



Course Syllabus – Pedagogy of Music  
Prof. Jose Saavedra Diaz  
College of Fine Arts  
Midwestern State University, Fain Fine Arts Center  
**AMUS 3823 Section 1**  
Fall 2025  
M. 11:00am to 12:00pm  
F. 10am to 12:00pm

Contact information:  
Jose Saavedra Diaz | 940-231-2607 | [jose.saavedradiaz@msutexas.edu](mailto:jose.saavedradiaz@msutexas.edu)  
Office Hours **in person and online**, by appointment  
Sing up through Calendly follow this link:  
<https://calendly.com/jsaavedradiaz-twu/msu-office-hours>

ZOOM link:  
<https://us02web.zoom.us/j/6112273585>  
Meeting ID: **611 227 3585**

### **Textbook & Instructional Materials**

- Bradetich, Jeff. Double bass: the ultimate challenge. Music For All to Hear Inc., 2009.
- Brun, Paul. *A new history of the double bass*. 2000. Villeneuve d'Ascq: P. Brun Productions.

### **Course Description**

The focus of this course is to prepare students with the fundamentals of technique, tone production, methods, pedagogical technique, and materials pertaining to teaching violin, viola, cello and string bass in the public schools.

### **Course Objectives/Learning Outcomes/Course Competencies**

1. To provide each student with a firm foundation in the planning and instruction of a double bass program for Elementary School, Middle School, High School and College Undergraduate
2. To acquire appropriate knowledge, concepts, and diagnostic skills that facilitate the student's ability to successfully teach a double bass public-school setting and college
3. To gain an understanding and knowledge of double bass history, teaching schools, tuning and fingering systems.
4. Emphasis will be placed on each student's diagnostic pedagogical ability of instruction.

### **Assignment Policy**

Assignments:

- **Are expected to be on time.**
- Class activities will not be made up due to absences. (Playing tests, quizzes, exams, and peer teaching).
- There will be no extra credit assignments.
- **The only exception to missed assignments and tests is a written “excused” absence by the “Provost” of the university.**

### **Reading Assignments and Quizzes**

There will be four Reading Review Quizzes. Quizzes can be submitted digitally. Students will have one week to complete each quiz.

### **Midterm Exam**

The midterm will cover material discussed in class through Week 5. The exam can be submitted digitally. Students will have a week to submit their exam.

### **Final Written Project (10%) and Teaching Video (10%)**

For the final project, create a lesson plan of two semesters for Middle School, High School, and College Undergraduate. This packet should demonstrate how you would prepare for your first position as a double bass teacher. You may include spreadsheets, slides, or other digital resources that would support the success of your string class. Include a full semester lesson plan. This portion of the project must be submitted digitally. In addition, record yourself teaching a lesson to a friend or colleague. The quality of the video will count toward your grade. Upload the video to YouTube as an unlisted link and submit the link along with your written project.

## **Grading/Assessment**

Table 1 Percentages allocated to each assignment type

Assignment Type	Percentage
Participation	60%
Reading Review Quizzes	10%
Midterm	10%
Final Written Project – Teaching Video	20%
Final Grade	100%

Table 2: Grading scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

The quantity of practice is not nearly as important as the **quality** of your practice sessions.

A - 100-90%

B - 89-80%  
C - 79-70%  
D - 69-60%  
F - 59-0%

### **Attendance**

- Attendance is expected for each class as noted in this syllabus.
- Students are allowed 2 absences (sick or skipping).
- 5% points will be deducted for each unexcused absence beyond the 2 allowable absences.
- **Chronic Tardiness is unacceptable and disruptive to class.** Students arriving more than 20 minutes late will be considered absent.
- A student with more than 2 excused or unexcused absences, will be warned by faculty. If truancy continues, a referral will be made to the Office of Student Rights and Responsibility. Students may be dropped from the course for excessive absences (more than 4 for this class) per University Policy.
- Rescheduling of the lessons available within 24h of notice.

### **Instructor Class Policies**

- If you are having difficulties with any aspect of this course, please see the instructor as soon as possible.
- Professional, adult behavior is expected at all times.
- Be on time, prepared, and ready for work with all materials for class.
- No eating, texting, or any other distracting behaviors during class.
- You should be unpacked, ready to play, chair and stand in place, and music out before class begins.

### **Important Dates**

Last day for term schedule changes: Check date on Academic Calendar.

Deadline to file for graduation: Check date on Academic Calendar.

Last Day to drop with a grade of "W:" Check date on Academic Calendar.

Refer to: Drops, Withdrawals & Void

### **Notice**

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### **Lesson Attendance Policies**

There is a "no-cut" policy for applied instrumental lessons. Students enrolled in applied lessons are expected to attend all lessons. If a student wishes to cancel a lesson, the teacher may make up the lesson at his/her discretion. Students wishing to cancel a lesson should notify the teacher at least 24 hours in advance (with exceptions of death in the family or serious illness). Students will be dropped and given a WF after three unexcused absences.

To avoid missing a lesson, students are allowed and encouraged to trade times with a colleague, with the instructor's approval. In the event that the instructor needs to cancel, or the student needs a

reschedule due to a conflict with an ensemble of the university, an **online** make-up lesson will be scheduled.

Students are expected to show up prepared and warmed up for the lesson and should bring all appropriate music, instruments, and materials. Please knock at your time lesson on the dot.

### **Conduct**

The instructor expects students to behave professionally and to devote class time to class work. Instances of disruption and inattention may result in a reduction of the in-class work component of the student's grade or being asked to leave. Removal from the classroom will count as an unexcused absence.

### **Student Handbook**

Refer to: [Student Handbook-2021-22](#)

### **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services,

located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### **College Policies**

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

### **Smoking/Tobacco Policy**

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

### **Alcohol and Drug Policy**

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### **Campus Carry**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

### **Active Shooter**

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

### **Grade Appeal Process**

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

### **Notice**

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### **Reference**

Bradetich, Jeff. Double bass: the ultimate challenge. Music For All to Hear Inc., 2009.

Michael Allen, Pamela Tellejohn Hayes, and Robert Gillespie. Essential Elements for Strings, Book 1: A Comprehensive String Method. Milwaukee: Hal Leonard, 2002.

Lamb, N., & Lamb Cook, S. Guide to Teaching Strings, seventh edition. McGraw-Hill, 2002

## Course Schedule

Week	Activities/Assignments/Exams
Week 1 08/25	Syllabus reading, introduction of the orchestral string instruments, discussion of the course expectations
Week 2 09/01	Labor Day no classes
Week 3 09/08	<b>Reading Assignment – Middle School Teaching</b>
Week 4 09/15	<b>Reading Assignment – High School Teaching</b> <b>Reading Review Quiz #1 Submission – In class discussion</b>
Week 5 09/22	<b>Reading Assignment – College Undergraduate / Advanced Level</b> <b>Reading Review Quiz #2 Submission – In class discussion</b>
Week 6 09/29	<b>In class discussion</b> <b>Midterm Written Exam</b>
Week 7 10/06	<b>Reading Assignment – Etudes and Solo Repertoire</b>
Week 8 10/13	<b>Reading Assignment – Double Bass in the 1600s</b> <b>Reading Review Quiz #3 Submission – In class discussion</b>
Week 9 10/20	<b>Reading Assignment – Double Bass in the 1700s</b> <b>Reading Review Quiz #4 Submission – In class discussion</b>
Week 10 10/27	<b>ONLINE MEETING</b> <b>Reading Assignment - Double Bass in the 1800s</b> <b>Reading Review Quiz #5 Submission – In class discussion</b>
Week 11 11/03	<b>ONLINE MEETING</b> <b>Reading Assignment - Double Bass in the 1900s</b> <b>Reading Review Quiz #6 Submission – In class discussion</b>
Week 12 11/10	<b>ONLINE MEETING</b> <b>Reading Review Quiz #7 Submission – In class discussion</b>
Week 13 11/17	Lesson Demonstration
Week 14 12/5	Final Written Project – Teaching Video Submission
Final Exam	Jury Week – No class

## **Appendix 1**

### **TEXES Domains and Competencies**

#### **Texas Examinations of Educator Standards (TEXES)**

The Student Learning Outcomes (SLOs) for **String Instruments Class** link to the following TEXES domains and competencies necessary to become a music educator in the state of Texas:

#### **Domain 4: Music Classroom Performance**

*Competency 009: The teacher demonstrates knowledge of methods and techniques for playing musical instruments.*

The beginning teacher:

- A. Understands performance skills and appropriate playing techniques (e.g. bowing, fingering, embouchure, rudiments) for a range of instruments (e.g. band, orchestral, classroom).
- B. Understands proper health techniques to use during instrumental rehearsals and performances (e.g. posture, hand position, instrument maintenance).
- C. Selects appropriate instrumental literature to enhance technical skills and provide musical challenges.
- D. Understands standard terminology used in communicating about students' musical skills and performances.
- E. Knows how to offer meaningful prescriptions for correcting performance problems and errors (e.g. intonation, vibrato, articulation, tone production) and understands the constructive use of criticism when evaluating musical skills or performances.

These competencies are referenced in this document as SBEC 009:A-E.