



Syllabus for Intermediate Class Piano I (Music 25A)

Course Information

Semester & Year: Fall 2022

Course ID & Section #: 053505 (V3505)

Instructor's name: Ed Macan

[if synchronous] Day/Time of required meetings: Class will meet synchronously via Zoom on the following days and times: Tuesday, August 23 (3:45-4:15), Thursday, October 20 (2:50pm - 4:15 pm), Thursday, December 8 (2:50pm - 4:15 pm), and Tuesday, December 13 (3:15 - 5:15 pm). Beginning August 25, students will have individual lessons (30 minutes in length) during the scheduled class time (3:45 - 4:15 pm Tuesdays or Thursdays) on FaceTime or Google Duo once every two to three weeks; lesson schedules for a given Tuesday and Thursday will be posted on the "Announcements" section of the course's Canvas page the weekend before.

[if in-person] Location: n/a

[if needed] Number of proctored exams: 0

Course units: 1.0

Instructor Contact Information

Office location or *Online: Online

Office hours: By appointment

Email address: ed-macan@redwoods.edu

Catalog Description

Continued development of piano skills. Major scales, secondary triads, shifting and extended hand positions, additional articulation symbols, rolled chords, and swing eighths are introduced. Further development of finger technique, hand-to-hand independence, and subtlety of articulation through a repertoire encompassing all periods.

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

1. Exhibit progressive development of finger technique, including the ability to perform major scales, ascending and descending, and the ability to apply shifting and extended hand positions in a variety of keys.
2. Accurately realize a variety of legato and detached articulations, including staccato and accent marks, and exhibit sensitivity to dynamics indications.
3. Accurately realize damper and sostenuto pedal directions.
4. Exhibit progressive development in knowledge of performance practices appropriate to specific styles and historical periods, and critical discrimination in the application of specific performance conventions to specific repertoire.

Commented [EM1]:

Prerequisites/co-requisites/ recommended preparation

Music 24B, Beginning Class Piano II

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 2022 Dates

- *Classes begin: 8/20/22*
- *Last day to add a class: 8/26/22*
- *Last day to drop without a W and receive a refund: 9/2/22*
- *Labor Day (all-college holiday): 9/5/22*
- *Census date: 9/6/22 or 20% into class duration*
- *Last day to petition to file P/NP option: 9/16/22*
- *Last day to petition to graduate or apply for certificate: 10/27/22*
- *Last day for student-initiated W (no refund): 10/28/22*
- *Last day for faculty-initiated W (no refund): 10/28/22*
- *Veteran's Day (all-college holiday): 11/11/22*
- *Fall break (no classes): 11/21/22-11/26/22*
- *Thanksgiving (all-college holiday): 11/23/22-11/25/22*
- *Final examinations: 12/10/22-12/16/22*
- *Semester ends: 12/16/22*
- *Grades available for transcript release: approximately 1/6/23*

- 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 II (MUSIC 24B)
INTERMEDIATE CLASS PIANO I (MUSIC 25A)
INTERMEDIATE CLASS PIANO II (MUSIC 25B)**

(Syllabus updated 08 - 22)

Class meets @ T Th 2:50 – 4:15 pm

Ed Macan, Ph.D.

e-mail: ed-macan@redwoods.edu

Office hours: by appointment

YOU NEED REGULAR ACCESS TO A KEYBOARD IN ORDER TO TAKE THIS COURSE. IF YOU DO NOT OWN ONE, THE COLLEGE HAS A NUMBER OF RENTALS. PLEASE CONTACT ME ASAP IF YOU BELIEVE YOU WILL NEED TO RENT A KEYBOARD FROM THE COLLEGE. YOU WILL NEED TO HAVE A KEYBOARD IN YOUR POSSESSION NO LATER THAN TUESDAY, SEPTEMBER 8.

TEXTS: Palmer, Willard, Morton Manus, Amanda Lethco. *Alfred's Basic Adult Piano Course, Level One*. Van Nuys, California: Alfred Publishing Co., 1983. (This text will be used by all 24A and many 24B, 25A, and 25B students.)

Belá Bartók. *Mikrokosmos*, volume 1. London: Boosey & Hawkes. (Used by 24B and 25A students.)

White, Margaret. *Scales, Chords, Arpeggios, and Cadences, Complete for piano in all keys*. Peoria, Illinois: J.T. Publications, 1998. (Used by 25B students.)

Other texts as assigned.

COURSE DESCRIPTION. Enrollment in any of these courses assumes the student has taken Music 24A, Beginning Class Piano I, at C.R., taken a similar course elsewhere, or has achieved facility comparable to a graduate of Music 24A through work with a private instructor. A student enrolling in Music 24B, 25A, or 25B is expected to have mastered the fundamentals of rhythm notation and counting; pitch notation in both the treble and bass clefs; fingering technique; an acceptable level of two-hand independence; and basic tempo, dynamics, articulation, and phrasing directives. Students without exposure to these basic concepts should enroll in Music 24A before enrolling in Music 24B.

By the end of the semester, students enrolled in Music 24B are expected to: (1) Maintain a steady tempo and rhythmic accuracy in performance, including passages in simple time with beat divisions and dotted rhythms; (2) Accurately realize damper pedal instructions; (3) Demonstrate progressive hand-to-hand independence, including accurately performing two-part polyphony involving either imitation or contrary motion between the hands; and (4) Exhibit progressive sensitivity to tempo, dynamics, and articulation directions.

By the end of the semester, students enrolled in Music 25A are expected to: (1) Exhibit progressive development of finger technique, including the ability to perform major scales, ascending and descending, and the ability to apply shifting and extended hand positions in a variety of keys; (2) Accurately realize a variety of legato and detached articulations, including staccato and accent marks, and exhibit sensitivity to dynamics indications; (3) Accurately realize damper and sostenuto pedal directions; and (4) Exhibit progressive development in knowledge of performance practices appropriate to specific styles and historical periods, and critical discrimination in the application of specific performance conventions to specific repertoire.

By the end of the semester, students enrolled in Music 25B are expected to: (1) Exhibit progressive development of finger technique, including the ability to perform melodic minor scales, ascending and descending, and the ability to apply shifting and extended hand positions in a variety of keys; (2) Accurately realize damper and sostenuto pedal directions, and exhibit critical discrimination in the employment of the pedals in passages that contain no explicit pedal markings; (3) Accurately realize a variety of legato and detached articulations; exhibit sensitivity to dynamics indications; exhibit critical discrimination in the choice of articulation and dynamics shadings in passages that contain no explicit articulation and/or dynamics markings; and (4) Perform simple pieces of the baroque, classic,

and/or romantic period, as assigned; recognize and exercise critical discrimination in applying performance conventions appropriate to each.

It is possible that a student may enroll in this course having already achieved (or surpassed) the skill level of a Music 25B student. In that case, repertoire and goals will be determined by consultation between instructor and student.

While Music 24A alternates classroom and individual instruction; Music 24B, 25A, and 25B are lab based. It is my goal to hear every student once every other week, although with large classes this is not always possible; at any rate, I maintain a rotation, hearing every student in turn and then starting the rotation over. Students in 24B, 25A, and 25B move at their own pace, unlike students in 24A, who move in tandem together.

GRADING. Grading will be a composite of three factors, each of which counts towards one-third of the final grade. Your **lab participation** grade will comprise 33 1/3% of your final grade. There will be mandatory synchronous Zoom orientation meetings on Tuesday, August 23 from 3:45-4:15pm; you **MUST** attend it, or you risk being dropped from the course for non-participation. You receive 10 participation points for your attendance at this meeting. As stated below, there are three mandatory synchronous Zoom recitals; you receive 10 participation points for each recital you are present at. Beginning the weekend of September 3-4, I will begin posting the private lesson schedule for the following week on the "Announcement" section of the Music 24B/25A/25B Canvas pages: there will be one 30-minute lesson each Tuesday and Thursday from 3:45 to 4:15 pm. These lessons will take place via FaceTime (if you have an iPhone) or Google Duo (if you have an Android); I will therefore need your cellphone number ASAP. If you are unable to meet with me for a virtual lesson I have scheduled you for, please let me know ASAP so I can reschedule you and schedule someone else into your slot. Each completed lesson results in a student receiving 10 participation points; lessons missed with no advance notice may result in a loss of 10 participation points. Please let me know if you cannot make a scheduled lesson, so that I can reschedule you and give your slot to another student. 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.

According to Title 5 of the California Education Code, it is mandatory for a student to complete 54 hours of lab time in order to receive one unit of credit. What is outlined above (the orientation meeting, the three recitals, the approximately six lessons per semester) contributes approximately 10-14 hours to this total, and would account for roughly 100 participation points. It is therefore mandatory for students to keep a diary of practice done outside of our meetings throughout the course of the semester. This diary must be emailed to me no later than the 5 p.m. of the Tuesday of finals week, that is, Tuesday, December 13. Each 90 minutes (1.5 hours) of practice translates to 10 participation points. Fifteen hours of practice equals 100 participation points; thirty hours of practice equals 200 participation points. Someone who practices 30 hours, attends the three recitals, the Zoom orientation meeting, and five to six private lessons will earn in the neighborhood of 290-300 participation points.

At the end of the semester, the final participation grade is assigned as follows: 270-300=A, 240-260=B, 210-230=C, 180-200=D, below 180=F.

Unlike Music 24A students, Music 24B, 25A, and 25B are not required to take mandatory quizzes on the mini-lectures posted on the Canvas page's "Pages" section. Nonetheless, I highly recommend that you take advantage of these mini-lectures, which cover all the pieces that students ordinarily would learn in Music 24B, 25A, and 25B. They will take you less than five minutes each to read/watch; each mini-lecture offers a description of the challenges that a given piece presents, followed by a short video of the piece being performed. These will allow you to begin new pieces before you and I cover them in our lessons with confidence that you are approaching them correctly, and save valuable lesson time, as many of the questions a student ordinarily would ask about a given piece are answered in the mini-lecture.

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: the midterm, on Thursday, October 20 (from 2:50 to 4:15 pm), the practice final, on Thursday, December 8 (from 2:50 to 4:15 pm), and the final, on Tuesday, December 13 (3:15 to 5:15 pm). For students working from the Alfred's Basic Adult Piano Course text, 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 attended 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.] 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.

Since students move in their own pace in 24B, 25A, and 25B, there is no class schedule *per se*. That does not mean there is no structure to the order or pacing of material a student will cover, as is evident based on the description above of the expectations for graduates of each class. Generally speaking, here is an idealized four semester sequence:

1. Semester #1 (Music 24A): through p. 35 of *Alfred's Basic Adult Piano Course*
2. Semester #2 (Music 24B): through p. 60 of *Alfred's Basic Adult Piano Course*, through no. 27 of Bartók's *Mikrokosmos I*
3. Semester #3 (Music 25A): through p. 79 of *Alfred's Basic Adult Piano Course*, complete Bartók's *Mikrokosmos I*
4. Semester #4 (Music 25B): complete *Alfred's Basic Adult Piano Course*, begin Bartók's *Mikrokosmos II*; begin White's *Scales and Arpeggios*; begin other repertoire as assigned

Please understand this idealized sequence ends up working out a bit different in practice for every student; some may move more slowly, others more quickly than the outline given above. Furthermore, as stated above, it is possible that someone will come in to Music 24B already advanced (perhaps far advanced) beyond the fourth semester curriculum

outlined above; their curriculum will be plotted accordingly.

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 scheduled 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. If you plan to remove yourself from the class roster, remember that Friday of the tenth week 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 DSPS.