



# Applied Music Course Syllabus

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Course Title : Secondary Applied Piano MUAP 1170.999

Semester : Spring 2013

## Instructor Information

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Name : L. Gayle Bizzell

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## Course Description

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Students will develop and/or enhance their music reading and listening skills through practice and performance on their instrument.

### ICOs

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Applied music courses fulfill ICOs 1 and 5.

I. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

V. Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

## Course Objectives

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The course is designed to prepare the music major to further develop basic skills related to playing and teaching the piano. Fundamental keyboard skills will include sightreading, transposition, scales, chords, harmonization, arpeggios, ensemble playing and interpretation and performance of solo repertoire.

## Required Readings/Materials

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a) You must purchase the following *required* readings/materials: N/A

b) You are encouraged to buy the following *optional* books/materials: As needed



## Course Requirements

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### Summary of Assignments & Activities

Item (Name)	Type	Description	Due
Recital (Performance on the OC Departmental Recitals is not mandatory, but is encouraged. Recitalists will be chosen by Ms. Bizzell based on performance readiness.)	Performance(s)	Student will demonstrate knowledge and creative abilities through the performance of a work of the standard repertoire.	May 9, 2013
Jury (Required for Music Majors)	Performance	Student will perform for all full-time faculty in order to demonstrate all knowledge obtained over the semester.	May 13 or 14, 2013
Learn 2-3 Contrasting Works	Interpretation/Performance	Student will be assigned repertoire according to their ability.	May 9, 2013
Sightreading	Daily Work	Student will be asked to sightread once per day as part of their home/practice commitments	Throughout Semester
Technique	Daily Work	Student will be asked to spend 10% of their home/practice time on piano technique, such as a Hanon exercise.	Throughout Semester
Scales, chords, arpeggios & transposition	Ongoing Work	Student will be assigned skills practice according to their need and ability level.	Throughout Semester




## Attendance Policy

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The teacher will make every effort to make-up a lesson provided the student has a valid excuse and has given advance notice to teacher that lesson will be missed. 2 excused absences are permitted; after that, any absences, excused or unexcused, will drop the student's final grade by 1 point.

## Grading Policy

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Grades for Applied Lessons may be calculated by the individual instructor, but MUST include the following provisions.

1. Attendance at all Music Seminar and Recital performances is mandatory. Each absence drops the student's final grade by a point. Attendance will be taken each week and attendance information will be given to the Applied Instructor before final grades are due.
2. Jury performances will be graded by full-time faculty AND the student's instructor. Grades will be given on a scale of 0 – 100. The grades will be averaged together and returned to the Instructor. This averaged Jury grade MUST account for 15% of the student's Final grade.

## Institutional Inclusions (All course syllabi must include the following)

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Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability Services at 335-6861 to request assistance and accommodations.

### Learning Resource Center (Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian" service provide additional help.

### Student E-mail



Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

### **Technical Support**

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

### **Important School Policies**

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the Odessa College Student Handbook.

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

### **Expectations for Engagement – Online Learning**

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

#### **Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will



- provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
- post grades for discussion postings within one week of the discussion thread closing.
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

#### Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
- line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
  - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
- getting “kicked off” of the system during tests or quizzes;
  - having trouble submitting assignments; and
  - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
  - ask questions if I don’t understand; and,
  - access my course several times during the week to keep up with assignments and announcements.

#### Expectations for Engagement – Face to Face Learning



To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

#### Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

#### Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,



- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
- missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements.