week. Visit Greg or Brian at the instrument office to check out an instrument for the semester.

### **Required Materials:**

- Tuner (or tuner app)
- Metronome (or app)
- Rosin
- Reliable end pin anchor, rock stop, or very sharp end pin.
- PENCILS

### **Textbooks:**

Sheet music that is assigned in your lessons will represent the bulk of your texts for this course. You must *quickly* acquire this material when it is assigned. These works will not be available for purchase at the bookstore as many will be determined during the semester. The school possesses a small library of cello and bass works that I will keep in my office.

### **LESSON GRADING**

The grading scale is specific to your designated proficiency level. This insures that there are no real double-standards in the course. Please review the grading scale so you are familiar with what is expected of you.

Each of your lessons will be graded based on the following criteria:

**A** – The student is fully prepared for the lesson. Technical and musical issues that have been addressed in previous lessons have been practiced and the student can discuss how they worked on them. If solutions have not yet been found, the student has concrete questions ready that will facilitate a productive discussion and trial of new ideas and solutions. The student is focused on

the task at hand. Any listening or watching (via YouTube) assignments given have been completed and can be incorporated into the lesson discussion.

**B** – The student has demonstrated fair preparation for the lesson. Some technical and musical issues have been worked on while others go unnoticed. The student is aware of current technical flaws but may not be actively seeking ways to correct them. Performance is relatively clean and uninterrupted. Assignments are complete and the student has some notion of what the purpose and application of the assignment is.

**C** – The student has put in minimal preparation. Major points of emphasis from the previous lesson have been forgotten and are remembered only at the lesson. Small bursts of repetitive practice have produced some minimal improvement but the student's progress has stagnated.

**D** – The student is not prepared for the lesson. The D student has not practiced and this is manifest by apparent attempts to sight read his or her pieces at the lesson. Wrong notes are abundant and dynamics are ignored. There is hesitation and a fair amount of starts and stops. Some assignments may be incomplete or undone. The D student shows no perceptible improvement throughout the semester.

**E** – Failing grades are only given for unexcused absences.

Scores are averaged to create the final lesson score.

### **RESCHEDULING & CANCELLING LESSONS**

- Occasionally it will be necessary to reschedule and cancel some lessons.
- If you are ill on the day of your lesson, please call me to let me know that no one will be coming for your lesson time.
- Some academic and professional pursuits are excusable *if* I have reasonable advanced notice. Generally, this will mean alternative meeting times or activities.
- You may have **one** unexcused absence per semester for any reason.

### **OTHER CONSIDERATIONS**

If you have any questions that arise during the week, you get stuck in your practice or anything else we need to talk about, call me or email (see contact info above).

### **Syllabus Addendum**

Campus Policies and Resources:

<http://www2.humboldt.edu/academicprograms/syllabus-addendum-campus-resources-policies>

I encourage students to review this information to understand your rights as well as the expectation the University has for students and instructors. Please review especially the Attendance and Disruptive Behavior Policy and Student Code of Conduct as we will require a

respectful and peaceful environment for our work. Counseling and Psychological Services and can also serve as a huge benefit to University students in the midst of stress and social difficulties.

## **Student Learning Outcomes**

### *Studio Lessons:*

1. Students will demonstrate improvement in technique, tone, musicianship, and (where appropriate) intonation and/or diction.
2. Students will polish and perform repertoire appropriate to their level of skill.

### *Music Department:*

1. Students will demonstrate the ability to hear, identify, and work conceptually with the elements of music – rhythm, melody, harmony, and structure.
2. Students will demonstrate familiarity with, and an ability to perform a wide selection of musical literature representing principal eras, genres, and cultural sources.
3. Students will demonstrate ability in performing areas appropriate to the student's needs, interests, and degree path.
4. Students will demonstrate effective English writing skills.

### *HSU graduates will have demonstrated:*

- Effective communication through written and oral modes.
- Competence in a major area of study.
- Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities and viewpoints.

### *HSU graduates will be prepared to:*

- Take responsibility for identifying personal goals and practicing lifelong learning.