

***Plainview Campus School of Creative Arts***

University Mission:Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

Course Number and Name:MUSI 3220 VC01 – Intermediate and Advanced Piano Pedagogy and Literature

Term: Fall 2 2021

Instructor:Dr. Richard Fountain, Associate Dean and Professor of Piano

# Contact Information:

 **Cell phone:** (402) 613-0158 (call/text between 7am-9pm Central, M-F)

 **Email**: fountainr@wbu.edu

Office Hours, Building and Location:8:15am-9:00am (Central) M-F and by appointment. Office hours will be conducted via Zoom.

# Course Meeting Time and Location:

 Lectures, course materials, and assignments will be fully online. Students will integrate course activities into their present teaching environment.

# Catalog Description:

Introduction to private piano teaching as career and business, and to theories of learning and teaching piano; topics include instructional techniques for students of all ages and levels, survey of literature for intermediate and advanced levels and of the history of piano pedagogy.

Prerequisites: Permission of the instructor.

# Required Textbooks & Resource Material:

Jacobson, Jeanine M. *Professional Piano Teaching, Vol. 2: A Comprehensive Piano Pedagogy Textbook.* Van Nuys: Alfred Music, 2015.

Westney, William: *The Perfect Wrong Note: Learning to Trust Your Musical Self.* Amadeus Press, 2003.

**Recommended Textbooks & Resource Material:**

Deahl, Lora, & Wristen, Brenda. *Adaptive Strategies for Small-Handed Pianists.* New York: Oxford University Press, 2017.

# \*Course Outcome Competencies:

Students will become acquainted with a variety of instructional methods and materials for intermediate and advanced piano students. Students will also develop skills in recognizing and responding appropriately to a variety of pupil learning styles, will develop analysis skills appropriate to teaching music of different styles and genres, and will develop interpersonal communication skills. Students will also develop skills in distance teaching and online content delivery.

# Attendance Requirements:

 As this is an asynchronous online course, “attendance” is something of an amorphous concept. For the purposes of our course, students are counted as “present” if they participated in the discussion board activities each week. If a student is “absent” for a week (i.e., does not participate in the discussions), the instructor may contact the student to remedy the situation. If the student is absent for two weeks (25% of the course in an 8-week session), the instructor may automatically assign a grade of “F” to the student for the course.

 **NB:** There will be a brief questionnaire as a “second-day” assignment, due on Tuesday, October 12. This is an ungraded assignment that fulfills the university’s census reporting requirements. Please ensure that this assignment is completed as soon as you log into the course.

Statement on Plagiarism and Academic Dishonesty: ***Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.***

Disability Statement: ***In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.***

# \*Course Requirements & Grading Criteria:

Discussion Board activities 50% of final grade

Teaching Observations and Reflections 30% of final grade

Ethics Scenarios 10% of final grade

Attendance and Participation 10% of final grade

*\*Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.*

# Tentative Schedule:

**Week 1: October 11-16**

**Defining the Terms**

 Westney chapter 1

 Jacobson chapter 1

**Week 2: October 18-23**

**Learning Styles**

Jacobson chapter 2

 Westney chapter 6

***\*\*Teaching Observation and Reflection #1\*\****

**Week 3: October 25-30**

**Teaching Healthy Bodies**

 Jacobson chapter 5

 Westney chapter 4

 Deahl/Wristen chapter 2 (recommended)

***\*\*Teaching Philosophy Due\*\****

**Week 4: November 1-6**

**Teaching Stylistic Interpretation**

 Jacobson chapter 7

***\*\*Teaching Observation and Reflection #2\*\****

**Week 5: November 8-13**

**Analysis for Teaching: Intermediate Repertoire**

Jacobson chapter 6

**Week 6: November 15-20**

**Analysis for Teaching: Advanced Repertoire**

 Jacobson chapter 8

***\*\*Teaching Observation and Reflection #3\*\****

**\*\*[Thanksgiving Break – November 21-28]\*\***

**Week 7: November 29-December 4**

**Motivation, Practice, and Performing**

Westney chapter 7

 Jacobson chapters 9-10

**Week 8: December 6-11**

**Teaching in the Digital Age: From Apple Pay to Zoom**

 Westney chapters 10-11

***\*\*Ethics Scenarios Due\*\****

**FINAL EXAM: Final colloquy via Zoom as assigned in the official final exam schedule**

Discussion Board activities are the main source of interaction between students and instructor in this course. The instructor will create a forum for each week’s readings within the Discussion Board tool. Each student is expected to respond to the weekly readings by creating an initial “thread” in the discussion board no later than Tuesday night at midnight. The instructor and other students will then post back and forth, creating an asynchronous version of the interaction they would experience in a physical classroom. Grades will be assigned to each week’s forum by Monday morning of the following week. For full credit, each student must post a meaningful initial reflection and at least three meaningful responses, including at least one other student’s thread.

Teaching observations and reflections will emerge from direct personal observation by the instructor of a student’s teaching, whether “live” online via Zoom, FaceTime, or Skype or through recorded videos submitted as “unlisted” YouTube links. Prior to receiving the instructor’s feedback, the student will submit a written self-evaluation addressing topics including communication skills, appropriateness of directions, sequencing of activities, etc. The instructor will then provide written feedback and assessment on the same topics. Student and instructor will work from the same assessment sheet, provided by the instructor, for this process. Following the completion of these forms, the student and instructor will meet to discuss both evaluations and best practices for addressing strengths and weaknesses. **Three (3) observations must be completed by finals week in order to receive full credit for this assignment. Three possible dates are included in the syllabus as guidelines.**

Ethics Scenarios will be presented to the student at the beginning of week 7. These scenarios will examine various interpersonal or legal issues that might arise while running a studio. The student will present their responses to the scenarios during a live Zoom call with the instructor, scheduled at a mutually agreeable time in week 8.

Grading System (no pluses or minuses are given at WBU)**:**

A: 90-100 %

B: 80-89%

C: 70-79%

D: 60-69%

F: Below 60%

# Grade Representation:

**Grade of A - Excellence overall, no major weaknesses**

A-level work implies excellence in thinking and performance within the discipline. It also implies development of a wide range of knowledge and skills acquired through critical thought. A-level work is clear, precise, accurate, well-reasoned, and generally correct with attention to detail and correction of errors. A-level work displays high achievement in all aspects of this course: written work, teaching activities, examinations, projects and class involvement. A-level work is prepared in a timely manner with no missing assignments. A-level work is completed with a significantly high degree of intellectual autonomy and perseverance. A-level work requires regular class attendance.

**Grade of B – Demonstrates more strengths than weaknesses**

B-level work implies quality thinking and performance within the discipline. It also implies development of a wide range of knowledge and skills acquired through critical thought. B-level work is clear, precise, accurate, well-reasoned, and generally correct with attention to detail and correction of errors. B-level work may have occasional lapses into weak reasoning and incomplete performance. B-level work displays achievement in all aspects of this course: written work, teaching activities, examinations, projects and class involvement. B-level work is usually prepared in a timely manner with few missing assignments. B-level work is completed with a significant degree of intellectual autonomy and perseverance. B-level work requires regular class attendance.

**Grade of C – Demonstrates the minimum level of skill development required; demonstrates equal strengths and weaknesses**

C-level work implies inconsistent thinking and performance within the discipline. It also implies some lack of knowledge and skills acquired through critical thought. C-level work may be unclear, imprecise, inaccurate, lacking reason, and sometimes incorrect with a lack of attention to detail and correction of errors. C-level work will have occasional lapses into weak reasoning and incomplete performance. C-level work displays inconsistent achievement in some aspects of this course: written work, teaching activities, examinations, projects and class involvement. C-level work is occasionally prepared in an untimely manner with missing assignments. C-level work is completed with a low degree of intellectual autonomy and perseverance.

**Grade of D – Demonstrates a lack of skill development; demonstrates more weaknesses than strengths**

D-level work implies a significant lack of thinking and performance within the discipline. It also implies a lack of knowledge and skills acquired through critical thought. D-level work is unclear, imprecise, inaccurate, lacking reason, and often incorrect with little attention to detail and correction of errors. D-level work will have frequent lapses into weak reasoning and incomplete performance. D-level work displays inconsistent achievement in most aspects of this course: written work, teaching activities, examinations, projects and class involvement. D-level work is usually prepared in an untimely manner with a significant number of missing assignments. D-level work is completed with little intellectual autonomy and perseverance.

**Grade of F – Demonstrates a lack of skill development; demonstrates significantly more weaknesses than strengths; fails to complete the required work of the course**

F-level work implies a complete lack of thinking and performance within the discipline. It also implies a lack of knowledge and skills acquired through critical thought. F-level work is unclear, imprecise, inaccurate, lacking reason, and is incorrect with no attention to detail and correction of errors. F-level work will have regular lapses into weak reasoning and incomplete performance. F-level work displays a lack of achievement and incomplete performance in most aspects of this course: written work, teaching activities, examinations, projects and class involvement. F-level work is prepared in an untimely manner with a significant number of missing assignments. F-level work is completed without intellectual autonomy and perseverance.

***\*Required by Southern Association of Colleges and Schools Commission on Colleges.***