



Syllabus for Beginning Class Piano I (Music 24A)

Course Information

Semester & Year: Fall 2021

Course ID & Section #: E052079

Instructor's name: Ed Macan

[if synchronous] N/A

[if in-person] Location: CA104, Monday/Wednesday 1:15-2:10 pm

[if needed] Number of proctored exams: 0

Course units: 1.0

Instructor Contact Information

Office location or *Online: CA122

Office hours: M/W 3- 4 pm or by appointment

Email address: ed-macan@redwoods.edu

Catalog Description

A course of instruction in piano in both group and individual formats. The course introduces students to the keyboard, rhythm notation and counting, note reading in the grand staff, fingering technique, simple chord patterns, basic elements of interpretation (tempo, dynamics, phrasing), and development of two-hand independence.

Course Student Learning Outcomes *(from course outline of record)*

1. Accurately realize pitch and rhythm content from grand staff notation in performance while maintaining a steady tempo.
2. Distinguish between legato and detached articulation directives in performance while demonstrating correct fingering technique and the ability to follow fingering instructions.
3. Demonstrate sufficient right hand/left hand independence to simultaneously maintain separate rhythms in the two hands, project the melody louder than the accompaniment, and maintain different articulations in the two hands when so directed.
4. Exhibit sensitivity to dynamics indications in performance.

Commented [EM1]:

Prerequisites/co-requisites/ recommended preparation

N/A

Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Support for online learners during COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online to protect health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. I want every student to thrive.

Evaluation & Grading Policy

[Should include info such as final grade calculations, rubrics, late assignment policy, and other grading practices]

Admissions deadlines & enrollment policies

Fall 2021 Dates

- *Classes begin: 8/21/21*
- *Last day to add a class: 8/27/21*
- *Last day to drop without a W and receive a refund: 9/3/21*
- *Labor Day (all-college holiday): 9/6/21*
- *Census date: 9/7/21 or 20% into class duration*
- *Last day to petition to file P/NP option: 9/17/21*
- *Last day to petition to graduate or apply for certificate: 10/28/21*
- *Last day for student-initiated W (no refund): 10/29/21*
- *Last day for faculty-initiated W (no refund): 10/29/21*
- *Veteran's Day (all-college holiday): 11/11/21*
- *Fall break (no classes): 11/22/21-11/27/21*
- *Thanksgiving (all-college holiday): 11/24/21-11/26/21*
- *Final examinations: 12/11/21-12/17/21*
- *Semester ends: 12/17/21*
- *Grades available for transcript release: approximately 1/7/22*

Students who have experienced extenuating circumstances can complete & submit the **Excused Withdrawal Petition** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

BEGINNING CLASS PIANO I (MUSIC 24A)

(Syllabus updated 08 - 21)

Class meets @ M W 1:15 – 2:10 pm in CA104

Ed Macan, Ph.D.

e-mail: ed-macan@redwoods.edu

Office hours: M/W 3:00 – 4:00 pm in CA122 or by appointment

TEXTS: Palmer, Willard, Morton Manus, Amanda Lethco. *Alfred's Basic Adult Piano Course, Level One*. Van Nuys, California: Alfred Publishing Co., 1983.

COURSE DESCRIPTION. This course is designed for the beginning keyboard student; students who play fluently with both hands and read music with some fluency should enroll in Music 24B, 25A, or 25B (depending on level of attainment) instead. During the early weeks of the semester, students will gain familiarity with the keyboard; with basic rhythm notation; with pitch notation in both the treble and bass clefs; and with fingering directions and basic fingering technique. By the end of the semester, students will demonstrate the ability to (1) accurately realize pitch and rhythm content from grand staff notation in performance while maintaining a steady tempo; (2) distinguish between legato and detached articulation directives in performance while demonstrating correct fingering technique and the ability to follow fingering instructions; (3) demonstrate sufficient right hand/left hand independence to simultaneously maintain separate rhythms in the two hands, project the melody louder than the accompaniment, and maintain different articulations in the two hands when so directed; and (4) exhibit sensitivity to dynamics indications in performance. Music 24A is a one half lecture, one half lab course, and therefore alternates classroom and individual instruction.

GRADING. Grading will be a composite of three factors, each of which counts towards one-third of the final grade. One important factor will be **lab participation**. As per the course outline, Music 24A is one-half lecture, and one-half lab. The first four meetings consist entirely of lecture, intended to build a foundation for our subsequent learning. **A student who does not attend all four of these meetings, or who fails to complete the make-up online quizzes for any of these first four meetings that s/he misses in a timely manner, will be dropped from the course on Friday, September 3.** A student will receive 10 participation points for each lecture s/he attends.

Traditionally, from the third week of the semester on, I lectured at the beginning and end of class meetings, and heard individual students play in a separate room during the middle of the class period, while the remainder of the class remained in the piano lab practicing assigned material; students received 10 participation points for each class meeting they were present. The current arrangement modifies this approach in light of the current COVID environment.

On Wednesday, September 8, I will begin giving private lessons from 1:15 to 2:10 pm each Monday and Wednesday; I will post the private lesson schedule for a given week on the "Announcement" section of the Music 24A Canvas page the previous weekend. Generally speaking, I will schedule 2-3 students each class period between 1:15 and 2:10 pm. If you are unable to meet with me for a lesson I have scheduled you for, please let me know ASAP, via e-mail or via responding on the Canvas "Announcement" page, so I can reschedule you and schedule someone else into your slot. Each lesson a student misses without contacting me in advance may result in a loss of 10 participation points. It is my goal to hear every student once every other week when possible; at any rate, I maintain a rotation, hearing every student in turn and then starting the rotation over.

On each Monday and Wednesday from September 8 on, I will post short "lecture," part text, part video, covering a new piece of music from the textbook, on the "Pages" section of the Music 24A Canvas page. (Incidentally, in Music 24A we learn everything through page 35 of the Palmer/Manus/Lethco text). For each virtual lecture that I post, there will be a short participation quiz posted on the "Quizzes" page of the Music 24 Canvas page that students are expected to complete. These participation quizzes will take you one to two minutes to complete. They will close the next class period (in other words, a participation quiz for a Monday class opens Monday at 2:10 pm and closes Wednesday at 1:14 pm; a participation quiz for a Wednesday class opens Wednesday at 2:10 pm and closes Monday at 1:14 pm). PLEASE complete these quizzes, as they help me assess whether you are grasping the new material. Any student that fails to take the quiz by the time it closes will not receive the ten participation points for that Monday or Wednesday's class meeting. Please be aware that if you miss four consecutive participation quizzes at any point through the end of week #10, you may be dropped from the course for non-participation.

In sum: from September 8 on, you are only obligated to physically appear in CA104 from 1:15-2:10 pm on days that you are scheduled for lessons, and on the three recital days. Otherwise, you will earn your participation points by completing the online virtual lecture participation quizzes in a timely manner.

At the end of the semester, participation points are tallied and the final participation grade is assigned as follows: 260-290=A, 230-259=B, 200-229=C, 170-199=D, below 170=F. This is 33 1/3% of your final grade.

The second factor in your final grade will be **progress**. I will be looking both at **quantity**--how much material you cover during the course of the semester--and **quality**--how well you master the material you have covered. Ideally, you want to strike a balance. All quantity and no quality is not good: there is no point of covering the whole book if you are not really mastering the pieces that you play. I would much rather you play fewer pieces but fully master the pieces you do play; as I hear you play individually over the course over the semester, I will assess whether you are progressively mastering the technical and musical problems raised by the various pieces in the book. When assigning a grade for quality of musicianship, I use the following scale:

- A: Student demonstrates complete mastery of all, or nearly all, of the course's principal concepts.
- B: Student demonstrates complete mastery of many of the course's principal concepts, and adequate mastery of all of them.
- C: Student demonstrates adequate mastery of most of the course's principal concepts.
- D: Student is unable to demonstrate adequate mastery of several of the course's principal concepts.
- F: Student demonstrates mastery of few or none of the course's principal concepts.

While quality is the primary factor in assigning the progress grade, quantity is considered as well: learning a small amount of material perfectly but not doing anything else may indicate over-limited ambitions. A key element here is practice: without regular practice, improvement is not going to happen, and you should *not* plan to do all your practice during the two hours per week we meet in class. If you really plan to improve, plan to put at least one to two hours per week outside of class into practicing the piano. Regular practice is the key! It is much better to practice twenty minutes a session, three times a week, than to put in one two-hour session every other week.

My assessment of your progress grade comes primarily from your recital performance, but individual lessons also contribute to this grade, especially as regards the quantity portion of the grade. Your progress grade constitutes 33 1/3% of your final grade.

The final third of your final grade will be based on your **participation in performances**. We will have three recitals: Wednesday, October 20 (from 1:15 to 2:40 pm), Wednesday, December 8 (from 1:15 to 2:40 pm), and Wednesday, December 15 (from 1:00 to 3:00 pm). For Music 24A students, the expectation is three pieces per recital. I understand some students suffer from stage fright, so a less-than-stellar performance at the recital will not negatively impact a student's grade *if* the student has been working consistently throughout the semester, as manifested in private lessons. However, if a student performs poorly because s/he has not regularly participated in class (evidenced by missing multiple participation quizzes) and/or has shown signs of not practicing regularly (evidenced in private lessons), then the recital performance will be a consideration in factoring the student's final grade. If you miss the Final Recital, your final performance grade is docked by two full grades; if you miss the Mid-Term or Practice Recital the week before finals, it's docked by one. Keep in mind that the more you play in front of people, the easier it becomes. [A note on recital etiquette: plan to stay until all students have finished playing. Recitals may exceed the ordinary 55-minute time block that otherwise governs Music 24A class meetings.] Your recital grade constitutes 33 1/3% of your final grade. A student receives ten participation points for each recital that they participate in.

All final grades are letter grades, as follows: A, A-, B+, B, B-, C+, C, D, F. Final grades will be posted on Web Advisor, usually the Monday of the week after finals week. There is a Canvas page for this course, and grades are posted on it as they are earned. Please be aware the Canvas grade page format does not conform to my grading system in all details and while the running grade tallies you see on Canvas are reasonable approximations of your grade at a given point in time, your final grade appears on Web Advisor, not Canvas, and may not be identical to the grade the Canvas grade page indicates is your final grade.

CLASS SCHEDULE (subject to change in the event of instructor illness or County-wide blackouts).

08-23.	Introduction to the course; Introduction to the keyboard	
08-25.	Reading the treble, bass staves	
08-30.	Rhythm notation	10-27. p. 25, the slur; simultaneous slurring and separation between RH/LH
09-01.	Basics of finger and hand technique; pp. 9-12	11-01. pp. 26-27, syncopation; C major-F major-G major progressions 11-03. pp. 26-27, continued
09-08.	p. 13	11-08. pp. 28-29
09-13.	p. 14, dynamics markings	11-10. pp. 30-31, G position
09-15.	p. 15, playing two notes at once	11-15. pp. 30-31, continued
09-18.	p. 16	11-17. pp. 33, the sharp symbol, alternations between slurring and separation
09-22.	p. 17, playing with two hands	11-29. pp. 35, G major-D7 progressions in triple meter
09-25.	p. 17, concluded	12-01. pp. 32, alternations between slurring and separation, syncopation
09-29.	pp. 18-19, the C major triad	12-06
10-04.	pp. 18-19, concluded	
10-06.	pp. 20-21, C maj.-G maj. progressions	12-08. PRACTICE FINAL RECITAL
10-11.	pp. 20-21, concluded	12-15. FINAL RECITAL, 3:15 p.m.
10-13.	pp. 22-23, syncopation, right hand melody	
10-18.	p. 24, triple meter	
10-20	MID-TERM RECITAL	
10-25.	p. 24 with octave shifts	

NOTE: Your continued enrollment in this class after the end of the second week of the semester indicates that you have read, understood, and agreed to be bound by the terms of this syllabus. Please be aware that if you miss four consecutive lessons at any point in the semester through the end of the tenth week, I will automatically drop you from the class. In order to be readmitted to the class after you have been dropped, you will have to justify your readmittance to me, and present a credible plan for passing the course with a "C" or higher. Also, be aware you will not be allowed to participate in any given recital for which you have missed the previous four consecutive lessons. If you plan to remove yourself from the class roster, remember that Friday of the tenth week (October 29) is the deadline for dropping classes. Please be aware that in accordance with college policy, incompletes will be given only in highly unusual circumstances, most often for unforeseeable medical emergencies. An extensive workload, academic or otherwise, will not be considered sufficient cause to grant an incomplete.

NOTE: College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSFS.