



## Walters State Community College Course Syllabus

### Course Information

**Course Number and Name:** MUS 1027 Class Piano I

**Section ID:** 81350.202380

**Semester and Year:** Fall 2023

**Credit Hours:** 1

**Start Date:** August 21, 2023

**End Date:** December 08, 2023

**Course Format:** CON - Conventional Methodology

**Catalog Course Description:** Group instruction in basic piano techniques for students with no prior training in piano. Daily practice required. This course is required by TN Transfer Pathway students seeking the A.F.A. degree in Music and may be required of Associate of Arts Music or Music Education majors based on piano proficiency score. **F**

**Meeting Details:** TR; 11:10AM - 12:05PM; CCEN 237

**Course Drop Deadline:** October 27, 2023

### Instructor Information

**Name:** Vaughn Cardona

**Role:** Adjunct Faculty

**Office Location:** Main

**Office Hours:** By Appointment

**Office Phone:** NA

**Email:** Vaughn.Cardona@ws.edu

**Supervisor Name:** Dr. Elissa Keck-Hodge

**Supervisor Phone:** 423.585.6951

### Required Textbook(s) and Materials

**Alfred's Basic Adult All-in-One Course, Book 1**

**ISBN:** 9781457442117



**Authors:** Willard A. Palmer, Morton Manus, Amanda Vick Lethco

**Publisher:** Alfred Music

**Publication Date:** 2005-05-03

## Supplemental or Optional Materials

Students may want to consider using the following resources for additional practice with grand staff reading, theory concepts, etc. :

- [Tenuto](#) App (\$3.99 on Apple App Store)
- [Musictheory.net](#) Exercises (for use on a browser; free)
- [Flashnote Derby](#) App (\$2.99 on Google Play & Amazon, \$4.99 on Apple App Store)

## Student Learning Outcomes/Objectives

- Develop familiarity with symbols used in music reading and notation.
  - Written Pitch Identification
  - Rhythm reading and pattern identification
  - Key signature identification
  - Jazz/pop chord symbols identification
  - Roman Numeral Identification
- Be able to locate notes from the treble and bass clefs correctly on the keyboard and play them using idiomatic fingering
- Recognize intervallic motions in written notation and demonstrate accurate tactile response at the keyboard (eye/hand coordination)
- Demonstrate correct playing posture to facilitate ease of playing and prevent repetitive stress injuries, including:

Correct seat height

Correct distance from the keyboard

Correct hand and elbow position

- Successfully construct and play five-finger-patterns, scales (hands separately) and I-IV-V7-I cadences in the following keys:  
C major  
  
G Major  
  
F Major  
  
A minor  
  
D minor
- Perform solo piano repertoire selections musically and fluently

## Instructional Approach and Methods

1. Lecture presentations/demonstration of concepts
2. In-class practice
3. Individual practice with instructor assessment via homework

## Assessment, Evaluation and Testing Procedures

Students will submit video recordings of weekly homework assignments. Students will perform live for the instructor during both the Mid-term and Final Exams.

Playing assessment will be made using the following Rubric:

	<b>Excellent (4 pts.)</b>	<b>Strong (3 pts.)</b>	<b>Acceptable (2pts.)</b>	<b>Weak (1pt)</b>	<b>Poor (0 pts.)</b>
<b>Pitch Accuracy</b>  <b>0-4 pts.</b>	The performance was completely accurate in pitch content.	The performance was strongly accurate in pitch content with only occasional mistakes.	The performance was generally accurate in pitch content, and the mistakes did not disrupt	The performance had several pitch errors that caused occasional disruption of the performance.	The performance had several pitch errors that caused significant disruption of the performance.

			the performance.		
<b>Rhythmic Accuracy</b>  <b>0-4 pts.</b>	The performance was completely accurate in rhythmic content.	The performance was strongly accurate in rhythmic content, with only occasional mistakes.	The performance was generally accurate in rhythmic content, but the mistakes did not disrupt the performance.	The performance had several rhythmic errors that caused occasional disruption of the performance.	The performance had several rhythmic errors that caused significant disruption of the performance.
<b>Tempo Maintenance</b>  <b>0-4 pts.</b>	The performance demonstrated excellent control of tempo.	The performance demonstrated strong control of tempo with only occasional lapses in pulse or absence of indicated tempo changes.	The performance demonstrated a general control of tempo, and the lapses in pulse or absence of tempo changes did not disrupt the performance.	The performance had several lapses in tempo control that caused occasional disruption of the performance.	The performance had several lapses in tempo control that caused significant disruption of the performance.
<b>Coordination</b> <ul style="list-style-type: none"> <li>• Eye/hand coordination</li> <li>• Coordination of movement in and between each hand</li> </ul> <b>0-4 pts.</b>	The performance demonstrated excellent coordination of movement.	The performance demonstrated strong coordination of movement with only occasional mistakes.	The performance demonstrated general coordination of movement, and errors or lapses in coordination did not disrupt the performance.	The performance had several lapses in coordination control that caused occasional disruptions of the performance.	The performance had several lapses in coordination control that caused significant disruption of the performance.
<b>Keyboard Posture</b> <ul style="list-style-type: none"> <li>• Sitting posture</li> <li>• Arm position</li> <li>• Wrist position</li> <li>• Hand position</li> </ul>	The performance demonstrated excellent posture and appropriate use of arm/wrist/ and hand positions for the selection.	The performance demonstrated strong posture, appropriate use of arm/wrist, and hand positions, and only	The performance demonstrated good sitting posture, but inconsistent use of proper arm/wrist and hand positions for the selection.	The performance demonstrated inconsistent sitting posture, as well as inconsistent use of proper arm/wrists and hand	The performance demonstrated poor sitting posture ; poor use of appropriate arm/wrists and hand positions

		occasional lapses.		positions for the selection.	
0-4 pts.					

## Grading Scale

A	90-100%
B	80-89.9%
C	70-79.9%
D	60-69.9%
F	0-59.9%

- Weekly Assignments (50% of final grade)
  - 12 Weekly Assignments (Each worth 4.16% of final grade)
- Attendance and Participation (15% of final grade)
- Midterm Playing Exam (15% of final grade)
- Final Playing Exam (20% of final grade)

## Assignments

### Daily Schedule

Note: Homework video submissions will be due by the beginning class on the following week.

Week 1	<ul style="list-style-type: none"> <li>• Introduction of Course, Syllabus, and Materials</li> <li>• Lab etiquette and hygiene</li> <li>• Landowska Warmups</li> <li>• How to practice well</li> <li>• Pg.4-13</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Pg. 14-25</li> <li>• Homework Pieces:               <ol style="list-style-type: none"> <li>1. Rock- Along</li> </ol> </li> </ul>

	<ul style="list-style-type: none"> <li>2. Mexican Hat Dance</li> <li>3. Au Claire de la Lune</li> <li>4. Tistket, A Tasket</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Pg. 26-37</li> <li>• Homework Pieces: <ul style="list-style-type: none"> <li>1. Jingle Bells</li> <li>2. Brother John</li> <li>3. Largo from "The New World"</li> <li>4. Mary Ann</li> </ul> </li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Pg. 38-49</li> <li>• Homework Pieces: <ul style="list-style-type: none"> <li>1. What Can I Share?</li> <li>2. When the Saints Go Marching In (Both LH melody and RH melody versions)</li> <li>3. Waltzing Chords</li> </ul> </li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Pg. 50-63</li> <li>• Homework Pieces: <ul style="list-style-type: none"> <li>1. Love Somebody!</li> <li>2. Money Can't Buy Ev'rything</li> <li>3. The Cuckoo</li> <li>4. Harp Song</li> </ul> </li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Pg. 64-77</li> <li>• Homework Pieces: <ul style="list-style-type: none"> <li>1. Beautiful Brown Eyes</li> <li>2. Alpine Melody</li> <li>3. Happy Birthday to You!</li> </ul> </li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• Pg. 78-86</li> </ul>

	<ul style="list-style-type: none"> <li>Homework Pieces:             <ol style="list-style-type: none"> <li>Hannon No. 1</li> <li>Hannon No. 2</li> <li>Alouette</li> <li>Kum-Ba-Yah!</li> </ol> </li> </ul>
Week 8	<ul style="list-style-type: none"> <li>Exam Review</li> <li>Midterm Exam Pieces:             <ol style="list-style-type: none"> <li>Choose Two Homework Pieces From Weeks 1-7, excluding the other exam pieces</li> <li>Hannon No. 1 or Hannon No. 2</li> <li>Kum-Ba-Yah! Or Alouette</li> </ol> </li> </ul>
Week 9	<ul style="list-style-type: none"> <li>Midterm Exam</li> <li>87-91</li> <li>Homework Pieces:             <ol style="list-style-type: none"> <li>Hanon's Aerobic Sixths</li> <li>Blow the Man Down!</li> <li>Lone Star Waltz</li> </ol> </li> </ul>
Week 10	<ul style="list-style-type: none"> <li>Pg.92-103</li> <li>Homework Pieces:             <ol style="list-style-type: none"> <li>Café Vienna</li> <li>Lullaby</li> <li>Rock it Away</li> <li>Joy to the World</li> </ol> </li> </ul>
Week 11	<ul style="list-style-type: none"> <li>Pg. 104-111</li> <li>Homework Pieces:             <ol style="list-style-type: none"> <li>Cockles and Mussels</li> <li>Got those Blues!</li> <li>Chasing the Blues Away</li> </ol> </li> </ul>

	4. On Top of Old Smoky
Week 12	<ul style="list-style-type: none"> <li>• Pg. 112-117</li> <li>• Homework Pieces:             <ol style="list-style-type: none"> <li>1. The Can-Can</li> <li>2. The Marine's Hymn</li> <li>3. Why am I Blue?</li> </ol> </li> </ul>
Week 13	<ul style="list-style-type: none"> <li>• Pg. 118-129</li> <li>• Homework Pieces:             <ol style="list-style-type: none"> <li>1. Little Brown Jug</li> <li>2. Chiapanecas</li> <li>3. O Sole Mio</li> </ol> </li> </ul>
Week 14	<ul style="list-style-type: none"> <li>• Pg. 130-140</li> <li>• Homework Pieces:             <ol style="list-style-type: none"> <li>1. Greensleeves</li> <li>2. Go Down, Moses</li> <li>3. Scarborough Fair</li> <li>4. He's Got the Whole World in his hand (Choose G major, C Major, or F Major)</li> </ol> </li> </ul>
Week 15	<ul style="list-style-type: none"> <li>• Pg. 141-155</li> <li>• Review of Solo Pieces for Finals</li> <li>• Final Exam Review</li> </ul>
Week 16: Finals Week	<p>Final Exam:</p> <ul style="list-style-type: none"> <li>• Final Exam Pieces             <ol style="list-style-type: none"> <li>1. Choose Two Homework Pieces from Weeks 8-14</li> </ol> </li> <li>• Scales:             <ol style="list-style-type: none"> <li>1.</li> </ol> </li> <li>• Chord and Cadence Patterns:</li> </ul>



	<ol style="list-style-type: none"> <li>1.</li> <li>• One Solo piece from the following: <ol style="list-style-type: none"> <li>1. The Entertainer</li> <li>2. Amazing Grace</li> <li>3. Over the Rainbow</li> <li>4. At Last</li> <li>5. Singin' in the Rain</li> <li>6. Laura</li> <li>7. Have Yourself a Merry Little Christmas</li> <li>8. The Ballad of Gilligan's Isle</li> <li>9. Chattanooga Choo Choo</li> </ol> </li> </ol>
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## Class Participation

Regular attendance and participation are essential to success in this course. Student attendance and participation will be graded via the following rubric:

	Good (2 point)	Needs Improvement (0-1 point)
Attendance	The student arrived on time and was present for the entire period.	<ul style="list-style-type: none"> <li>• The student was absent.</li> <li>• The student arrived late and/or left early</li> </ul>
Participation	The student followed instructions and seemed consistently engaged for the entire period.	<ul style="list-style-type: none"> <li>• The student was uncooperative and/or unwilling to follow instructions.</li> <li>• The student appeared to be inattentive throughout the class.</li> </ul>

Excused absences (for illness, doctor's visit, official college function, or and/or extreme circumstances (i.e. death of an immediate family member) will not be assessed for the day of the excused absences. Please contact your instructor via email or eLearn ASAP if you are in a circumstance requiring an excused absence.

Unexcused absences will result in a grade of 0 for the class day.

## Course and Class Policies/Procedures

### Late Work Policy

Time management is an important part of successful academic training. To impress upon students the value and importance of good time management, work submitted late will have substantial penalties applied to the grades, using the following scale:

- 1 minute-24 hours late: score reduced by one full letter grade
- 24 hours and 1 minute- 48 hours late: score reduced by two full letter grades
- 48 hours and 1 minute -72 hours late: score reduced by three full letter grades
- Work more than 72 hours late will not be accepted.

## Academic Program Standards/Policies/Accreditation Information

### Practice

A **minimum** of thirty minutes of daily practice is required for success in this course.

## Academic Honesty

Faculty expect all students to refrain from acts of academic misconduct including but not limited to:

1. Plagiarism - refers to using another person's ideas or writing without giving proper credit to the original source. Indulging in this type of conduct will subject the student to disciplinary sanctions, which may be imposed through the regular institutional procedures of Walters State Community College as outlined in the Student Handbook. Plagiarism will result in a grade of "0" for the paper/exam/presentation. Student Conduct and Disciplinary Sanctions contained in the

college Catalog/Student Handbook apply (see policy 04:18:02 Disciplinary Sanctions).

Plagiarism includes, but is not limited to the following:

- a. Using cut/paste tool from original document with no references given.
  - b. Copying another student's work and submitting it as one's own.
  - c. Forging or otherwise altering signatures.
  - d. Giving or falsifying academic documents or materials.
2. Cheating - construed as attempting to deceive or mislead which includes, but is not limited to the following:
- a. Utilizing old tests, projects, notes or written papers.
  - b. Providing unauthorized information to a fellow student about exam content.
  - c. Receiving unauthorized aid from any source with quizzes, examinations, or other assignments.
  - d. Seeking information in an unacceptable manner during/preceding an exam or other assigned work (cheat sheet, verbal exchange, looking at another person's paper or electronic device, utilizing headphones, using textbook when the test/quiz is not an open book test/quiz, using textbook test bank etc.).
  - e. Consulting with a classmate or others when taking a computerized test.
  - f. Disregarding other specific policies and procedures outlined for a particular class.
  - g. Utilizing unapproved technology/electronic equipment during testing (i.e.: mobile devices such as cell phones, smart devices, or tablets, etc.).
  - h. Using the same Internet Protocol network address (IP address) as another student for testing without approval from the course faculty.
3. The use of any generative artificial intelligence (AI) tool, such as OpenAI's ChatGPT, Google's Bard, or any other pre-trained language model (commonly referred to as "chatbot"), must be cited for any assignment where it has been used and may not be used unless specifically allowed by your instructor. Please see your instructor or the course policies within the syllabus if you have questions.

## Student Resources

### TUTORING SERVICES

Students in need of tutoring assistance are encouraged to contact the Office of Student Tutoring located as follows:

- Morristown Campus - Student Services Building Room L107 - (423) 585-6920

- Niswonger Campus - GRNV 226 - (423) 798-7982
- Sevierville Campus - MMH Room 210 - (865) 286-2787
- Claiborne Campus - Room 123A - (423) 851-4761

Specific tutoring assistance in mathematics and writing is available in-person and online as follows:

- Morristown Campus - English Learning Lab - HUM 120 - (423) 585-6970

[Walters State English Learning Lab \(opens in new window\)](https://www.waltersstate.edu/academics/humanities/writing-lab)  
[ws.edu/academics/humanities/writing-lab](https://www.waltersstate.edu/academics/humanities/writing-lab)

- Morristown Campus - Mathematics Lab - MBSS 222 - (423) 585-6872

[Walters State Mathematics Learning Lab \(opens in new window\)](https://www.waltersstate.edu/academics/mathematics/learning-lab)  
[ws.edu/academics/mathematics/learning-lab](https://www.waltersstate.edu/academics/mathematics/learning-lab)

## TECHNOLOGY SUPPORT

Students who need assistance with computing and technology issues should contact the IET Helpdesk by phone at Morristown: (423) 318-2742; Niswonger: (423) 798-8186; or Sevierville: (865) 286-2789 or on-line access.

[Walters State Helpdesk \(opens in new window\)](https://www.waltersstate.edu/helpdesk)  
[helpdesk.ws.edu](https://www.waltersstate.edu/helpdesk)

## STUDENTS WITH DISABILITIES SUPPORT SERVICES

Students with disabilities must register with Student Support Services each semester in the Student Services Building, Room U134 (phone (423) 585-6892) if they need any special facilities, services, or consideration.

[Walters State Student Support Services \(opens in new window\)](https://www.waltersstate.edu/student-services/disability/)  
[ws.edu/student-services/disability/](https://www.waltersstate.edu/student-services/disability/)

## SUICIDE PREVENTION STATEMENT

Walters State is committed to and cares about all students. Support services are available for any person at Walters State who is experiencing feelings of being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the National Suicide Prevention Lifeline by calling or texting 9-8-8 or the Trevor Lifeline at 1-866-488-7386. Veterans may also contact the Veterans Crisis Line at 1-800-273-8255 (press 1) or Text 838255.

Walters State has a relationship in place with the following community agencies to provide services (may include crisis referral services, prevention screenings, etc.):

- Cherokee Health Systems 423-586-5032
- Frontier Health 423-467-3600

## College Policies

### STUDENTS HANDBOOK AS OFFICIAL GOVERNING DOCUMENT

This class is governed by the policies and procedures stated in the current Walters State Community College Student Handbook. All students attending Walters State Community College, regardless of the time, location, or format of the class, must abide by the rules and regulations outlined in the current Walters State Catalog/Student Handbook and the current Walters State Timetable of Classes.

[Walters State Catalog \(opens in new window\)](https://catalog.ws.edu/)  
[catalog.ws.edu/](https://catalog.ws.edu/)

[Walters State Timetable of Classes \(opens in new window\)](https://ws.edu/admissions/registration/)  
[ws.edu/admissions/registration/](https://ws.edu/admissions/registration/)

### PURPOSE, LIMITATIONS AND MODIFICATION OF SYLLABUS

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to change at any time. The instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in this syllabus for the semester/year specified in the Course Information section of the syllabus. This syllabus is only valid for the semester/year specified and course requirements are not guaranteed for future semesters.

### COURSE GROUND RULES

- Students must attend the first day of on-ground class or contact the instructor prior to the first class. Failure to do this may result in being dropped from the class. Excessive absences may substantially lower the course grade.
- Regular class attendance is a student's obligation for any course regardless of format. (See the Walters State Catalog/Student Handbook). If a student misses class, it is his or her responsibility to contact the instructor regarding missed assignments and/or activities and to be prepared for the next class assignment.
- Students enrolled in web courses must follow the course attendance policy defined for online attendance during the first week of class and throughout the term. Failure to do this may result

in being dropped from the class during week one OR may result in the accrual of absences which may negatively impact the student's grade in the course.

- Students who have not paid fees on time and/or are not correctly registered for this class and whose names do not appear on official class rolls generated by the Walters State student information system (MyWS) will not be allowed to remain in class or receive credit for this course.
- Electronic devices must not disrupt the instructional process or college-sponsored academic activity. Use of electronic devices is prohibited unless use of the device is relevant to the activity and use is sanctioned by the faculty member in charge. Electronic devices that are not relevant to the activity or sanctioned by the faculty member in charge should be set so that they will not produce an audible sound during classroom instruction or other college-sponsored academic activity.

## **FINANCIAL AID**

Students receiving any type of financial aid or scholarship should contact the Financial Aid Office before making any changes to their schedule. Schedule changes without prior approval may result in loss of award for the current term and future terms.

All forms of student Financial Aid may be jeopardized or lost due to the lack of Satisfactory Academic Progress in one or multiple courses. Lack of Satisfactory Academic Progress may negatively impact a student's degree/certificate completion pace and further jeopardize Financial Aid eligibility.

## **CANCELLATION OF CLASSES AND ACADEMIC CONTINUITY**

For information related to the cancellation of classes due to inclement weather or other events, please check the Senators Emergency Text system or the college's Web site at:

[Walters State Homepage \(opens in new window\)](#)

[ws.edu/home/](http://ws.edu/home/)

[Walters State Facebook page \(opens in new window\)](#)

<https://www.facebook.com/WaltersState/>

[Walters State Twitter page \(opens in new window\)](#)

<https://twitter.com/waltersstate>

or call the college's student information line, 1-800-225-4770, option 1; the Sevier County Campus, (865) 774-5800, option 7; the Niswonger Campus (423) 798-7940, option 7; or the Claiborne County Campus, 423-636-6200, option 7. Also, please monitor local TV and radio stations for further announcements.

When an event or disaster interrupts the scheduled operations of the college and the ability to proceed with the academic course activities as planned, the college and your instructor may alter the course plan outlined in the syllabus. Should an event occur, students should refer to their course e-Learn pages and/or class materials previously delivered to receive guidance from their instructor. Students should continue to monitor the official college channels of communication listed in the above paragraph. If you would like to sign up for the Senators Emergency Text system, please go to the following Web site:

[Senator Emergency Text System \(opens in new window\)](#)  
[ws.edu/set/](http://ws.edu/set/)

Dual Enrollment students attending on a high school campus should refer to the high school inclement weather cancellations.

## **LEARNING MANAGEMENT SYSTEM**

Brightspace (commonly known as eLearn or D2L) is the college's Learning Management System (LMS).

Brightspace is committed to accessibility by "deliver[ing] a learning experience that meets the needs of all people, regardless of age or ability." [Brightspace Accessibility Standard \(opens in new window\)](#)

Brightspace is also committed to guarding student data and privacy. [Brightspace Privacy Policy \(opens in new window\)](#)