Instructor: Dr. Evgeni Raychev  
Room: No. 275A, Wright Music Building  
E-mail: raycheve@sfasu.edu  
Phone: w. 936-468-7901  
Office Hours: By appointment

Text and Materials

The book below is **strongly** recommended!


Program Learning Outcomes

The student will demonstrate the following:

- Knowledge of applicable solo materials
- Fundamentals of pedagogy as it pertains to applied study
- Ability to prepare and perform a solo at a high level
Student Learning Outcomes

The student will demonstrate the following:

• Knowledge of applicable solo materials
  Improving technique of both hands, understanding bowing and fingering application, learning about the history of the performing practice of the solo/ensemble material studied during the semester.
• Fundamentals of pedagogy as it pertains to applied study
  Understanding how fingering and bowing work in relation to pedagogy and improving the pedagogy skills through studio class discussion participation.
• Ability to prepare and perform a solo at a high level
  The student develops skills how to prepare and perform in front of people through live performances in studio class, other instrumental studio classes, Convocation, student recitals, individual solo and chamber recitals, orchestra and opera concerts.

Course Objectives

The main purpose of the class is to help the student understand the techniques of the applied instrument and the ways of using them effectively in practice. The process includes self-analysis as well as searching for solutions to the technical problems that hinder the student’s development as a musician. A better technical and musical understanding of the instrument is an essential and an ultimate goal.

The students will be covering the following fundamentals:

1. Scales and arpeggios
2. Technical studies and etudes as assigned, focusing on specific areas such as:
   - double stops
   - positions and shifting
   - bowing styles: *detache, martele, staccato, spiccato, ricochet, sautille*
   - agility and strength of left hand
   - development of sound
   - vibrato and dynamic control
3. Standard Repertoire from different music periods for the purpose of developing:
   - Appropriate stylistic approach
   - Beauty of tone
   - Accuracy in rhythm
   - Accuracy in intonation
   - Technique
4. Efficient practice techniques that can also reduce the risk of injury.

My expectations for lessons

You are expected to be well prepared and warmed up for each lesson. Be prepared with all of the assigned work even though it may not all be heard at each lesson. Progress on technical and musical issues that are not necessarily specific to each assignment but are often mentioned as ongoing concerns is expected. For example, if you are told that you are avoiding the lower third of the bow.
and that it is hampering your playing or that you are consistently sharp in the top octave of your scales, improvement should be evident over the period of a semester. In other words, work on these problems regularly!

Lessons will be evaluated regarding the student’s:

- Preparedness
- Intonation
- Rhythm
- Creativity and Personal Musical Expression

Excuses such as these will not be tolerated:

I did not have time to practice. (Make time…this is a class!)
I was involved with social/service organizations. (I do have hobbies too)
I played too much in orchestra. (And how did you spend your time while playing in the orchestra?)
I had to work. (So do I!)
I left my music at home. (Then lock it up in your head)
If a student comes to lesson unprepared due to not practicing I reserve my rights to dismiss the student from the lesson.

Suggested Private Practice Time

Minimum daily individual practice time should equal the number of credit hours you receive for the applied lesson.

Recital Attendance

Attendance of recitals by members of the strings studios and designated faculty recitals is required. You must make me aware of any conflicts before the event. Required recitals will be posted at my office, by the second week of classes. Final grade will drop lower with each missed recital that is on the Required Recital List.

Juries

Juries are generally conducted at the beginning of final exam week and consist of scales and an etude. Memorization is expected. Take the jury seriously. Only music majors are required to perform a jury each semester.

Studio Class

Meets every Friday from 1:00 to 1:50pm in Room 170

In Studio Class, issues will be discussed concerning primarily cello/bass techniques and the ways they are executed, how to practice efficiently, developing sight reading skills and other related
matters. The student is recommended to come up with any problematical issues that might be hindering his/her instrumental development in order to be discussed and eventually resolved.

Each student will play in studio class in front of his/her peers and that performance will be mutually discussed and analyzed.

Majors and Minors are required to attend!

STUDIO RECITAL PREPARATION

- Begin to prepare your piece immediately after assigned
- Meet with your accompanist at least one month prior to the recital
- Play with the accompanist for me at least two weeks prior to the recital, earlier is better.

Cello Ensembles:

Cello ensemble playing is a musically and spiritually rewarding experience. It helps you develop your ensemble playing, musicality, and technique in a friendly and cordial atmosphere. It is required this semester. Ensemble works may be performed at Convocation, chamber string concert, or the studio recital. The studio may prepare and perform cello ensemble compositions as part of studio recital, and/or Convocations.

Grading procedures

Grading is based on overall progress and preparedness, not on talent. Your final grade at the end of the semester will be based on the following formula:

1. **Average of Lesson Grades: 70% (for non-majors- 85%)**
   *your weekly grade will be based on preparation of assignments. Here is the significance of letter grades for weekly lessons:
     A: thorough preparation of all assignments
     B: preparation of all assignments but with some aspects not thoroughly learned
     C: some assignments not prepared
     D: student is not prepared
     F: unexcused absence

2. **Your involvement in attending, performing and/or participating in discussion in Studio Class, Convocation and/or String Recitals by Faculty and Students: 15%**

3. **Performance in final string jury (if applicable): 15%. Non-majors will not have a jury, unless unable to perform in String Studio Recital.**

Grading of the applied lesson is highly subjective by nature. Primary factors upon which you will be graded are: lesson preparation; attitude; musical improvement; studio participation and material completed. A majority of the weight of the semester grade will be based on lesson preparation and musical growth. Your progress will be judged on the basis of growth, improvement in basic musical skills, completion of assigned materials and work on repertoire, scales and etudes as assigned. You
are also expected to actively participate in studio class. This is a “lab” for the applied lesson. You will perform several times in studio class during the semester.

**Junior and Senior Recitals**

- Pick a date and reserve the Recital Hall, ASAP. Avoid Saturdays!
- Secure accompanist, now!
- Secure recital committee. You need to have three faculty members as your recital committee: myself, another faculty from the string area, and one faculty outside of the strings area.
- Create poster for your recital
- Create program for your recital
- Create Program Notes consisting of a short paragraph for each of the pieces on our recital program.

**Attendance**

The students are required to attend their private lessons and the studio class. If a student due to some unavoidable circumstance must miss a lesson or a master class, he or she should let me know one day in advance. Anything other than an emergency the day of the event will be considered an unexcused absence, and will not be made up.

Cello Studio Recital: TBA
Bass Studio Recital: TBA
Violin Studio Recital 1: TBA
Violin Studio Recital 2: TBA
Chamber Strings Recital 1: TBA
Chamber Strings Recital 2: TBA
Course Description

Applied Instruction-MUAP 1109/3109: One semester hour of credit, half-hour instruction per week. One credit for secondary instrument or minors, non-majors or undeclared majors. Placement audition required. Instruction in cello. May be repeated for credit, may not be taken for audit. Students are expected to practice assigned materials individually that may include etudes, exercises, daily routines, ensemble music, and/or solos 1 hour daily, six days per week for a total of six hours of outside preparation each week for fifteen weeks. Students are also expected to attend or perform in required recitals.

Applied Instruction-MUAP 1219/3219: Two semester Hours Credit, one hour instruction per week plus one hour studio class or convocation weekly. Students are expected to practice assigned materials individually that may include etudes, exercises, daily routines, ensemble music, and/or solos 2-3 hours daily, six days per week for a total of twelve hours of outside preparation each week for fifteen weeks. Students are also expected to attend or perform in required recitals, upper levels, and/or juries which is typically an additional five to ten hour time requirement during the fifteen week semester.

Applied Instruction-MUAP 1329/3329: Three semester Hours Credit, one hour instruction per week plus one hour studio class or convocation weekly. Students are expected to practice assigned materials individually that may include etudes, exercises, daily routines, ensemble music, and/or solos 3-4 hours daily, six days per week, for a total of twenty-four hours of outside preparation each week for fifteen weeks. Students are also expected to attend or perform in required recitals, upper levels, and/or juries which is typically an additional five to ten hour time requirement during the fifteen week semester.

General Education Core Curriculum

The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
MENTAL HEALTH

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041

Crisis Resources:

Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

ACADEMIC INTEGRITY

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another
person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**STUDENTS WITH DISABILITIES**

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be
Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

STUDENT WELLNESS AND WELL-BEING
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741