New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit X Graduate credit Professional credit

1. School/Division Engineering and Technology
2. Academic Subject Code Mus
3. Course Number P200 must be cleared with University Enrollment Services
4. Instructor Varies
5. Course Title Piano

Recommended Abbreviation (Optional)

6. First time this course is to be offered (Semester/Year): Fall 2009

7. Credit Hours: Fixed at 4 or Variable from 1 - 2 to

8. Is this course to be graded S-F (only)? Yes No X

9. Is variable title approval being requested? Yes No X

10. Course description (not to exceed 50 words) for Bulletin publication: Private Lesson

11. Lecture Contact Hours: Fixed at 0 or Variable from to

12. Non-Lecture Contact Hours: Fixed at 1 or Variable from to

13. Estimated enrollment: 5-20 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: Fall, Spring Will this course be required for majors? Yes

15. Justification for new course: New Bachelor Degree

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. Does NOT overlap.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Joseph Date 2/10/09
Department Chairman/Division Director

Approved by: H. U. Date 2/10/09
Dean

Date
Dean of Graduate School (when required)

Date
Chancellor/Vice-President

Date
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
SYLLABUS
PIANO UNDERGRADUATE MAJOR

MUSIC P200
Section: TBA
Credit Hour: 1
Pre-Requisite: Approval of Instructor

Class Information
Location: [Building and room number]
Hours: [Date and Meeting Time]

Instructor Information for Ms. Joan Gerzon

My Office: IT352 Music Office: IT 352
Office Hours: By Appointment Music Office Hours: Mon.-Fri. 8-5
Phone: 317-253-4997 Music Office Phone: 317-274-4000
Email: joangerzon@aol.com Music Office Fax: 317-278-2590

Required Materials
1. Notebook
2. Pencil
3. Music selected by the instructor as appropriate for each individual student.

Course Description According to the University Bulletin
Private Lesson.

General Course Goals
1. Expand student’s experience in repertoire
2. Review Theory and technical issues by choosing three different styles from selected repertoire.

Specific Objectives
Students will be able to do the following by the end of this semester:
1. Hear, identify, and work conceptually with the elements of music—rhythm, melody, harmony, and structure. [8]
2. Understand compositional process, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces. [10]
3. Develop and defend musical judgments. [12]
4. Perform in areas appropriate to the student’s needs and interests. [13]
5. Sight-read. [9]
6. Experience a broad range of repertory through attendance at events such as recitals, concerts, opera and music theatre productions, and other types of performances. [27]

**Specific Requirements**

1. Weekly lesson attendance
2. Piano available for daily practice
3. Notebook for weekly assignments
4. Concert papers (1 page) over two classical piano recitals

**Grades**

*Grades will not be curved. Late papers will not be accepted.* Grades will be based on Attendance (35%), Preparation and comprehension of assigned lesson material (40%) and Concert Papers (10%), final exam covering written and performing (15%).

**Indiana University Policy on Academic Honesty**

- **Cheating**
  "Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student not only to abstain from cheating but, in addition, to avoid the appearance of cheating and to guard against making it possible for others to cheat. Any student who helps another student to cheat is as guilty of cheating as the student he or she assists." — *Academic Handbook*

- **Plagiarism**
  "Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism." — *Academic Handbook*

- **Disciplinary Action**
  "Any student found engaged in cheating, aiding in cheating, plagiarism, or any other unfair practice, will be dealt with immediately and strictly according to University policies. Only severest possible penalties will be applied." — *Academic Handbook*
Criteria and Strategies for Course Assessment

Prefatory Note:

The following table is structured to offer insight on how program outcomes are aligned with the Principles of Undergraduate Learning and the standards of our peer review body, the National Association of Schools of Music (NASM).

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<thead>
<tr>
<th>Outcomes</th>
<th>NASM Standards</th>
<th>PUL</th>
<th>Assessment Methods</th>
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<td>Upon completion of the BSMT degree, students will be able to:</td>
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<td>1. Think, speak, and write clearly and effectively.</td>
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<td>1.</td>
<td>Through specified class tasks that require critical thought, homework assignments, written essays and reports, and class presentations, students will be rated by peers, self-review, and instructor assessment throughout the course of study.</td>
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<td>2. Demonstrate acquaintance with mathematical and experimental methods of the physical and biological sciences; including analysis and historical and quantitative techniques</td>
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<td>2.</td>
<td>Studies for all majors will include courses in acoustics and related sciences. However, these will be determined by degree major and minor interests. Learning assessment will be related to disciplines, and departments involved with this program.</td>
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<td>3. Address culture and history from a variety of perspectives.</td>
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<td>3.</td>
<td>Students will compose or arrange and perform according to specific parameters of delegated assignments or projects. Besides instructor evaluations, students will offer self-assessments and receive peer feedback from fellow students in class on their work.</td>
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<td>4. Understand and experience thinking about moral and ethical problems.</td>
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<td>4.</td>
<td>This is a qualitative rather than a quantitative assessment concern and will not be formally assessed. However, it is an exceptionally important issue that requires mutual understanding of many factors that do not have ready answers. In music, as in other arts, there is recognition of poignant moments that transcend words. It is called authentic performance. This will remain as one mainstay of this program and will be an integral priority of its efforts through the genuine productivity of its students – that they, as peers, will also recognize, as a basis for conveying their messages. There will also be ongoing discussions in class of general integrity related to profession of music, including business initiatives that students may undertake.</td>
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<td>5. Respect, understand, and evaluate work in a variety of disciplines.</td>
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<td>5.</td>
<td>Students will discuss, in classes, their individual areas of interest in other disciplines to enlighten peers and to uncover</td>
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<td>6. Explain and defend one's views effectively and rationally.</td>
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<td>1c 4c 5b</td>
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<td>7. Understand and have experience with art forms other than music.</td>
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<td>4b 6b</td>
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<td>8. Hear, identify, and work conceptually with the elements of music-rhythm, melody, harmony, and structure.</td>
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<td>9. Understand compositional process, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.</td>
<td>9.</td>
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<td>10. Demonstrate acquaintance with a wide selection of musical literature - the principal eras, genres, and cultural sources.</td>
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<td>11. Develop and defend musical judgments.</td>
<td>11.</td>
<td>2a 2b 2e</td>
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<td>12. Perform in areas appropriate to the student's needs and interests.</td>
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<td>13. Sight read.</td>
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<td>14. Understand procedures for realizing a variety of musical styles.</td>
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<td>15. Demonstrate capacity to create derivative or original music both</td>
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extemporaneously and in written form.

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<td>16. Compose and improvise at a basic level in one or more musical languages</td>
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<td>17. Understand how technology serves the field of music as a whole.</td>
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<td>18. Demonstrate a working knowledge of the technological developments applicable to their area of specialization.</td>
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<td>19. Work independently on a variety of musical problems by combining their capabilities in performance; aural, verbal and visual analysis; composition and improvisation; and history and repertoire.</td>
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<td>20. Form and defend judgments about music.</td>
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<td>21. Acquire the tools of work with a comprehensive repertory, including music from various cultures of the world and music of their own time.</td>
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<td>22. Understand basic interrelationships and interdependencies among the various professions and activities that constitute the musical enterprise.</td>
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<td>23. Acquire the skills necessary to assist in the development and advancement of their careers.</td>
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These will be performed and directed by each student in classes, and will receive feedback from peers, self-reflection, and instructor responses.

All students will demonstrate music keyboard and instrumental performance proficiency through end-of-semester juries and proficiency examinations.

Music technology will be imbedded through the curriculum. Students will demonstrate their knowledge of this field through assignments and performances that they undertake. They will also be able to demonstrate conceptual understanding of techniques and nomenclature related to music technology in class discussions and peer reviews of their performances.

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Students will complete two capstone projects independently, including one for the music major and one for the minor. These will receive peer evaluations as well as instructor evaluations. Capstone completions will include a written self-report on lessons learned during project involvement.

Students will demonstrate their understanding of musical judgments by being required to justify their opinions in class and in written assignments through citation of the literature or logical argument.

Students will study and compose music related to world music throughout their undergraduate musicianship sequence. These compositions will be performed in class and will be evaluated through peer response, self-reflection, and instructor evaluation.

All musicianship courses will include career building skills and knowledge. Students will demonstrate their understanding of these factors through class discussion, performance of course assignments, and construction of their e-portfolios.

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| 24. Develop teaching skills, particularly as related to their major area of study. | 24. | 4a  
Students will teach peers in class on a regular basis through course assignments, and will receive feedback from peers and course instructors.|
| 25. Develop improvisational skills in all areas of musicianship | 25. | 4a  
| 26. Experience a broad range of repertory through attendance at events such as recitals, concerts, opera and music theatre productions, and other types of performances. | 26. | 4a  
Students will complete concert reports and discuss in class musical events that they have attended for the purpose of sharing their experiences with others so they might be encouraged to attend similar performances.|
| 27. Explore areas of individual interest related to music in general or to the major. | 27. | 4b  
5a  
Students will discuss, in classes, their individual areas of interest in other disciplines to enlighten peers and to uncover relationships between non-music fields that impinge upon music.|
| 28. Explore multidisciplinary issues that include music. | 28. | 4b  
5a  
5b  
5c  
Students will discuss, in classes, their individual areas of interest in other disciplines to enlighten peers and to uncover relationships between non-music fields that impinge upon music.|
| 29. Practice synthesis of a broad range of musical knowledge and skills, particularly through independent study that involves a minimum of faculty guidance, where the emphasis is on evaluation at completion. | 29. | 2b  
3b  
Students will complete two capstone projects independently, including one for the music major and one for the minor. These will receive peer evaluations as well as instructor evaluations. Capstone completions will include a written self-report on lessons learned during project involvement. |