

# *MUS122 Piano Techniques 2: Winter 2013*

6555 meets Mondays and Wednesdays 11:30 - 12:30

6554 meets Tuesdays and Thursdays 9 - 10

## ***Professor Information***

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Office Hours: To be announced following applied lesson scheduling

## ***Course Description***

Continuation of MUS 121, with greater emphasis on keyboard facility, sight playing, and piano repertory of various styles. This class meets for two hours per week. This course was formerly offered as MU 172.

## ***Materials Needed***

Harmonization at the Piano, 6<sup>th</sup> ed., Arthur Frackenpohl. Wm C. Brown publishers, 1991.

Easy Classics to Moderns, Vol. 17, Denes Agay. Amsco Publications. Please check Blackboard for ISBN numbers.

## ***Course Outcomes***

Upon successful completion of MUS122 students will be able to do the following:

- Perform the following: all major and minor scales, one octave hands together; arpeggios (two octaves hands separate), chord progressions (hands separate), triads and major inversions, and warm-ups in all keys, play modes on any white key
- Simple transposition
- Sight-read beginning keyboard repertoire.
- Perform two-part vocal scores using tenor clef.
- Harmonize melodies using primary and secondary chords in left hand.
- Realize harmonic progressions in four voices. Progressions may include secondary dominant or secondary leading tone chords.
- Improvise simple melodies given a chord progression.
- Perform six pieces from the standard piano repertoire for beginners.

## ***Strategies for Successful Completion of MUS122***

- Attend class regularly – don't cut.
- Practice to perform. Practice outside of class – you'll need to! 4 hours are required outside of class. Practice *all* parts of the weekly assignment as you'll need to perform in class every day. What a great privilege! *We get to perform!* One great thing about being a music student is that in EVERY course you take you are expected to perform. You will draw on that experience for the rest of your lives. Musicians make great executives, communicators, liaisons, teachers, leaders, etc... We think on our feet and learn to practice for all contingencies. So, make this your *learn to practice* course and *practice to perform!*
- Keep up with the course work. This is the kind of class you need to stick with. Do your best to ask questions right away if you're having trouble. If you don't understand the assignments, come see me! Don't wait until *after* I've graded your performance to tell me you really didn't understand the rhythm. You will help yourself by reviewing the assignments in time to ask questions if you don't understand. Learn by doing! Lots of doing! Lots of practice!
- Participate fully. Volunteer to play your repertoire for the class, or to "jam" to a chord progression for the class, etc . . .
- Utilize scheduled office hours to ask questions outside of class; if my office hours are inconvenient, take advantage of the campus e-mail system to contact me. I appreciate your questions! They help me assess how well students are understanding the material.

- Utilize the Friday morning Keyboard Lab. Remember that tutors are available for all Piano Techniques Courses. See me for more information!

**Grading and Attendance Policies**

Your course grade will be determined based on the following:

95 points	Technique (Scales, Arpeggios, and Cadences in all keys, Modes)
90 points	Keyboard Harmony (Accompanying, Lead Sheets, Harmonization, Transposition, Score Reading, Improvisation)
45 points	Quizzes
120 points	Repertoire – 6 pieces (20 points each)
50 points	Midterm Examination
100 points	Final Examination
<b>500 points</b>	<b>TOTAL</b>

**Grading Breakdown**

<b>A</b>	<b>470 – 500 points 94 – 100%</b>
<b>A-</b>	<b>450 – 469 points 90 – 93%</b>
<b>B+</b>	<b>435 – 449 points 87 – 89%</b>
<b>B</b>	<b>420 – 434 points 84 – 86%</b>
<b>B-</b>	<b>400 – 419 points 80 – 83%</b>
<b>C+</b>	<b>385 – 399 points 77 – 79%</b>
<b>C</b>	<b>370 – 384 points 74 – 76 %</b>
<b>C-</b>	<i>350 – 369 points 70 – 73%</i>
<b>D+</b>	<i>335 – 349 points 67 – 69%</i>
<b>D</b>	<i>320 – 334 points 64 – 66%</i>
<b>D-</b>	<i>300 – 319 points 60 – 63%</i>
<b>E</b>	<i>0 – 299 points below 60%</i>

NOTE: To advance to MUS221 Piano Techniques 3, you MUST earn a C (2.0) or better and MUST pass the final exam.

**Technique:** Technique sheets are available on Blackboard. These technique sheets provide a structured order in which to practice scales, arpeggios, and cadences. One-octave scale fingerings are also available on pages 230 – 231 in the Frackenpohl text. Students must learn all technique for each key. Students will get the highest technique grade for scales, arpeggios, and cadences performed without errors in pitch and fingerings at the required tempo. The Technique Rubric is printed below. You’ll also find this rubric on Blackboard.

<i>SCALES (Major, Minor, and Warmup Scale), AND ARPEGGIOS</i>	
5.0 points	Scale and arpeggio is perfect the first time attempted, with no errors or hesitations.
4.5 points	1 error in pitch or fingering, corrected immediately.
4.0 points	1 error in pitch or fingering, corrected immediately, but there may be 1 or two small hesitations. Or student restarts after several errors, then plays scale perfectly.

3.5 points	1 error in pitch or fingering, corrected immediately, but there are 3 small hesitations.
3.0 points	1 or 2 errors in pitch, corrected immediately, with 3 small hesitations.
2.5 points	Scale is perfect in terms of pitches, but the fingering is incorrect (1-2 small errors) or there are more than 3 hesitations. Arpeggio is perfect in terms of pitches, but the fingering is either incorrect or inconsistent.
0 to 2 points	Scale or arpeggio has incorrect fingering and more than 3 errors are present in terms of pitches or there are too many hesitations to warrant a higher grade.
NOTE: 1 point will be deducted for scales and arpeggios performed at a slower tempo than required (see technic sheets for required tempo).	

<i>CADENCE</i>	
5.0 points	Cadence is perfect the first time attempted, with no hesitations.
4.5 points	1 pitch error, corrected immediately.
4.0 points	Student restarts after 1-2 small errors, then plays cadence perfectly.
3.5 points	2 pitch errors, corrected immediately.
3.0 points	3 pitch errors, corrected immediately.
0 to 2.5 points	Cadence has too many errors to warrant a higher grade.

**Keyboard Harmony:** Keyboard harmony assignments are listed in the course calendar (KH1, etc . . .). Keyboard harmony assignments involve a variety of activities including transposition, harmonization, cadences, accompanying, realizing lead sheets, score reading, etc. Please refer to the *Keyboard Harmony* handout for specific information about each assignment. The Keyboard Harmony Rubric is available on Blackboard.

**Quizzes:** There are several sightreading quizzes totaling 45 points scheduled throughout the semester.

**Repertoire:** Students will sight-read many pieces throughout the semester in class and through completion of the Keyboard Harmony modules. In addition students will perform six additional pieces chosen from the *Repertoire Handout* and taken from *Easy Classics to Moderns*. A performance grading rubric follows. Please note that only performances with correct notes and rhythms will receive an “adequate” or higher grade.

**Excellent:** In addition to correct notes and rhythms, an excellent performance is one where tempo, dynamics, phrasing, articulation, balance between the hands is appropriate for the piece performed. The student has worked out technical problems and his or her performance displays musicianship. An excellent performance stands out as an example for the class.

**Good:** In addition to correct notes and rhythms, a good performance is one where most elements of tempo, dynamics, phrasing, articulation, and balance between the hands are in place. There may be *one or two* errors in notes or rhythms, but none so great as to destroy the flow of the performance. In addition, the performance displays some musicianship.

**Adequate:** An adequate performance is one in which notes and rhythms are accurate. A few elements of tempo, dynamics, phrasing, articulation, and balance between the hands are in place. There may be a few errors in notes or rhythms, but no more than 1-2 measures are affected, and these errors do not reflect a basic misunderstanding of pitch or rhythm.

**Failing:** A failing performance is one in which the number of errors outweighs the accuracy of the performance. Rhythmic errors that reflect a basic misunderstanding of meter or a repeated rhythmic figure will result in a failing grade. Pitch errors that are pervasive or that reflect a basic misunderstanding of notation will result in a failing grade.

**Midterm and Final Examinations:** These exams are scheduled individually. Students will perform various skills at the piano including but not limited to: scales and other technique, sight-reading, transposition, and harmonization.

## Course Policies

### In-class Attendance Policy and Attendance expectations:

1. *Absenteeism policy.* Regular attendance and participation in class is essential. While I recognize that circumstances sometimes prevent students from accessing our online course, the college administration sees excessive absenteeism as a very serious matter, and so do I. If I am not contacted and you do not withdraw, I may issue the appropriate grade (E, WP, or WF) after you miss more than one (1) week of class. In addition, even if I am contacted, students may not miss more than FOUR classes and still earn a grade of a “C” or higher. The college makes no distinction between “excused” and “unexcused” absences. If students are not present in a class in which they are enrolled they are simply absent, regardless of the reason. In addition, students are expected to remain in class the entire class period and to arrive on time. Arriving late or leaving early twice constitutes one absence. Students should not make a habit of leaving the classroom while class is in session. Please review the official college absence policy on page 28 of the GRCC catalog: [www.grcc.edu/catalog](http://www.grcc.edu/catalog). In addition, students are responsible for class material whether or not they are present in class. If you miss class for any reason, my expectation is that you WILL be prepared for the next class period in which you are present. Any assignments due when you return will be assessed according to the course schedule.
2. *Consequences of being late.* Sight-reading quizzes (labeled SRQ in the course calendar) are given at the beginning of class. The door will be locked during quizzes. Students who are late will not be able to perform that day’s quiz but will be allowed to enter following the quiz.
1. *Makeup work.* My general policy regarding makeup work is no make-ups for missed work. However, you should state your case. Illness verified by a physician is a valid reason. Campus field trips and other required performances, off-campus auditions are also valid reasons in my opinion for makeups. Verification for these items is always required. In addition, I allow *three free redos* of assignments per student throughout the semester. ALL REDOS MUST BE COMPLETED NO MORE THAN TWO WEEKS FOLLOWING THE IN-CLASS ASSIGNMENT. You may use your redos to make up for an illness not verified by a physician, to make up for an ill-prepared assignment, or to make up for an unverified absence. It may also be possible for you to attend another one of my piano techniques classes to make up for a missed class. See me for more information.
2. *Students are responsible for class material whether or not they are present in class.* If you miss class for any reason, my expectation is that you WILL be prepared for the next class period in which you are present. Any assignments due when you return will be assessed according to the course schedule. And, your absence will be counted toward the maximum of four allowed.
3. **Dropping this class: Student-initiated drop deadlines are listed below:**

**Student-initiated drop:** Monday/Wednesday class: 3/30/13

**Change to Audit:** 2/9/13

Note: While I appreciate you letting me know if you’re planning on changing your enrollment to W (Withdraw) or Au (Audit), I don’t have the power to change student enrollments. *If you want to drop the course, YOU must do so all by yourself!* Visit <http://www.grcc.edu/studentcenterDrop> for more information on how to drop a class.

Appropriate Classroom Behavior: Students in my class are expected to . . .

- Respect your neighbors and BE QUIET when they are speaking and/or playing! Effective and respectful working relationships have the following characteristics:
  - Positive feedback – congratulate your classmates when they do something well. Support them in their activities. Show your support by attending their recitals and concerts. Celebrate each other’s academic successes.
  - Honest feedback – be honest with your classmates and hold them accountable for their actions, speech, and academic work. When you need to be critical, use appropriate language and *criticize the idea - not the person*. Remember what the Dalai Lama said: *Be kind whenever possible*. He also said *It’s always possible*.

- Know your neighbors. Do you know who is sitting next to you? If not, introduce yourself. Maybe he or she is the one person in this world who will pull you out traffic on Times Square, saving your life . . . be your karaoke duet partner that helps you win that big contest . . . teach your children . . . or become a partner in the music business you've been thinking of. Get to know the people around you.
- Participate. Responding, listening, playing, asking, discussing, thinking . . . all of these things are good. Do them, but be respectful! Don't be an attention hog. Let others respond, ask, discuss, and play think too.
- Be a team player. Work to maintain effective working relationships with your classmates and with me. You don't have to be best friends – or even friends at all, but YOU may need a favor someday, and the person sitting right next to you may be the one person who can help you. So, be considerate of each other – support your classmates, and find ways to work together. Working with all personality types is one of the most important things you'll learn in College and one of the most important things you'll need to be able to do in life. We don't always get to choose who we work with. But, in reality we're all stronger with each other than we are by ourselves. And sometimes the quirkiest people are fun to be around, so work with everyone. And be stronger learners as a result.
- And . . . be cheerful! I am a better teacher when I spend time with students who appear interested and motivated. Help me out by showing interest and staying engaged. One of my favorite phrases is Make a Good Day. Attitude is everything! It's up to you whether or not you have a good day – so be in charge of yourself and make good days happen this semester . . . and come to class with a smile ☺!

### Communication policy

- Email: Please fill in the "subject" field for any message you are responding to or that you initiate so I know what you're emailing me about, otherwise during a busy week I may ignore it. Also include your name. It's best to use your GRCC email address. I will typically respond to your e-mail within 24 hours.
- Office telephone: (616) 234-4192. Email communication is preferred, but feel free to call if needed.
- Blackboard IM: Please sign up for a Blackboard IM account. I often have BBIM open when I'm working in my office and when I'm working at home in the evenings and weekends. To download Blackboard IM, login to Blackboard and click "Blackboard IM - Instant Messaging" in the Tools Window on the opening page.
- When you see me around the Music Center or elsewhere around campus, cheerfully say hello Dr. DeWitt, and wish me a good day! I'll do the same for you! But please don't expect me to remember anything you tell me. If you want to communicate anything with me that you want me to remember, or that requires action on my part, send me an email ([ddewitt@grcc.edu](mailto:ddewitt@grcc.edu)). Grades.

### College Policies Statement

The academic policies and procedures of GRCC are outlined in the College Catalog. College-wide policies and procedures, to include (but not limited to) grading, Federal Educational Rights and Privacy Act (FERPA), Student Right to Know, Privacy, Affirmative Action, Equal Employment Opportunity, Americans with Disability Act (ADA), concealed weapons, smoking, campus crime, copyright, academic grievances and discipline grievances, are at <http://www.grcc.edu/catalog>. Additional policies, to include (but not limited to) academic integrity, disability support services, posting/distributing literature, selling merchandise, fundraising, classroom disruption, conduct and substance abuse, can be found in the GRCC Student Handbook at <http://www.grcc.edu/handbook>. If you come to campus for this or other classes or meetings, remember that GRCC is a tobacco-free campus. Go to <http://www.grcc.edu/tobaccofree> for complete details on the GRCC policy or for resources about quitting. Finally, the most recent policies (that may not have been published in the catalog and handbook yet) are at <http://www.grcc.edu/policies>. These policies and procedures are subject to change and incorporated by reference.

**Disability statement:** Students with disabilities who require accommodations must register with the Disability Support Services Office in Room 368 of the Student Center. Verification of disability is required to receive reasonable academic accommodation. Call (616) 234-4140 for more information.

**Technical Support:** The IT Customer Support Team can assist with Blackboard, password resets, Novell and student email accounts. Hours and other helpful information can be found at <http://www.grcc.edu/itsupport/students>.

Tutoring: The Academic Support Center is on the 2<sup>nd</sup> floor of the Library - Room 232 (GRCC Learning Resources Center). The application for tutorial assistance can be downloaded from the ASC website. See <http://cms.grcc.edu/tutoring>.

Cheating, Fabrication, and Plagiarism. The following definitions are taken from pages 151-152 of the Student Handbook. Students should visit the college website for the most complete and up-to-date explanation of the GRCC Academic Dishonesty Policy: <http://www.grcc.edu/departments/service/studentconduct/codeofconduct/conductacademichonesty.html>. Please look over this policy carefully as GRCC and I take academic dishonesty very seriously. Penalties for academic dishonesty in my courses can be found at the end of this section.

*Cheating* is defined as intentionally using or attempting to use unauthorized materials, information, or study in any academic exercise

- External aids such as books, notes, calculators, conversation with others are prohibited when taking an examination unless specifically allowed by the instructor
- Students may not have others conduct research or prepare work for them.
- Major portions of the same academic work may not be submitted more than once for credit without authorization.

*Fabrication* is defined as intentionally falsifying or inventing any information of citation on any academic exercise)

*Plagiarism* is defined as intentionally or knowingly representing the words or ideas of another person as one's own in an academic exercise.

Cheating, fabrication, and plagiarism are ALL are prohibited by college policy. *In my classes the penalty for cheating, fabrication, or plagiarism is a failing grade on the work in question. If students cheat on an exam, the penalty is a failing grade in the course.* In addition the College policy on Academic Dishonesty prohibits intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

For our Piano Technics courses the most applicable part of this policy is under *Cheating* and presenting work from previous courses as new work. If you are repeated MUS221 or have studied applied piano here for credit, you may not perform the same repertoire pieces for credit in this class. You will also be asked to perform alternate Keyboard Harmony assignments when applicable.

The GRCC Student Code of Conduct can be found at:

<http://www.grcc.edu/departments/service/studentconduct/codeofconduct/conducthome.html>.

The College expects all students to conduct themselves as responsible citizens and members of the academic community. It is the responsibility of each student to know, observe, abide by and adhere to GRCC's Student Code of Conduct, rules and regulations. Additionally, students are to abide by all rules applicable to conduct in a classroom environment and at College-sponsored activities. Students by enrolling in the College, are automatically placed under the rules and regulations established by the College. Therefore it is the student responsibility to familiarize themselves the rules and regulations affecting them. Students are expected to follow the GRCC Student Code of Conduct. You can review the code of conduct online at the link above. The GRCC Student Code of Conduct includes the above policy on academic dishonest, as well as classroom conduct, general conduct, discipline procedures, and rules for athletes.

*This syllabus is subject to change. Any change will be communicated through Blackboard.*