

# WASHTENAW COMMUNITY COLLEGE COURSE-SYLLABUS APPROVAL FORM (CSAF)

**MUS 210**

For help screens, select a field and press F1

## SECTION I. SUBMISSION INFORMATION

**1. Course:** (Enter proposed discipline, number & title here.) Start Term Fall 2003  
**Discipline/No:** MUS 210 **Title:** Functional Piano I  
Banner allows only 29 characters and spaces for the title. Longer titles will have to be abbreviated.

**Division Code:** HSS **Department Code:** PER **Org #:** 11630 **Don't publish:**  in College Catalog  in Time Schedule  on Web Page

**2. Type of Approval:** (applies to both new courses and changes)  
 Full Approval  
 Conditional Approval  
 This proposal previously received conditional approval for the term: \_\_\_\_\_

**3. Reason for Submission:** This Course is being submitted for: (check all that apply)  
 New Course Approval (Skip 4 and go directly to 5.)  
 Five-year Syllabus Review  No changes to course (Submit complete syllabus)  
 Major Change(s) (Submit complete syllabus)  
 Minor Change(s)\* (For fully approved courses, submit revised sections only.)  
 Reactivation of Inactive Course  
 Inactivation (Submit this page only.)  
\*If requesting a change to a course that has conditional approval, please submit a complete syllabus.

**4. Change Information:** (Check all that apply. Make proposed changes in Section III, Course Syllabus.)  
**Minor Changes**  
 Course Discipline/Number (was \_\_\_\_\_)  
 Course Title (was \_\_\_\_\_)  
 Course Description  
 Class Capacity (was: \_\_\_\_\_)  
 Pre or Co-requisites  
 Course Objectives (minor changes)  
 Distribution of Contact Hours (contact hours were: lect: \_\_\_\_\_ lab \_\_\_\_\_ clin \_\_\_\_\_ other \_\_\_\_\_)  
 Other \_\_\_\_\_  
**Major Changes** (will be reviewed by Curriculum Committee.)  
 Credit hours (credits were: 3)  
 Change in Grading Method  
 Total Contact Hours (total contact hours were: 3)  
 Approval for offering an Honors Section (Attach Approval Form.)  
 Approval for offering Distance Learning Sections (Attach Distance Learning Approval Form)  
 General Education Distribution Course: Add  Remove   
(Attach General Education Course Approval Form)  
 Pre or Co-requisites (that affect other departments)

**5. Rationale:** (for new course or course change) Changes are being made in response to data from Assessment: yes  no   
 To conform with local universities for the purpose of transferring.

## SECTION II. SIGNATURES

**1. Department Review** (To be completed by department chair)  
 Will any new resources be required? No, none anticipated  Yes  (If yes, attach list with projected costs)  
 You must consult all departments that may be affected by this course. List departments contacted below and attach relevant documents.

Does the department support approval of this course?  yes  no (if no, initial and return to preparer with rationale.)

Print: John E. Lawrence Faculty/Preparer Signature: [Signature] Date: 05-22-03  
 Print: Tracy Komaromy Department Chair Signature: [Signature] Date: MAY 22 2003

**2. Division Review** (To be completed by division dean; if recommendation is no, initial and return to department with rationale.)  
 Is this a curricular priority for your division?  yes  no (Comment \_\_\_\_\_)  
 What is the estimated enrollment? \_\_\_\_\_

Recommendation  Yes  No  
 Dean's Signature: [Signature] Date: 05/22/03

**3. Curriculum Committee Review** (Attach additional comments if necessary and forward to Executive Vice President.)  
 Recommendation  Yes  No  
 Curriculum Committee Chair's Signature \_\_\_\_\_ Date \_\_\_\_\_

**4. Vice President for Instruction and Student Services Approval** (Attach additional comments if necessary.)  
 Approval  Yes  No  
 Executive Vice President's Signature: [Signature] Date: 5/22/03

ACS Code \_\_\_\_\_ Entered in Banner 5/23 Entered in Access 5/23 Log File \_\_\_\_\_  
 Approved for General Education Area/Group \_\_\_\_\_ Syllabus Date 5/23

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**SECTION III. COURSE SYLLABUS**

**A. COURSE DETAILS (Start with #1.)**

**Discipline & No.:** MUS 210    **Title:** Functional Piano I

Course and title will automatically appear above upon saving or previewing

**1. Description:** (Please be brief. Explain acronyms if used.)

This class is aimed to give those who wish to learn the fundamentals of playing the piano the ability to read and execute keyboard music harmonically and melodically. The course covers basic musicianship, piano technique fundamentals, elementary keyboard harmony, sightreading, pedal technique, and keyboard facility for use in support of other music classes. The course also offers an introduction to how the piano works, it's development, and composers and pianists in various styles.

<b>2. Credit Hours:</b> <u>2</u> If Variable credit, Give Range: _____ to _____ credits  If repeatable for credit, how many times _____	<b>3. Contact Hours per Semester:</b> Lecture: _____ Lab: _____ Clinical: _____ Other: <u>30</u> Total Contact Hours: <u>30</u>	<b>4. Class Capacity:</b> <u>15</u> (If nonstandard, attach Class Capacity Exception form.)	<b>5. Course Options:</b> <input type="checkbox"/> Distance learning (Attach DL Form) <input type="checkbox"/> Honors (Attach Honors Addendum.) <input type="checkbox"/> P/NP Grading
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6. Prerequisite(s) and/or "C" Course	Min Grade	*Concurrent Enrollment	Test Name	Min. Score	**Level "I" "II"	Other Prerequisites
<input type="checkbox"/> <input type="checkbox"/> NONE		<input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>	
<input type="checkbox"/> _____		<input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>	
<input type="checkbox"/> _____		<input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>	
<input type="checkbox"/> _____		<input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>	
<input type="checkbox"/> _____		<input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>	
<input type="checkbox"/> _____		<input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>	
<input type="checkbox"/> _____		<input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>	
<input type="checkbox"/> _____		<input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>	

Consent Required

**7. Corequisites:** (limit of 2)  
 \_\_\_\_\_  
 \_\_\_\_\_

\* Can take prerequisite before or concurrently with this course.  
 \*\*Level I is enforced in Banner; Level II is enforced by instructor on 1st day of class.

<b>8. Course Purpose:</b> <input checked="" type="checkbox"/> Program Requirement <input type="checkbox"/> General Education <input type="checkbox"/> Program Support <input type="checkbox"/> Basic Skills/Developmental <input type="checkbox"/> Transfer <input type="checkbox"/> Industry/Professional Dev <input type="checkbox"/> Enrichment	<b>If a program requirement, specify the program(s)</b> <u>Performing Arts Certificate</u> _____ _____	<b>Please send syllabus for Transfer evaluation to:</b> <input type="checkbox"/> EMU <input type="checkbox"/> UM _____ _____ _____	<b>Accepted for transfer:</b> (attach documentation) <input type="checkbox"/> EMU <input type="checkbox"/> UM _____ _____ _____
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<b>9. Terms Course will be offered:</b>				<b>Even years only</b>	<b>Odd years only</b>
<b>Terms</b>	<b>Session Length</b> (e.g. 15 weeks, 1 <sup>st</sup> 7½ weeks, etc.)	<b>Day</b>	<b>Eve</b>		
<input checked="" type="checkbox"/> Fall	_____	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Winter	_____	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Spr/Summer	_____	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B. MAJOR INSTRUCTIONAL UNITS** A major instructional unit is a grouping of topics that naturally relate to one another. Add additional numbers as needed. (This section is unprotected so that you can cut and paste from other documents.)

As learning to play the piano (or any other musical instrument) is a complex mental, physical and expressive process, the presentation of these objectives in linear fashion is misleading. In actuality, any specific class period may include elements of several of these units in one – e.g., technique (#3), sight reading (#6) and vocabulary (#8).

1. Introduction to the piano – history, functionality.
2. Music notation – pitches, rhythm, articulation, dynamics, pedaling and expression.
3. Technique – the physical approach to playing.

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4. Melody and harmony – introduction to melodic line and chords.
5. Ear training – identification of intervals and chords.
6. Sight reading – performing without practicing.
7. Expanding the vocabulary – scales, chords and inversions in seven of twelve chromatic keys.
8. Improvisation – being original.
9. Meeting the composer/pianists – biographical sketches and listening to recordings in classical, jazz, blues and other traditions.
10. Performance – playing with technique and expression.

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**C. INSTRUCTIONAL OBJECTIVES**

DIRECTIONS: Use student outcomes-based language. (Example: Upon visiting a gravel pit students will observe, analyze and describe in one page the weathering processes.) Units should match those listed in Section B.

(This section is unprotected. You may cut and paste from other documents as needed.)

**Unit #1 Introduction to the Piano**

1. The student will be aware of the evolution and development of the piano and its commonalities/differences with other related musical instruments.
2. The student will be aware of the basic components of the piano and how they function (e.g., keys, hammers, dampers, strings, sound board, pedals).
3. The student will be aware of the basic white/black key geography of the piano.

**Unit #2 Music Notation**

1. The student will learn the relationship of the names of the pitches, their notation and their location on the keyboard. They will initially focus on the keys of C, F, & G.
2. The student will learn note values (rhythm) and how those values function within the concept of time signatures.
3. The student will learn and be able to execute the notation for articulation, dynamics, pedaling and expression.
  1. The student will learn the finger numbering system and how it is executed.
  2. The student will learn the basic anatomy and physiology of the body (particularly of the arms and hands) as it applies to playing the piano.
  3. The student will learn exercises and stretching techniques to improve their technical facility at the keyboard.

**Unit #4 Melody and Harmony**

1. The student will learn the concepts of melody and harmony and be able to verbally compare and contrast the two.
2. The student will demonstrate their ability to balance, at the keyboard, the dynamics of melody and harmony.
3. The student will demonstrate their ability to harmonize a melody by (1) reading standard notation (2) reading chord symbols.

**Unit #5 Ear Training**

1. The student will learn to identify, by ear in major mode, basic intervals (unison through octave), the three primary chords (I, IV, V7), and the difference between major and minor chords.

### **Unit #6 Sight Reading**

1. The student will demonstrate basic techniques for sightreading a piece, including moving the eyes ahead, focusing on melody and bass.

### **Unit #7 Expanding the Vocabulary**

1. The student will gradually be introduced to additional key signatures, ranging from E-flat through A major.
2. The student will demonstrate their ability to play the major scale and a I-IV-V-I chord progression in each of the seven chromatic keys introduced.
3. The student will their ability to name and play each inversion of the I, IV, and V chords in each of the seven chromatic keys introduced.

### **Unit #8 Improvisation**

1. Utilizing the musical vocabulary at their disposal, the student will improvise simple melodies and harmonize them.
2. The student will be introduced to the basic twelve-bar blues pattern and improvise simple melodies over it in different keys.

### **Unit #9 Meeting the Composers/Pianists**

1. Over the course of the semester, students will be introduced to the work of major composers who wrote for the piano, ranging from baroque and classical to modern jazz & blues.
2. Students will be able to identify different styles by ear.

### **Unit #10 Performing**

1. Students will learn techniques for performing in public, including preparation, breathing techniques, approaches to performance anxiety.

Students will demonstrate performing ability on a regular basis in class, and, if appropriate, in a public setting.

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**D. INSTRUCTIONAL METHODS, EVALUATION CRITERIA, AND ASSESSMENT**

**1. Instructional Methods:** (Check the appropriate boxes and describe as needed.)

<input checked="" type="checkbox"/> Lecture/Discussion <u>History &amp; Theory Concepts</u>	<input type="checkbox"/> Performances _____
<input checked="" type="checkbox"/> Clinical Instruction <u>Individual attention in class as needed</u>	<input type="checkbox"/> Group Critiques _____
<input type="checkbox"/> Laboratory Assignments _____	<input checked="" type="checkbox"/> Field Trips <u>Concert Attendance</u>
<input type="checkbox"/> Internet Assignments _____	<input type="checkbox"/> Telecourse _____
<input type="checkbox"/> Computer Simulations _____	<input type="checkbox"/> ITV Course _____
<input type="checkbox"/> On-Site Work Experience _____	<input checked="" type="checkbox"/> Self-Paced Instruction _____
<input type="checkbox"/> Team Assignments _____	<input type="checkbox"/> Other _____
<input type="checkbox"/> Demonstrations _____	<input type="checkbox"/> Other _____

**2. Evaluation Criteria:**

<input checked="" type="checkbox"/> Attendance _____	<input checked="" type="checkbox"/> Quizzes _____
<input checked="" type="checkbox"/> Class Discussion _____	<input type="checkbox"/> Tests _____
<input type="checkbox"/> Papers _____	<input type="checkbox"/> Midterm _____
<input type="checkbox"/> Portfolios _____	<input checked="" type="checkbox"/> Final Exam <u>Final Performance</u>
<input type="checkbox"/> Projects _____	<input type="checkbox"/> Presentations _____
<input type="checkbox"/> Reports _____	<input checked="" type="checkbox"/> Individual Performance <u>In class</u>
<input type="checkbox"/> Clinical Assignments _____	<input type="checkbox"/> Group/Team Performance _____
<input checked="" type="checkbox"/> Home Work <u>Practice</u>	<input type="checkbox"/> Other _____

**3. Assessment of Student Achievement:** (Indicate methods that will be used for NCA mandated assessment of student academic achievement at the course and (if applicable) general education levels)

<input type="checkbox"/> Departmental Exam _____	<input type="checkbox"/> Pre-test/Post-test _____
<input type="checkbox"/> Follow-on Tracking _____	<input type="checkbox"/> Simulations _____
<input type="checkbox"/> Standardized Test _____	<input type="checkbox"/> Comprehensive Project _____
<input type="checkbox"/> Portfolio Assessment _____	<input type="checkbox"/> Other _____

**F. EQUIPMENT, FACILITIES, TEXTS, MATERIALS, AND SUPPLIES**

**1. Special Equipment/Facilities :** (Check the appropriate boxes and describe as needed.)

<input checked="" type="checkbox"/> Lab equipment <u>Piano Lab ML 152</u>	<input type="checkbox"/> ITV Classroom _____
<input type="checkbox"/> Computer Lab _____	<input type="checkbox"/> Off-Campus Sites _____
<input type="checkbox"/> CD ROM's _____	<input type="checkbox"/> Testing Center _____
<input type="checkbox"/> Data Projector/Screen _____	<input checked="" type="checkbox"/> Other <u>Practice facilities available to students on a daily basis</u>
<input type="checkbox"/> VCR _____	<input type="checkbox"/> Other _____
<input type="checkbox"/> TV Monitor _____	<input type="checkbox"/> Other _____

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**2. Texts:** (Please indicate if no text is required.)

Title: Piano for Adults: A beginning course: Lessons, Theory, Technic & Sight Reading  
Author: Jane Smisor Bastien, Lisa Bastien & Lori Bastien Copyright Yr: 1999  
Publisher: Kjos Music Company Est. Cost: \$15.95

Title: \_\_\_\_\_  
Author: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_  
Publisher: \_\_\_\_\_ Est. Cost: \_\_\_\_\_

Title: \_\_\_\_\_  
Author: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_  
Publisher: \_\_\_\_\_ Est. Cost: \_\_\_\_\_

Title: \_\_\_\_\_  
Author: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_  
Publisher: \_\_\_\_\_ Est. Cost: \_\_\_\_\_

Additional Texts:

**3. Supplies and/or Uniforms students will have to Acquire:** (e.g. calculators, uniforms, tools, etc.)

Descriptions	Cost Estimates
<u>Music manuscript paper</u>	<u>\$10.00</u>
_____	_____
_____	_____

**4. Reference Materials that will be used:** (e.g. journals, books, manuals, maps, LRC reserves, etc.)

Title/Name	Location
_____	_____
_____	_____

**5. Computer Software that will be used:**

Title/Name	Location
_____	_____
_____	_____
_____	_____

**6. Audio/Visual Materials that will be used:** (e.g. films, video tapes, slides, audio tapes, CDs, etc.)

Title/Name	Location
<u>An audio tape of various piano styles will be assembled and made available to students.</u>	<u>Faculty personal collection, libraries, etc.</u>
_____	_____
_____	_____