Instructor: Dr. Mario Ajero
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Office: FA 309 (Fine Arts Building)
Office Hours: MWF (12-2pm), TR (10:20-11:00, 1:20-2:00), or email for appointment
Department: Music
Class meeting place: BOYT 223 (Boynton Building) or MUSC 259 (Music Building)
Class meeting times: Mondays & Wednesdays 2:00-2:50 pm

PURPOSE OF THE COURSE:
The purpose of this course in piano pedagogy is to provide students the information, tools, skills, and practical experience in order to teach piano students effectively and how to establish their own studio.

REQUIRED MATERIALS & MEMBERSHIPS:

*Fourth Finger on B-flat: Effective Strategies for Teaching Piano* by Joanne Haroutoumanian
*Hal Leonard Student Piano Library: Piano Lessons Book 1* by Barbara Kreader, Fred Kern, Phillip Keveren, & Mona Rejino
*Clavier Companion Magazine Group Subscription* ($18 - includes print magazine + digital edition)
*Other method books that you are assigned for your elementary methods project presentation

*MTNA Collegiate Membership* - $23.00 (includes $16 national member fee, $0 Texas State Association fee, $7 Nacogdoches MTA fee, and free subscription to American Music Teacher Magazine)

PROGRAM LEARNING OUTCOME:

*The student will demonstrate knowledge of applicable solo materials, an orientation to the fundamentals of pedagogy as pertaining to the instrument or area of study, and comprehensive capabilities in preparing and performing a solo at a high level.*

STUDENT LEARNING OUTCOME:

*The student will demonstrate knowledge and understanding of how to incorporate piano teaching materials and methods by comparing and critiquing piano methods in written assignments and oral reports. The student will also gain practicum experience in teaching beginner piano students.*

ATTENDANCE:

Attendance to all classes is required. More than three unexcused absences will result in the final grade being lowered by 5%. Subsequent unexcused absences will lower final grades by an additional 3%. The instructor will excuse absences at his discretion. Proper documentation will be required for requests to excuse an absence. All students are expected to arrive to class on time ready with their books and other required materials. Repeated tardiness will lower students’ final grade and could lead to failure of the course.
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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

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
Grading Scale:
Assignments are graded on a scale between 0-10. Scores are averaged to determine the following letter grades:

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

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
ASSIGNMENTS:

16%  Observation Reports – 4 Total Reports. (You will observe and write a report on Group Piano Classes, Musicianship, private lessons, or early childhood music classes.)

15%  Practicum Teaching – You will be evaluated on your practicum instruction of a beginner piano student. You will be evaluated on your lesson planning, the progress of the student, and your ability to incorporate effective pedagogical methods within the context of the lessons. You will be expected to video record lessons with the student periodically through the semester for evaluation.

9%  Article Reviews – 2 Written summaries from a piano pedagogy-related periodical such as American Music Teacher, Clavier Companion, or Piano Pedagogy Forum.

15%  Research Project – 2000-2500 word paper or article that could be published in a piano pedagogical publication. It should address a topic or problem related to the field of teaching piano. Prepare a 15-20 minute presentation of your research that could be given at a piano pedagogy conference. You should prepare visual aids such as a PowerPoint or Keynote slideshow and you will be graded on your effectiveness to engage the audience.

10%  Elementary Methods Project Presentation – You will give a presentation comparing various elementary piano methods (i.e. Alfred’s Premier Piano Course, Faber & Faber Piano Adventures, Succeeding at the Piano, Hal Leonard Student Piano Library). You will be graded on the clarity of your presentation, how you bring out the strengths and weaknesses of the method, visual aids such as handouts and PowerPoint/Keynote slides, and performance of educational material to demonstrate scope of the series.

15%  Copy of Pedagogy Notebook – Notebook should include the following:
   (a) Lecture notes
   (b) Responses to reflection questions and written assignments
   (c) Lesson plans for practicum teaching
   (d) Lesson observations
   (e) Handouts from presentations and class notes from lectures and discussions
   (f) Survey of piano method
   (g) Article Reviews – Written summaries from piano pedagogy-related periodicals such as American Music Teacher, Clavier Companion, or Piano Pedagogy Forum
   (h) Studio brochure and policies

10%  Other assignments and class participation – Smaller homework assignments may include short essays, mini-presentations, mini-lesson demonstrations.

10%  Final Exam – Exam that will cumulatively cover material from the whole semester.
Course Overview (Subject to change. Check Desire2Learn for updates.)

Week 1: Developing a Teaching Philosophy and Studio Policies

Week 2: First Impressions with Students

Week 3: Getting Organized with Beginner Piano Methods

Week 4: No Student is the Same

Week 5: Teaching Adults

Week 6: Musical Problem-Solving

Week 7: Effective Practice Strategies

Week 8: Technique in your Studio

Week 9: Teaching the Variety of Touches at the Keyboard

Week 10: Theory, Rhythm, and Ear Training

Week 11: Technology in the Piano Studio

Week 12: Teaching Stylistic Subtleties in Performance

Week 13: Group Piano Instruction

Week 14: Submit copy of Pedagogy Notebook

FINAL EXAM: TBD