

COLLEGE OF
Saint Benedict  **Saint John's**
UNIVERSITY

MNSOTA All State String Teacher's Workshop
The College of St. Benedict
August 5-7, 2010
St. Joseph, MN

Course: MUED 6998-56009 (1 credit) / MUED 6998-56009 (2 credits)
Hamline University
St. Paul, MN

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Course Description:

The MNSOTA All State String teachers' workshop is an opportunity for string teachers to learn more about their specific area as teachers through educational insights offered by leading experts in the field of string teacher education. Clinicians from all over the country are engaged to share their latest techniques and strategies for teaching string students in group and private situations. Teachers are given the opportunity to gain a wealth of knowledge from the experts leading the sessions through lectures, interactive activities and question and answer sessions. In addition, teachers are exposed to new teaching materials through new music reading sessions and the participants are given the opportunity to share and exchange ideas with their colleagues from all over the state.

Learning Objectives/Outcomes

- Teachers will obtain a new list of repertoire through new music reading sessions.
- Teachers will learn how to choose appropriate literature for their ensembles.
- Teachers will be exposed to new models of string teaching.
- Teachers will witness a violin sectional led by an accomplished violinist.
- Teachers will learn more about how to have more effective rehearsals with their students.
- Teachers will spend a major portion of the session with world-renowned music educator & composer, Elliot Del Borgo.

Assignments and Assessment

Participants will be assessed through submission of the following assignments:

1. Classroom participation: All participants must attend all sessions as well as contribute to the discussions in each session. Sign-in attendance sheets will be available at each session. Attendance will be taken using these sheets!

2. Written reflection: Each participant must submit a written reflection for **12 out of the 18 sessions** (200-300 words each, and one collated set of rubrics including all five repertoire reading sessions) outlining the content of the session and describing the experience as well as how it might relate to his/her own teaching.

Sessions on which to reflect:

- Reading Sessions:
 - JWPepper I
 - JWPepper II
 - Elliot Del Borgo's Reading Session
 - JWPepper III – “After Hours” Alternative Styles Jam Session – ***required for credit***
 - JWPepper IV
- Speaker Sessions:
 - Jim Hainlen
 - Cristina Seaborn
 - Wendy Barden
- Elliot Del Borgo Sessions:
 - “Efficient rehearsal techniques”
 - “Ten easy ways to immediately improve your orchestra”
 - “Score preparation and interpretation”
 - “Foundations for Strings—A new string class method”
- All-State Orchestra:
 - Violin Sectional—Peter McGuire from Minnesota Orchestra
 - Observe the All-State Orchestra Rehearsal
 - Meet the All-State Conductor, Allen Tinkham, Chicago Youth Symphony
 - Saturday's All-State Orchestra Concert
- MSHSL Judging Certification Clinic – Carl Lipke, Bill Webb, and Chris Franson
- Friday Dinner: Special interest “Shop Talk” Dinner – ***required for credit***

3. Repertoire list: Each participant must submit an annotated list of pieces played/conducted in the reading sessions (including rubrics distributed at the workshop). Annotations should include appropriateness of the difficulty level, overall quality of the work, suitability for your group, any other critique, and value for the cost. This list will contain at least 20 entries, although more than 20 entries are welcomed.

4. Graded paper: Participants will choose one session on which to write a more substantial paper. The paper should be sufficient in length (**1,000 words minimum**) to explain the teaching techniques learned and how the workshop participant might apply these techniques to his or her own teaching situation, as well as how effective the session was in conveying the material. You might also include whether or not the session was beneficial and/or helpful to you personally. As you are writing this paper, please keep in mind that this is a graduate level course.

All written materials must be submitted in MS Word format or as text pasted into an email if you do not have Word.

Send course work for grading to **ajohnson1@sowashco.k12.mn.us**.

All course work is postmarked or emailed by Friday, August 20, 2010.

Grading Criteria:

Participation	20%
Written reflections	30%
Repertoire List	20%
Graded Paper	30%

- A - Exceptional graduate level work
- B - Satisfactory graduate level work
- C - Minimally passing graduate level work
- F - Unsatisfactory graduate level work
- I - Incomplete work

Hamline University Academic Integrity Policy

Dishonesty of any kind in relation to academic work threatens the integrity of the academic enterprise and is prohibited. Such dishonesty includes plagiarism, ghost writing, and falsifying official information concerning one's academic background or status.

Plagiarism is the unacknowledged use of another person's work or ideas. Any passage copied verbatim, with small changes, or in paraphrase must be acknowledged with a citation. Ghost writing is preparing work for another or having another prepare one's own work.

When a student is found to be in violation of the Academic Integrity Policy, academic penalties may be prescribed by the instructor of the course in question, including but not restricted to, the requirement of additional work, an assignment of a failing grade on the work in question, or a failing grade for the entire course.