Sign-off Action Sheet

cc# 152-17/18

SR#		
JK#		

Curriculum Request [check one]

	Course Program Program
Title [proposed]:	
Title [current, if see	eking change]: Class Piano II MUS 231
Date of Action:	
3/6/2018	Faculty: Dr. Meryl Sole
	School/Discipline: Business, Arts and Social Sciences/Music
	Signature Mund Jula
3/6/2018	Academic Department Chair: Prof. Dan Sheehan
1	Signature:
	Dr. Viotor Proum
***************************************	Dean.
	Signature: Nichtle
ja	Senate Curriculum Auditor (Programs):
,)	Signature:
414118	Senate Course Auditor (Courses): Toan Deloymole
	Signature: Aban Halrymple
	Curriculum Committee Action:
-	Comments:
9	VP Acad Serv Signature:
	Comments:
-	General Education Committee Action [if required]:
	GEC Chair:
<u>2=_=</u>	Senate Action:
	Comments:
	President's Action:
-	Signature:
	Comments:
	Board of Trustees' Action:
	Notification of Faculty by the Academic Vice President of final action taken:
	Notification of Senate by the Academic Vice President of final action taken:

	Course Proposal		
cc#_/52-/	CC# 152 - 17/18 SR#		
	Check one:		
	Addition Modification Deletion Other		
Title [proposed]:			
Title [current, if see	king changel: Class Piano II MUS 231		
Date of Action:			
3/6/2018	Faculty: Dr. Meryl Sole		
3	School/Discipline: Business, Arts and Social Sciences/Music		
	Signature: Mary Alle		
0/0/0040			
3/6/2018	Academic Department Chair: Prof. Dan Sheehan		
	Signature: fluid blush		
	Dean: Dr. Victor Brown		
	Signature: Worth Rev		
111.11-			
4/4/18	Senate Course Auditor: Joan Palrymple		
	Signature: Alar Balynge		
	Attachments required:		
	If seeking a modification, include the current materials with the proposed materials.		
	1. List credits and contact hours [specify lecture and lab hours, if appropriate]		
	2. List pre- and co-requisite[s]		
	3. Provide catalog description [75 words or less]		
	4. Provide course syllabus [attach hereto]		
	5. Provide an electronic copy of syllabus to the Academic Vice President's Office [rharvison@bergen.edu]		
	6. Rationale for course proposal may include:		
	a. Results of feasibility/needs assessmentb. List any requirements of an accrediting agency		
	c. Letters establishing acceptance for transfer credit at other collegesd. Comments of an advisory committee or other appropriate experts/community groups		
	7. Projected list of additional resources such as:		
	a. Faculty b. Staff		
	c. Equipment		
	d. Costs e. Space		
	f. Library Resources		
	8. Expected date of implementation: Fall 2018		

Bergen Community College Division of Business, Arts and Social Science Department of Performing Arts Course Syllabus

MUS 231 Class Piano ZII

Semester and year:

Office Location:

Course/Section Number:

Phone:

Meeting Times/Location:

Office Hours:

Instructor:

Email Address:

Course Description:

This is an introductory course designed to provide fundamental piano instruction. Students will study technique, harmonization, score reading and sight-reading through a repertoire of diverse musical styles.

1 lecture, 1 labs, 1 credit Prerequisites: MUS 131 Co-requisites: none

Student Learning Objectives and Assessment:

As a result of meeting the requirements in this course, students will be able to:

Learning Objective	Assessment
1. Demonstrate proper piano technique	Performance Test & Quiz
through the study of scales, arpeggios and	In class exercises
triads using proper hand position.	
2. Apply appropriate harmonization to	Performance Test & Quiz
simple folk songs using block chords,	In class exercises
albert bass, waltz bass and broken chords.	
3. Memorize and perform simple	Performance Test & Quiz
compositions.	In class exercises
4. Demonstrate the ability to sight-read	Performance Test & Quiz
rhythm and melody with one and two	In class exercises
hands in both treble and bass clef.	
5. Discover piano repertoire from a variety	Performance Test & Quiz
of musical genres and styles.	In class exercises

Textbook Requirements:

Contemporary Class Piano (latest edition) by Elyse Mach. Oxford University Press. Or

Alfred's Adult Piano Book 2 by Willard A. Palmer, Morton Manus, and Amanda Vick Lethco.

Students should come to each class prepared with books, handouts, pencils and blank staff paper. They are required to access the course Moodle site.

Evaluation:

Students are expected to attend all classes. Attendance is 25% of the final grade. Each class attended will be calculated as .83 point toward the final grade. (.83 X 30 = 24.9) If a student is 20 minutes late for class, or leaves class early, attendance is forfeited for that day.

Attendance 25 % (please read the above information)

Quizzes 25%

Midterm 25%

Final 25%

Assignment details and grading rubrics will be posted on the Moodle site.

90-100 = A 86-89 = B+ 80-85 = B 76-79 = C+ 70 - 75 = C 65-69 = D
E = Unofficial Withdrawal W = Official Withdrawal INC=Incomplete 0-64 = F
Any work turned in late from the original due date shall be deducted by one letter grade.
Two letter grades shall be deducted after the second week from the due date, and three letter grades after the third week from the original due date. There are no make-up examinations unless approved in advance by the instructor.

BCC Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes. Students will be evaluated on attendance and participation in class using the following criteria: consistent attendance; evidence of studying text and assignments; completed daily assignments; quality classroom responses. Each class can potentially count as .837 points towards the possible 20% score for attendance and participation. A letter grade totaling 20% of the final grade will be determined by the instructor based upon the aforementioned criteria.

Bergen Community College Academic Policies:

Bergen Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. Please review the college catalogue or student handbook for further information on this topic. Bergen Community College has adopted an internal grievance procedure to provide for prompt and equitable resolution of complaints alleging any action prohibited by federal regulation implementing Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. (ADA). Please review the college catalogue for further information on this topic.

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination. Please review the policy prohibiting sexual harassment in the college catalog. Please review the statement on acceptable use of BCC technology in the college catalog. Faculty hold 3 office hours per week, and as requested by students, by appointment. Students are encouraged to seek out their faculty member for academic needs.

Student and Faculty Support Services:

- The Distance Learning Office for any problems you may have accessing your online courses Room C- 334 201-612-5581 psimms@bergen.edu
- Smarthinking Tutorial Service On Line at: http://www.bergen.edu/pages1/Pages/4787.aspx
- The Tutoring Center Room L- 125 201-447-7908 http://www.bergen.edu/pages1/pages/2192.aspx
- The Writing Center Room L- 125 201-447-7908 http://www.bergen.edu/pages1/Pages/1795.aspx
- The Office of Specialized Services (for Students with Disabilities) Room \$131 201-612-5270 http://www.bergen.edu/oss
- BCC Library Reference Desk Room L- 226 201-447-7436 Special Note on the Tutoring Center

Course Outline:

The following outline may be revised at the discretion of the instructor. Specific readings and written assignments will be shared during class meetings and posted on the course Moodle site.

WEEK	TOPIC	LEARNING OUTCOMES ADDRESSED
1	Introduction to the course A brief assessment and Review Major Scales and Triads Alfred's Keyboard Basics: Unit 9, p 120 Review Fingerings of all Major Scales, p 124-126	1, 3, 4, 5

^{*}Special Note on the Tutoring Center The Henry and Edith Cerullo Learning Assistance Center includes the Tutoring Center, the English Language Resource Center, and the Writing Center. The website of the Learning Assistance Center is located at www.bergen.edu/pages/2192.asp. Tutoring services are available for this course in the Tutoring Center. Make use of those services as we progress through the course! As listed above, the Tutoring Center is located in Room L-125, and its phone number is 201-447-7908

2	Continue Unit 9, p 120 - 132 Harmonization, p 130- 131 Worksheet, p 133-134	1, 3, 4, 5
3	Unit 10, p 135 Playing Triads in Major Keys Inversions, p 136- 137 Broken Triads, p 138 - 140 Performance Quiz – Major Scales and Written Test #1 Harmonization, p 145 * Repertoire, "Etude", p 144 Reading, p 146 -147	1, 3, 4, 5
4	Unit 11, p 148 Dominant Seventh Chords, p 149 -150 Performance Quiz – "Etude" Reading, p 152 *Repertoire, "March", p151 * Harmonization, p 154-155	1, 3, 4, 5
5	Quiz on Major Scales and Triads with Inversions (White Keys) and Harmonization Unit 12 *Cadences, p 159 *Repertoire, "Minuet in F", p 160 Reading, p 162 -163	1, 3, 4, 5
6	Performance Quiz on "Minuet in F" *Harmonization, p 165 -166 Alberti and Waltz Bass, p 162 Written Test #2	1, 3, 4, 5
7	Quiz on Major Scales and Triads (Black Keys) and Harmonization Continue to Practice Cadences in all Major Keys 12 Bar Blues, p 167 Review Major Scales, Triads with Inversions and Solo for	1, 3, 4, 5

	Mid Term	
8	MID TERM – MAJOR SCALES, TRIADS WITH INVERSIONS AND SOLO	1, 3, 4, 5
9	Unit 13, Primary Chords in Major Keys, p 170 -171 *Repertoire, "Moonlight Shores", p 172 -173 Continue to practice "Moonlight Shores"	1-5
10	Performance Quiz on "Moonlight Shores" *Harmonization, p 178 - 179 Worksheet, p 181 - 182	1-5
11	Performance Quiz on Harmonization Unit 14, Minor Scales Review, p 185 - 189 *Repertoire, "Little Fantasy", p 191 Performance Quiz on Primary Chords in Major Keys (Cadences) Reading, p 192 - 193	1-5
12	Performance Quiz on "Little Fantasy" Review Primary Chords Performance Quiz on Minor Scales, Triads with Inversion (White Keys) Unit 15, Review Minor Scales and Triads with Inversions *Repertoire, "Allegretto", p 202	1-5
13	Performance Quiz on Minor Scales and Triads with Inversions (Black Keys) Reading, p 204 -205 Worksheet, p 207 - 208 Performance Quiz on "Allegretto" Chord Progression, p 210 *Repertoire, "Etude", p 211	1-5
14	Chord Progression in all Keys Reading, p 214 – 215 Harmonization, p 216 – 217 (Optional) Performance Quiz on "Etude" Unit 17, Playing Triads of the Key in Minor, Review Fingerings Written Test #3 Repertoire, "Cuckoo", p 224 (optional) Review for Final	1-5

old syllabus

STUDENT GUIDE

Class Piano 2 MUS-231-004 Tuesdays and Thursdays, 9:30 to 10:45 a.m. Dr. Iris Perry iperry@bergen.edu West Hall 210

Office hours by appointment only.

Objective of the course:

To further develop the student's abilities through reading at the keyboard and to expand piano literatures from Baroque, Classical, Romantic, and Contemporary periods through;

- 1. Technical Training,
- 2. Application of Music Theory,
- 3. Performing of Intermediate Repertoires with Intermediate Musicianship (Performance Practice).

Required Textbook:

Alfred's Group Piano for Adults: Student Book 1(2nd Edition)

Other materials to be distributed in the class by instructor.

Textbook, Headphone, Adapter plug, Pencil must be brought to every class

Attendance:

Attendance is mandatory. Piano class involves sequential learning.

Missing class will impair your understanding of subsequent areas covered.

If you do miss a class, you are responsible for obtaining class materials **before** the next session, and notify instructor about the cause of absence. **One absence without is permitted. 3 or more absences during a scheduled grading period will result in a failing grade.**

Grading:

Work sheets and Notations 10%

Attendance/Participation/Practicing 40%

Quizzes (written tests)/ Mid. and Final 50%

COURSE OUTLINE

The following course outlines serves as a basis course of study for the semester.

The instructor reserves the right to change assignments and dates where needed.

Week 1 Introduction to the course

A brief assessment and Review Major Scales and Triads

Alfred's Keyboard Basics: Unit 9, p 120

Review Fingerings of all Major Scales, p 124-126

Week 2 Continue Unit 9, p 120 - 132

Harmonization, p 130- 131

Worksheet, p 133-134

Week 3 Unit 10, p 135

Playing Triads in Major Keys

Inversions, p 136- 137

Broken Triads, p 138 - 140

Performance Quiz - Major Scales and Written Test #1

Harmonization, p 145

* Repertoire, "Etude", p 144

Reading, p 146 -147

Week 4 Unit 11, p 148

Dominant Seventh Chords, p 149 -150

Performance Quiz – "Etude"

Reading, p 152

- *Repertoire, "March", p151
- * Harmonization, p 154-155

Week 5 Quiz on Major Scales and Triads with Inversions (White Keys) and Harmonization

Unit 12

*Cadences, p 159

*Repertoire, "Minuet in F", p 160

Reading, p 162 -163

Week 6 Performance Quiz on "Minuet in F"

*Harmonization, p 165 -166

Alberti and Waltz Bass, p 162

Written Test #2

Week 7 Quiz on Major Scales and Triads (Black Keys) and Harmonization

Continue to Practice Cadences in all Major Keys

12 Bar Blues, p 167

Review Major Scales, Triads with Inversions and Solo for Mid Term

Week 8 MID TERM – MAJOR SCALES, TRIADS WITH INVERSIONS AND SOLO

Week 9 Unit 13, Primary Chords in Major Keys, p 170 -171

*Repertoire, "Moonlight Shores", p 172 -173

Continue to practice "Moonlight Shores"

Week 10 Performance Quiz on "Moonlight Shores"

*Harmonization, p 178 - 179

Worksheet, p 181 - 182

Week 11 Performance Quiz on Harmonization

Unit 14, Minor Scales Review, p 185 - 189

*Repertoire, "Little Fantasy", p 191

Performance Quiz on Primary Chords in Major Keys (Cadences)

Reading, p 192 - 193

Week 12 Performance Quiz on "Little Fantasy"

Review Primary Chords

Performance Quiz on Minor Scales, Triads with Inversion (White Keys)

Unit 15, Review Minor Scales and Triads with Inversions

*Repertoire, "Allegretto", p 202

Week 13 Performance Quiz on Minor Scales and Triads with Inversions (Black Keys)

Reading, p 204 - 205

Worksheet, p 207 - 208

Performance Quiz on "Allegretto"

Chord Progression, p 210

*Repertoire, "Etude", p 211

Week 14 Chord Progression in all Keys

Reading, p 214 – 215

Harmonization, p 216 – 217 (Optional)

Performance Quiz on "Etude"

Unit 17, Playing Triads of the Key in Minor, Review Fingerings

Written Test #3

Repertoire, "Cuckoo", p 224 (optional)

Review for Final

Week 15 Final; Solo & Scales & Cadences

Sign-off Action Sheet

cc<u># 153 - 17/</u>18

CD4		
SR#		

Curriculum Request [check one]

	Course Program Program
Title [proposed]:	
Title [current, if see	king changel: Class Piano III MUS 24 I
Date of Action:	
3/6/2018	Faculty: Dr. Meryl Sole
	School/Discipline: Business, Arts and Social Sciences/Music
	Signature:
3/6/2018	Academic Department Chair: Prof. Dan Sheehan
	Signature: Muy Jule Jame Sas
	Dean: Dr. Victor Brown
	Mod alloa.
	Signature:
·	Senate Curriculum Auditor (Programs):
	Signature:
4/4/18	Senate Course Auditor (Courses): Than Dalryngle
	Signature: Man Balrymple
	Curriculum Committee Action:
-	Comments:
	VP Acad Serv Signature:
-	Comments:
	connectes.
-	General Education Committee Action [if required]:
	GEC Chair:
-	Senate Action:
	Comments:
	President's Action:
	Signature:
	Comments:
	Board of Trustees' Action:
	Notification of Faculty by the Academic Vice President of final action taken:
	Notification of Senate by the Academic Vice President of final action taken:

	/ Course Proposal
cc# <u>/53</u> -/	7/18 SR#
	Check one:
	Addition Modification Deletion Other
Title [proposed]:	Olega Diena III 1444 C 2444
Title [current, if see	cking changel: Class Piano III MUS 241
Date of Action:	Du Marri Cala
3/6/2018	Faculty: Dr. Meryl Sole
	School/Discipline: Business, Arts and Social Sciences/Music
	Signature: Many Shore
3/6/2018	Academic Department Chair: Prof. Dan Sheehan
3/0/2010	Academic Department Chair: FIOI. Dail Stieerlan
	Signature:
	Dr. Victor Brown
	Dean. Mah.
	Signature: RCN+Be
4/4/18	Senate Course Auditor: Joan Dalrymple
114110	Signature: Deur Dalrismol.
	Attachments required:
	If seeking a modification, include the current materials with the proposed materials.
	 List credits and contact hours [specify lecture and lab hours, if appropriate] List pre- and co-requisite[s]
	2. List pre- and co-requisite[s]3. Provide catalog description [75 words or less]
	4. Provide course syllabus [attach hereto]
	5. Provide an electronic copy of syllabus to the Academic Vice President's Office
	[rharvison@bergen.edu] 6. Rationale for course proposal may include:
	a. Results of feasibility/needs assessment
	 b. List any requirements of an accrediting agency c. Letters establishing acceptance for transfer credit at other colleges
	c. Letters establishing acceptance for transfer credit at other collegesd. Comments of an advisory committee or other appropriate experts/community groups
	7. Projected list of additional resources such as:
	a. Faculty b. Staff
	c. Equipment
	d. Costs e. Space
	f. Library Resources
	8. Expected date of implementation: Fall 2018

Bergen Community College Division of Business, Arts and Social Science Department of Performing Arts Course Syllabus

MUS 241 Class Piano 3 III

Semester and year:

Office Location:

Course/Section Number:

Phone:

Meeting Times/Location:

Office Hours:

Instructor:

Email Address:

Course Description:

This is a course designed to develop skills in technique, sight-reading, transposition, harmonization styles, and improvisation. Included is the study of piano literature from diverse musical styles.

1 lecture, 1 lab, 1 credit Prerequisities: MUS 231 Co-requisities: none

Student Learning Objectives and Assessment:

As a result of meeting the requirements in this course, students will be able to:

Learning Objective	Assessment
1. Demonstrate intermediate piano	Performance Test
technique through the study of scales,	In class exercises
arpeggios and chord progressions using	
proper hand position.	
2. Apply appropriate harmonization to	Performance Test
melodies using secondary dominants, block	In class exercises
chords and transposed accompaniment.	
3. Memorize and perform intermediate	Performance Test
compositions from a variety of styles.	In class exercises
4. Demonstrate the ability to sight-read	Performance Test
choral works, SATB scores, 3-part scores	In class exercises
in multiple clefs and simple pieces from the	
repertoire.	
5. Discover piano repertoire from a variety	Performance Test
of musical genres and styles.	In class exercises

Textbook Requirements:

Instructors may select text from below or chose another text with approval from the department.

Alfred's Adult Piano Book 3 by Willard A. Palmer, Morton Manus, and Amanda Vick Lethco.

Students should come to each class prepared with books, handouts, pencils and blank staff paper. They are required to access the course Moodle site.

Evaluation:

Students are expected to attend all classes. Attendance is 25% of the final grade. Each class attended will be calculated as .83 point toward the final grade. (.83 X 30 = 24.9) If a student is 20 minutes late for class, or leaves class early, attendance is forfeited for that day.

Attendance and Participation 25 % (please read the above information) Tests 75%

90-100 = A 86-89 = B+ 80-85 = B 76-79 = C+ 70 - 75 = C 65-69 = D E = Unofficial Withdrawal W = Official Withdrawal INC=Incomplete 0-64 = F Any work turned in late from the original due date shall be deducted by one letter grade. Two letter grades shall be deducted after the second week from the due date, and three letter grades after the third week from the original due date. There are no make-up examinations unless approved in advance by the instructor.

BCC Attendance Policy:

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Americans with Disabilities Act of 1990. (ADA). Please review the college catalogue for further information on this topic.

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- The Tutoring Center Room L- 125 201-447-7908 http://www.bergen.edu/pages1/pages/2192.aspx
- The Writing Center Room L- 125 201-447-7908 http://www.bergen.edu/pages1/Pages/1795.aspx
- The Office of Specialized Services (for Students with Disabilities) Room S-131 201-612-5270 http://www.bergen.edu/oss
- BCC Library Reference Desk Room L- 226 201-447-7436 Special Note on the Tutoring Center

Course Outline:

The following outline may be revised at the discretion of the instructor. Specific readings and written assignments will be shared during class meetings and posted on the course Moodle site.

WEEK	TOPIC	LEARNING OUTCOMES ADDRESSED
1	Student assessment Technique – introduction to hand position, posture, review of all 5 finger patterns: Scales Group I, II Sight-reading – as assigned Repertoire – as assigned Theory – scales group 1 major: Contrary and parallel	1, 3, 4, 5

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2	Technique- scales group 1 major Theory – intervals whole steps, half steps, P5 P4 3 and octave, cadence chords I, IV, V I Sight-reading – as assigned Repertoire – as assigned	1, 3, 4, 5
3	Technique- scales group 2 major Theory – tonic chord. P5 review, 3rds and interval reading Sharp, flat and natural. Cadence chords and inversions: 6. 6/4, 6/5. 4/2 Sight-reading – as assigned Repertoire – as assigned	1, 3, 4, 5
4	Technique- scales group 2 major and minor Theory – secondary factors: dynamics Key signatures Sight-reading – as assigned Repertoire – as assigned	1, 3, 4, 5
5	Technique- scales group 1 and 2 major Theory – secondary factors, slur, tie, legato, staccato Key signature review: Cadence chords and inversions: 6. 6/4, 6/5. 4/2 Sight-reading – as assigned Repertoire – as assigned	1, 3, 4, 5
6	Technique- scales group 1, 2, major and minor Theory – tempo markings: Cadence chords and inversions: 6/4, 6/5, 4/2 Sight-reading – as assigned Repertoire – as assigned	1, 3, 4, 5
7	Technique- group 1-2 and 3 review major and minor Theory – cycle of 5ths; Cadence chords and inversions: 6. 6/4, 6/5. 4/2 Sight-reading – as assigned Repertoire – as assigned	1, 3, 4, 5

8	Technique- major and minor – Group 1 – 3 and	1, 3, 4, 5
	Relative and Parallel minor	
	Theory – chord identification: tonic,	
	supertoniceetc.	
	Sight-reading – as assigned	
	Repertoire – as assigned	
9	Technique- scales – GROUP 1, 2	1-5
	Theory – Chords and inversions hands alone.	-
	The 6 and 6/4 chord	
	Sight-reading – as assigned	
	Repertoire – as assigned	
10	Technique- scales – introduction to group 3	1-5
	Theory – I IV V7 I cadence chords with	
	inversions (accompaniment patterns)	
	Parallel major and minor scales, chords and	
	inversions hands alone	
	Sight-reading – as assigned	
	Repertoire – as assigned	
11	Technique- Group 3	1-5
	Theory – I IV V7 I cadence chords with	
	inversions, parallel major and minor scale (G	
	major and G harmonic minor) chords and	
	inversions C, G	
	Sight-reading – as assigned	
	Repertoire – as assigned	
12	Technique- scales Group 3	1-5
12	Theory – I IV V7 I cadence chords with	
	inversions	
	Relative major and minor scales, chords and	
	inversions C, G, D	
	Sight-reading – as assigned	
	Repertoire – as assigned	
13	Technique- scales Group 1 – 3 and odd scale	1-5
13		1-3
	fingerings.	
	Theory –I IV V7 I cadence chords with	
	inversions	
	Relative major and minor scales: Parallel major	
	and minor scales	
	Sight-reading – as assigned	
	Repertoire – as assigned	
14	Technique- scales – hands together, C, G, D, F,	1-5
¥	F#	
	Theory – Review of cadence chords Group 3	
	Sight-reading – as assigned	
		1
	Repertoire – memorization tips Technique- scales – Review Groups 1 – 3	1-5

Theory – tonic, supertonic, median,	
subdominant, dominant,	
sub-mediant and Leading tone: Major and	
minor chord qualities review	
Sight-reading – final exam	
Repertoire – final exam	

old Syllabus

Bergen Community College Division of Business, Arts and Social Science Department of Performing Arts

Course Syllabus

MUS-241 Class Piano III

Basic Information about Course and Instructor

Semester and year:

Course and Section Number: Meeting Times and Locations:

Instructor:

Office Location:

Phone:

Departmental Secretary: [optional]

Office Hours: Email Address:

Course Description: MUS 241 - Class Piano III [2.00 cr.]

This is a course designed to develop skills in sight reading, transposition, harmonization styles, and improvisation techniques. Included is the study of piano literature from the Baroque to the present. The emphasis is on good pianist technique.

Lecture [1.00], Laboratory [2.00]. Prerequisite[s]: Class Piano II

Required Text: assigned on an individual basis

Materials: In addition to a notebook, please attain one music manuscript spiral bound notebook. You must purchase your personal head-sets with a 1/4" plug to get full attendance credit in class. Only pencils are used in class.

Student Learning Objectives: Students will master the following skills:

- 1. Elementary sight-reading examples
- 2. Chords, both major and minor, augmented, diminished
- 3. Technique to include Hanon and all scales
- 4. Classical Repertoire- at the appropriate level
- 5. Jazz charts at the appropriate level
- 6. Transposition examples of a beginning level

Student Learning Outcomes:

- 1. Execute through performance spatial relation and distance skills for keyboard facility at an intermediate level and beyond.
- 2. By use of assessment tools such as written quizzes and tests, show competency in the identification of keyboard geography and the associated notation symbols of the grand staff
- 3. Execute through performance musical thought and judgement at the intermediate level and beyond.
- 4. Execute through performance intermediate repertoire skill level and knowledge.
- 5. Execute through performance all major and harmonic minor scales.
- Execute through performance all chords to include major, minor, augmented and diminished, as well as 7th chords.

Attendance: Students are expected to attend all classes. Attendance is 25% of the final grade. Each class attended will be calculated as .83 point toward the final grade. (.83 X 30 = 24.9) If a student is 20 minutes late for class, or leaves class early, attendance is forfeited for that day.

If a student is 20 minutes late for class, or leaves class early, attendance is forfeited for that day.

EVALUATION:

Class Involvement, attendance and projects = 25%

(based on class attendance and quality of participation (including tardiness to class), thoughts and reactions concerning the day's assignments, projects, recordings and class discussions and lectures.)

Criteria for Evaluation: Attendance and participation

- a. consistent attendance**
- b. passing test scores
- c. evidence of studying text and assignments
- d. completed assignments
- e. quality classroom responses
- f. overall demonstration of comprehension of the course material

tests = **75%**

(based on assigned materials, readings, and performance.)

Excellent, Outstanding Work. (mathematical measurement)	90-100 = A
Well Above the Average. (mathematical measurement)	86-89 = B+
Above Average (mathematical measurement)	80-85 = B
A bit Above Average (mathematical measurement)	76-79 = C+
Average (mathematical measurement)	70 - 75 = C
Below Average (Mathematical measurement)	65-69 = D
Repeat Please	0-64 = F
E = Unofficial Withdrawal W = Official Withdrawal INC=Incom	plete

Recommended Practice Time: 30 minutes per day

The West Hall practice labs are open for students when classes are not being offered. Please check the times. Practice rooms are available 9 - 5:00 p.m. with student id card.

SAMPLE COURSE OUTLINE

Students will participate in technique, sight-reading, repertoire, and music theory as per class week. All students will set weekly sight-reading and technique exercises. Repertoire may span as much as a one week goal assignment. Each student will be considered individually for a course of study that meets course requirements as well as student level.

Week I (date)	Introduction to Course	Student Learning objectives
	Student assessment	1-5
	Technique – introduction to hand position, posture, review of all 5 finger patterns: Scales Group I, II	1-5
	Sight-reading – as assigned	1-5
	Repertoire – as assigned	1-5
	Theory – scales group 1 major: Contrary and parallel	1-5

Week II (date)		Student Learning objectives
	Technique- scales group 1 major,	1-5
	Theory – intervals whole steps, half steps, P5 P4 3 and octave, cadence chords I, IV, V I	1-5
	Sight-reading – as assigned	1-5
	Repertoire – as assigned	1-5
Week III (date)		Student Learning objectives
	Technique- scales group 2 major	1-5
	Theory – tonic chord. P5 review, 3rds and interval reading Sharp, flat and natural. Cadence chords and inversions: 6. 6/4, 6/5. 4/2	1-5
	Sight-reading – as assigned	1-5
	Repertoire – as assigned	1-5
Week IV (date)		Student Learning objectives
•	Technique- scales group 2 major and minor	1-6

	Theory – secondary factors: dynamics	1-6
	Key signatures	1.0
	Sight-reading – as assigned	1-6
	Repertoire – as assigned	1-6
Week V		Student Learning
(date)		objectives
	Technique- scales group 1 and 2 major	1-6
	Theory – secondary factors, slur, tie, legato, staccato	1-6
	Key signature review: Cadence chords and inversions: 6. 6/4, 6/5. 4/2	
	Sight-reading – as assigned	1-6
	Repertoire – as assigned	1-6
Week		Student
VI		Learning
(date)		objectives
	Technique- scales group 1, 2, major and minor	1-6
	Theory – tempo markings: Cadence chords and inversions: 6. 6/4, 6/5. 4/2	1-6
	Sight-reading – as assigned	1-6
	Repertoire – as assigned	1-6
Week	κ.	Student
VII		Learning
(date)		objectives
	Technique- group 1-2 and 3 review major and minor	1-6
	Theory – cycle of 5ths; Cadence chords and inversions: 6. 6/4, 6/5. 4/2	1-6
	Sight-reading – as assigned	1-6
	Repertoire – as assigned	1-6
Week		Student
VIII		Learning
(date)		objectives
	Technique- major and minor – Group $1-3$ and Relative and Parallel minor	1-8
	Theory – chord identification: tonic, supertoniceetc/	1-6
	Sight-reading – as assigned	1-6
	Repertoire – as assigned	1-6
Week	-	Student
IX		Learning
(date)		objectives
	Technique- scales – GROUP 1, 2,	1-8
	Theory – Chords and inversions hands alone. The 6 and 6/4 chord	1-6
	Sight-reading – as assigned	1-6

	Repertoire – as assigned	1-6
Week		Student
X		Learning
(date)		objectives
	Technique- scales – introduction to group 3	1-8
	Theory – I IV V7 I cadence chords with inversions (accompaniment	1-8
	patterns)	
	Parallel major and minor scales, chords and inversions hands alone	
	Sight-reading – as assigned	1-6
	Repertoire – as assigned	1-6
Week		Student
XI		Learning
(date)		objective
	Technique- Group 3	18
1	Theory – I IV V7 I cadence chords with inversions, parallel major and	1-6
	minor scale (G major and G harmonic minor) chords and inversions C, G	
	Sight-reading – as assigned	1-6
	Repertoire – as assigned	1-6
Week		Student
XII		Learning
(date)		objective
	Technique- scales Group 3	1-6
	Theory – I IV V7 I cadence chords with inversions	1-8
	Relative major and minor scales, chords and inversions C, G, D	
	Sight-reading – as assigned	1-6
	Repertoire – as assigned	1-6
Week		Student
XIII		Learning
(date)		objective
	Technique- scales Group 1 – 3 and odd scale fingerings.	1-8
	Theory –I IV V7 I cadence chords with inversions	1-6
	Relative major and minor scales: Parallel major and minor scales	
	Sight-reading – as assigned	1-6
	Repertoire – as assigned	1-6
Week		Student
XIV		Learning
(date)		objective
•	Technique- scales – hands together, C, G, D, F, F#	18
	Theory – Review of cadence chords Group 3	1-6
	Sight-reading – as assigned	1-6
	Repertoire – memorization tips	1-6

Week XV (date)		Student Learning objectives
	Technique- scales – Review Groups 1 – 3	1-8
	Theory – tonic, supertonic, median, subdominant, dominant, sub-mediant and Leading tone: Major and minor chord qualities review	1-8
	Sight-reading – final exam	1-6
	Repertoire – final exam	1-6

Sign-off Action Sheet

cc# 154 - 17/18

SR#				

Curriculum Request [check one]

	Course Program Program
Title [proposed]:	
Title [current, if see	king change]: Class Piano IV MUS 242
Date of Action:	
3/6/2018	Faculty: Dr. Meryl Sole
*	School/Discipline: Business, Arts and Social Sciences/Music
	Signature:
3/6/2018	Academic Department Chair; Prof. Dan Sheehan
-	Signature: W wy / del Come of the
	Dr. Victor Brown
	Detail 1
	Signature: Chicago
H	Senate Curriculum Auditor (Programs):
	Signature:
4/4/18	Senate Course Auditor (Courses): Joan Dalrymple
	Signature: Dan Balrymple
	Curriculum Committee Action:
*	Comments:
	VP Acad Serv Signature:
	Comments:
	General Education Committee Action [if required]:
	GEC Chair:
	Senate Action:
	Comments:
	President's Action:
	Signature:
	Comments:
	Board of Trustees' Action:
	Notification of Faculty by the Academic Vice President of final action taken:
	Notification of Senate by the Academic Vice President of final action taken: Notification of Senate by the Academic Vice President of final action taken:

	Course Proposal
cc# <u>154-1</u>	7/8 _{SR#}
	Check one:
	Addition Modification Deletion Other
Title [proposed]:	
	king changel: Class Piano IV MUS 242
Title (current, if see	king change]: Trace Figure 17 / 100 20 12
Data of Actions	
Date of Action:	Dr. Mond Colo
3/6/2018	Faculty: Dr. Meryl Sole
	School/Discipline: Business, Arts and Social Sciences/Music
	Signature: Muy Sell
0/0/0040	Durf Day Observe
3/6/2018	Academic Department Chair: Prof. Dan Sheehan
	Signature:
	Dr. Victor Brown
	Dean: DI. VICTOI DIOVII
	Signature:
4/4/18	Senate Course Auditor: Joan Dalrymple Signature: Pan Palrymple
	Signature: Man Palrimole
	0 1
	Attachments required:
	If seeking a modification, include the current materials with the proposed materials.
	 List credits and contact hours [specify lecture and lab hours, if appropriate] List pre- and co-requisite[s]
	3. Provide catalog description [75 words or less]
	4. Provide course syllabus [attach hereto]
	 Provide an electronic copy of syllabus to the Academic Vice President's Office [rharvison@bergen.edu]
	 Rationale for course proposal may include: a. Results of feasibility/needs assessment b. List any requirements of an accrediting agency c. Letters establishing acceptance for transfer credit at other colleges d. Comments of an advisory committee or other appropriate experts/community groups
	 7. Projected list of additional resources such as: a. Faculty b. Staff c. Equipment d. Costs e. Space f. Library Resources
	8. Expected date of implementation: Fall 2018

Bergen Community College Division of Business, Arts and Social Science Department of Performing Arts Course Syllabus

MUS 251 Class Piano A V

Semester and year:

Course/Section Number:

Meeting Times/Location:

Instructor:

Office Location:

Phone:

Office Hours:

Email Address:

Course Description: This course is a continuation of Class Piano and is designed to develop advanced piano skills in technique, sight-reading, transposition, harmonization styles, and improvisation. Included is the study of piano literature from diverse musical styles.

1 lecture, 1 labs, 1 credit Prerequisites: MUS 241 Co-requisites: none

Student Learning Objectives and Assessment:

As a result of meeting the requirements in this course, students will be able to:

Learning Objective	Assessment
1. Demonstrate proper piano technique	Performance Test & Quiz
through the study of all scales in 4 octaves,	In class exercises
arpeggios and triads in 4 octaves and	
advanced chord progressions using both	
hands all using proper hand position and	
technique.	
2. Apply appropriate harmonization to	Performance Test & Quiz
melodies using chord symbols, figured bass,	In class exercises
transposition and vocal accompaniment	
while harmonizing a folk melody.	
3. Memorize and perform advanced pieces	Performance Test & Quiz
from the repertoire.	In class exercises
4. Demonstrate the ability to sight-read	Performance Test & Quiz
advanced pieces including choral piece	In class exercises
accompaniment, SATB choral parts,	
chorales, hymns and 3 and 4 part scores in a	
variety of clefs.	
5. Discover piano repertoire from a variety of	Performance Test & Quiz
musical genres and styles.	In class exercises

Textbook Requirements:

Alfred's Adult Piano Book 4 by Willard A. Palmer, Morton Manus, and Amanda Vick Lethco.

Students should come to each class prepared with books, handouts, pencils and blank staff paper. They are required to access the course Moodle site.

Evaluation:

Students are expected to attend all classes. Attendance is 25% of the final grade. Each class attended will be calculated as .83 point toward the final grade. (.83 X 30 = 24.9) If a student is 20 minutes late for class, or leaves class early, attendance is forfeited for that day.

Attendance 25 % (please read the above information)

Quizzes 25%

Midterm 25%

Final 25%

Assignment details and grading rubrics will be posted on the Moodle site.

90-100 = A 86-89 = B+ 80-85 = B 76-79 = C+ 70 - 75 = C 65-69 = D E = Unofficial Withdrawal W = Official Withdrawal INC=Incomplete 0-64 = F Any work turned in late from the original due date shall be deducted by one letter grade. Two letter grades shall be deducted after the second week from the due date, and three letter grades after the third week from the original due date. There are no make-up examinations unless approved in advance by the instructor.

BCC Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes. Students will be evaluated on attendance and participation in class using the following criteria: consistent attendance; evidence of studying text and assignments; completed daily assignments; quality classroom responses. Each class can potentially count as .837 points towards the possible 20% score for attendance and participation. A letter grade totaling 20% of the final grade will be determined by the instructor based upon the aforementioned criteria.

Bergen Community College Academic Policies:

Bergen Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. Please review the college catalogue or student handbook for further information on this topic. Bergen Community College has adopted an internal grievance procedure to provide for prompt and equitable resolution of complaints alleging any action prohibited by federal regulation

implementing Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. (ADA). Please review the college catalogue for further information on this topic.

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination. Please review the policy prohibiting sexual harassment in the college catalog. Please review the statement on acceptable use of BCC technology in the college catalog. Faculty hold 3 office hours per week, and as requested by students, by appointment. Students are encouraged to seek out their faculty member for academic needs.

Student and Faculty Support Services:

- The Distance Learning Office for any problems you may have accessing your online courses Room C- 334 201-612-5581 <u>psimms@bergen.edu</u>
- Smarthinking Tutorial Service On Line at: http://www.bergen.edu/pages1/Pages/4787.aspx
- The Tutoring Center Room L- 125 201-447-7908 http://www.bergen.edu/pages1/pages/2192.aspx
- The Writing Center Room L- 125 201-447-7908 http://www.bergen.edu/pages1/Pages/1795.aspx
- The Office of Specialized Services (for Students with Disabilities) Room 8-131 201-612-5270 http://www.bergen.edu/oss
- BCC Library Reference Desk Room L- 226 201-447-7436 Special Note on the Tutoring Center

*Special Note on the Tutoring Center The Henry and Edith Cerullo Learning Assistance Center includes the Tutoring Center, the English Language Resource Center, and the Writing Center. The website of the Learning Assistance Center is located at www.bergen.edu/pages/2192.asp. Tutoring services are available for this course in the Tutoring Center. Make use of those services as we progress through the course! As listed above, the Tutoring Center is located in Room L-125, and its phone number is 201-447-7908

Course Outline:

The following outline may be revised at the discretion of the instructor. Specific readings and written assignments will be shared during class meetings and posted on the course Moodle site.

WEEK	TOPIC	LEARNING OUTCOMES ADDRESSED

1	Course Introduction and Overview Review of all scales, arpeggios and cadences	1, 3, 4, 5
2	Continue with mastery of all scales Major and minor Begin folk song in right hand in all keys Sight reading vocal accompaniment Solo repertoire assignment	1, 3, 4, 5
3	Continue with mastery of all scales Major and minor Begin folk song in right hand in all keys Harmonizing with figured bass and chord symbols Solo repertoire assignment	1, 3, 4, 5
4	Scale Practice Folk song in all keys with added left-hand accompaniment Continuing with harmonization Repertoire piece	1, 3, 4, 5
5	Repertoire piece Addition of Accompaniment Piece Memorization Skills Sight reading in multiple clefs	1, 3, 4, 5

6	Midterm Preparation All scales, arpeggios and cadences Performance of Repertoire- soon ad accompaniment pieces	1, 3, 4, 5
7	Midterm Examination	1, 3, 4, 5
8	Continuing to practice scales and arpeggios Harmonizing a folk tune Solo repertoire	1, 3, 4, 5
9	Scales, arpeggios Introduction to transposition Sight-reading and playing SATB	1-5
10	Scales and arpeggios Sight reading Hymn and Chorales in 3 and 4 Parts Practicing and memorizing solo repertoire	1-5
11	Scales and arpeggios Continuing with harmonization Practicing and memorizing solo and accompaniment repertoire	1-5
12	Scales and arpeggios Continuing with harmonization Practicing and memorizing solo and accompaniment repertoire Sight Reading	1-5
13	Mock Juries	1-5
14	Mock Juries	1-5
15	Final Examination nad Performances	1-5

Sign-off Action Sheet

cc#155 - 17/18

SR#			

Curriculum Request [check one]

	Course Program Program
Title [proposed]:	
Title [current, if see	king change]: Ear Training and Musicianship I
Date of Action:	
3/6/2018	Faculty: Dr. Meryl Sole
	School/Discipline: Business, Arts and Social Sciences/Music Signature: Www. Arts and Social Sciences/Music
3/6/2018	Academic Department Chair: Prof. Dan Sheehan
	Signature: Signature:
	Dean: Dr. Victor Brown
	Signature: Viedorib
	Senate Curriculum Auditor (Programs):
	Signature:
415/18	Senate Course Auditor (Courses): Toan Dalrymple
	Signature: After Dalrymske
-	Curriculum Committee Action:
	Comments:
	VP Acad Serv Signature:
	Comments:
	General Education Committee Action [if required]:
	GEC Chair:
	Senate Action:
	Comments:
	President's Action:
	Signature:
	Comments:
	Board of Trustees' Action:
	Notification of Faculty by the Academic Vice President of final action taken:
	Notification of Senate by the Academic Vice President of final action taken:

	Course Proposal
cc# <u>/55 - /</u>	7//8 SR#
	Check one:
	Addition Modification Deletion Other
Title [proposed]:	
Title [current, if see	king changel: Ear Training and Musicianship I 405 /34
Date of Action:	D 14 10 1
3/6/2018	Faculty: Dr. Meryl Sole
	School/Discipline: Business, Arts and Social Sciences/Music
	Signature: Way Hall
0/0/0040	Durf Day Observe
3/6/2018	Academic Department Chair: Prof. Dan Sheehan
	Signature: Signature:
	Dr. Victor Brown
	Dean.
	Signature:
1/5/10	Ton Dolmanda
117/18	Senate Course Auditor: Jan Darympe
	Signature: Afth Eleting
	Attachments required:
	If seeking a modification, include the current materials with the proposed materials.
	 List credits and contact hours [specify lecture and lab hours, if appropriate] List pre- and co-requisite[s]
	3. Provide catalog description [75 words or less]
	4. Provide course syllabus [attach hereto]
	5. Provide an electronic copy of syllabus to the Academic Vice President's Office [rharvison@bergen.edu]
	6. Rationale for course proposal may include:
	a. Results of feasibility/needs assessmentb. List any requirements of an accrediting agency
	 c. Letters establishing acceptance for transfer credit at other colleges d. Comments of an advisory committee or other appropriate experts/community groups
	7. Projected list of additional resources such as:
	a. Faculty
	b. Staff c. Equipment
	d. Costs e. Space
	f. Library Resources
	8. Expected date of implementation: Fall 2018

Bergen Community College Division of Business, Arts and Social Science Department of Performing Arts Course Syllabus

Ear Training and Musicianship I MUS 134

Semester and year:

Office Location:

Course/Section Number:

Office Hours:

Meeting Times/Location:

Email Address:

Instructor:

Textbook Requirements:

Suggested: Campbell, M. (1998). Sightsinging: The complete method for singers. Human Kinetics 1.

Students should come to each class prepared with books, handouts, pencils and blank staff paper. They are required to access the course Moodle site

Course Description:

Students will focus on the development of aural musicianship comprehension skills through sight-singing and music dictation exercises.

2 lecture, 2 lab, 3 credit. Prerequisite: MUS 103 or passing grade on music theory placement exam.

Student Learning Objectives and Assessment:

Students will work on developing and enhancing musicianship skills in the following seven areas of their musicianship:

1. Musical Literacy

5. Performance

2. Listening

6. Creativity

3. Practice

7. Musical Interpretation

4. Communication

At the completion of the semester, students will be able to:

Learning Objective	Assessment
1. Integrate traditional notation skills (pitch,	Written Assignments
chords and rhythmic) through writing and	Tests
transposing music	
2. Recognize musical sounds including intervals	Written Assignments
(melodic and harmonic), triads, song forms and	Tests
timbres of various instruments.	
3. Analyze aural examples through melodic,	Assignments
harmonic and rhythmic dictations	Tests

4. Apply rehearsal techniques that will aid in designing effective personal and group practice strategies	Assignments
5. Employ performance skills through sight-reading and sight-sing music (melodic, harmonic and rhythmic examples)	Assignments Tests
6. Utilize communication skills and the ability to perform and rehearse with others	Assignments and Projects
7. Create through composing music	Assignments Tests
8. Demonstrate musicality through interpretation and connection to the music they make	Assignments Tests

Evaluation:

Class Involvement = 10% (based on class attendance and participation (including lateness to class), thoughts and reactions concerning the day's assignments, projects and class discussions and lectures.

Tests (Quizzes)=60%

Projects/Assignments = 30%

This course meets two times per week. The first class meeting will focus on activities, assignments/projects and skill development. On the second class meeting of most weeks, students will complete individual tests (quizzes) to monitor their progress. There will be a total of 10 "quizzes", the lowest grade will be dropped.

Assignment details and grading rubrics will be posted o the Moodle site.

90-100 = A 86-89 = B+ 80-85 = B 76-79 = C+70-75 = C 65-69 = D E=Unofficial Withdrawal W=Official Withdrawal INC=Incomplete 0-64 = F Any work turned in late from the original due date shall be deducted by one letter grade. Two letter grades shall be deducted after the second week from the due date, and three letter grades after the third week from the original due date. There are no make-up examinations unless approved in advance by the instructor.

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writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes. Students will be evaluated on attendance and participation in class using the following criteria: consistent attendance; evidence of studying text and assignments; completed daily assignments; quality classroom responses. Each class can potentially count as .837 points towards the possible 20% score for attendance and participation. A letter grade totaling 20% of the final grade will be determined by the instructor based upon the aforementioned criteria.

Class attendance is mandatory. A late arrival or early departure will count as one-half of an absence. If a student has six or more unexcused absences during the semester, he or she may be given a failing grade.

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Course Outline:

The following outline may be revised at the discretion of the instructor.

	TOPICS	ASSIGNMENTS/TESTS	LEARNING OBJECTIVE ADDRESSED
1	Introduction to the Course Expectations and overview	Diagnostic Test (not for credit)	1-3
2	Hearing Intervals (melodic and harmonic, simple melodic dictations (stepwise and small skips)	Assignment Quiz #1	1-4
3	Rhythm- performing, notating, sight- reading, dictation	Assignment Quiz #2	1-6
4	Advancing melodic and rhythmic dictation, hearing triads, sight singing	Assignment	1-7
5	Rhythmic performance in compound meters, sight singing 1 part melodies	Assignment Quiz #3	1-8
6	Sight singing simple melodies, rhythmic dictations	Assignment Quiz #4	1-8
7	Composing with rhythm and melody, sight-reading each other's work	Assignment	1-8
8	melodic dictation, hearing triads and seventh chords	Assignment Quiz #5	1-8
9	Sight reading rhythms, rhythmic dictation	Assignment Quiz #6	1-8
10	Rhythm- sight- reading, composing	Assignment	1-8

	and performing- syncopations, changing meters, 2 against 3		
11	Hearing intervals and seventh chords in all inversions	Assignment Quiz #7	1-8
12	Transposition- re- writing and performing	Assignment Quiz #8	1-8
13	Composing, sight- reading and dictating melodies we compose	Assignment Quiz #9	1-8
14	Fun with asymmetric meters (sight-reading and dictation)	Assignment	1-8
15	Course Review/Wrap up	Quiz #10	1-8