Instructor: Mr. James Faucett  
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Office Hours: By appointment  
Department: Music  
Class meeting time and place: TR 11:00-11:50 in Boynton Building 223

Description of Course
Class instruction aimed at non-keyboard music majors to develop functional keyboard skills through sight reading, scales & arpeggios, harmonization, accompanying, transposition, improvisation, and repertoire.

Program Learning Outcome
Students will demonstrate the ability to hear, identify, and work conceptually with the melodic, harmonic, and rhythmic elements of music, including sight-singing and analysis.

Students Learning Outcome
At the end of the course, piano students will be able to:

- Play All Major and Harmonic Minor Scales and Arpeggios hands together, two octaves, with correct fingering, and a steady tempo,
- Perform a two-hand piano accompaniment from chord symbols.
- Perform 4-part open choral scores
- Play parts from an orchestra or band score transposed to concert pitch when necessary.
- Play a written out piano accompaniment for an instrumentalist or singer.
- Play solo repertoire similar in difficulty to "Menuet in G Major" A.M. Bach Notebook.

Text and Materials:
*Alfred's Group Piano for Adults, Book 2 (2nd edition)* by E.L. Lancaster and Kenon Renfrow  
(Supplementary CD-ROM is recommended but not required)

Course Requirements:
Students will be required to perform numerous performance quizzes at the piano throughout the semester.

33% UNIT 1 QUIZZES - Scheduled during weeks 1-5 (see myCourses for dates).  
33% UNIT 2 QUIZZES - Scheduled during weeks 6-10 (see myCourses for dates).  
33% UNIT 3 QUIZZES - Scheduled during weeks 11-Finals Week (see myCourses for dates).
Grading Policy:
Each performance quiz will receive a grade between 0-10. Grades are averaged based on the following scale:

A = 9.0 and above
A- = 8.0 - 8.99
B+ = 7.5 - 7.99
B = 7.0 - 7.49
B- = 6.5 - 6.99
C+ = 6.0 - 6.49
C = 5.0 - 5.99
C- = 4.5 - 4.99
D = 3.0 - 4.49
F = under 3.0

Instructors reserve the right to add other graded material such as assignments, projects, participation, or practice grades. Any additions will be averaged in with quiz grades.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/ inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Phones and mobile devices should be turned off and put away. The only acceptable use of devices is to check grades and comments on D2L.

Attendance Policy:
Attendance to all classes is required.

4 unexcused absences will result in the final grade being lowered one letter.
6 unexcused absences will result in the final grade being lowered two letters.
8 unexcused absences will result in the final grade being lowered three letters.

The instructor will excuse absences at his or her discretion. Proper documentation such as a doctor’s note will be required for requests to excuse an absence. All students are expected to arrive to class on time ready with their textbook. Repeated tardiness or coming to class without a textbook may be applied as absences and could lead to failure of the course. As a courtesy, always ask the instructor for permission to leave the classroom. The instructor will usually grant permission, but if it is a regular occurrence, then the instructor may count the time students are out of class as partial or full absences which can affect the final grade.
Academic Integrity [A-9.1]

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at: http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to: http://www.sfasu.edu/disabilityservices

Practice Rooms

In order to be successful in piano class, students should practice on either an acoustic piano or a digital piano with weighted key action on a regular basis. All performance quizzes will be performed on a piano with weighted key action, so regular practice on a similar instrument is highly recommended. Practice rooms with pianos are located in the Wright Music Building and are available on a first-come, first-served basis. Locked practice rooms with grand pianos are reserved for keyboard majors. The digital pianos in Room 259 of the Music Building are also free to be practiced on when the lab is open, and there is no other class present in it. Please treat all pianos and headsets with care. If there is a problem with an instrument, report it to your instructor or the music office.
Unit 1 Quizzes (Weeks 1-5; see Desire2Learn for dates):
1. Choral Score Reading (Tenor + Bass simultaneously) (p. 103 – examples 7-24 and 7-25)
2. String Score Reading (All 3 parts including Alto clef) (p. 244)
3. Accompaniment with a soloist (p. 86 or 382)
4. Sight Reading: (similar to p. 234-235)
5. Solo Repertoire: Minuet in D Minor (p. 208), Gigue (p. 221), Scherzo (p. 230-231), Minuet in A Minor (p. 345)

Unit 2 Quizzes (Weeks 6-10; see Desire2Learn for dates):
1. Playing Group 2 Major and Parallel Minor Scales and Arpeggios (pp. 81, 95, 107, 119) hands together, two octaves up and down, with correct fingering, and in tempo with a metronome (at least two notes per beat at MM = 80)
2. Harmonizing a melody with secondary dominants (similar to examples on p. 201)
3. Choral Score Reading (3 parts) (pp. 218 and 240)
4. Harmonization with two-hand accompaniment (p. 290) while a classmate sings or plays the melody.
5. Sight Reading: (similar to p. 287 and 299)
6. Solo Repertoire: Seascap (p. 261), Fanfare (p. 347), Russian Polka (p. 361), Remember When (p. 368)

Unit 3 Quizzes (Weeks 11-Finals Week; see Desire2Learn for dates):
1. Play ANY Major and Harmonic Minor Scale and Arpeggios (hands together, two octaves, with correct fingering, and in tempo with a metronome (at least two notes per beat at MM = 80) chosen at random without reference to the book
2. Choral Score Reading (Play all parts of SATB – p. 313) OR Instrumental Score Reading (Be prepared to sight read individual parts from a band score similar to p. 267 at the piano. Transposing instruments MUST be played in concert pitch.)
3. Improvisation: ABA form. The A section should come from p. 195 Improvisation in Classical Style. Create a B section improvisation utilizing either the same chord progression or creating a new one.
4. Accompaniment with an instrumental or vocal soloist (Ich Grolle Nicht pp. 330-331, March in G p. 292, When Johnny Comes Marching Home pp. 380-381, or another accompaniment of similar difficulty approved by instructor)
5. Sight Transposition: (similar to p. 341)
6. Solo Repertoire: Bagatelle (p. 288), Menuet in G Major (pp. 306-307), Spinning Song (pp. 358-359), Toccatina (pp. 335-337), or other piece approved by instructor

*Students who miss quizzes due to absence will be assigned a ZERO for that quiz. Students may only be allowed to take a makeup quiz at the instructor’s discretion.