Stephen F. Austin State University  
Performance Theory and Materials I  
Double Bass  
Fall 2023

Instructor: Dr. Carlos Gaviria  
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Course Description
2 hours of credits. Survey of repertoire and different pedagogical approaches to the double bass.

Required Materials
George Vance, Progressive repertoire for the double bass, Vols.1 and 2.

Attendance
You are expected to attend and be well prepared at every scheduled lesson. Be prepared with all of the assigned work even though it may not all be heard at each lesson. You are allowed one unprepared lesson each semester due to term papers, exams, family emergencies or illness. If you are so ill that you should not attend a lesson, please inform me as early as possible, so that I can make good use of your lesson time and so that your lesson can be conveniently rescheduled.

Grading procedures
Grading is based short projects pertinent to each one of the major subjects of the class. There will be 5 different projects. These projects are explained in detail below in the course schedule.

Topics, Dates and Assignments (subject to revision)
1) **Weeks 1-3: Survey of fingering systems**: Simandl, Petracchi and Rabbath. Discussion and explanation of the system and possible advantages and disadvantages.
   a. **Project 1 (Due date TBA)**: Learn a short piece (Ex.: Slow movement of a baroque sonata) using the three different approaches, i.e., come up with three different fingerings based on the respective approaches. Discuss the advantages and disadvantages. Which one do you prefer and why? Which one is an easier approach for beginner students? **15% of the grade**

2) **Week 3-4: Survey of bowing approaches**. German vs. French bow
   a. **Project 2 (Due date TBA)**: Play the other bow. Learn a short piece (or play a piece that you are currently working on) using the other bow. Discuss advantages and disadvantages. **10% of the grade**
3) **Weeks 5-7: Pedagogy.** Survey of selected method books and etudes (Bille, Storch-Hrabe, Sturm, Rabbath, among others).
   a. **Project 3 (Due date TBA):** Short in-class presentation about your opinions on the etude books. **15% of the grade**

4) **Weeks 7-12 Pedagogy:** Progressive Repertoire for the double bass.
   a. **Project 4 (Due date TBA):** Be able to perform and discuss the teaching points of ALL the pieces in Vol. 1 and 2. **40% of the grade**

5) **Weeks 12-14 Pedagogy, continued. Performance issues**
   a. **Project 5 (Due on Finals Week):** Write a short essay (four to five pages) discussing a single technical aspect (i.e., shifting). How would you teach it to a beginner student? To an intermediate student? Use examples from the literature to illustrate your points and different sources. **20% of the grade**

*More detailed instructions about each individual project will be given throughout the semester.*

1. **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 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).

2. **Academic Integrity (4.I):** [The Code of Student Conduct and Academic Integrity](https://www.sfasu.edu/policies/course-grades-5.5.pdf) 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.

3. **Acceptable Student Behavior**
   Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate and inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

4. **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 provided. 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
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

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