

Graduate Course Number: 7202

Course Title: Stuck in the Middle (School Choir) With You _____

Days/Times of Class Meetings: All zoom meetings will 5:00-6:15 PM Central Time

Wednesday, February 16

Wednesday, February 23

Thursday, March 3

Wednesday, March 16

Wednesday, March 23

Wednesday, March 30

Friday, April 8

Wednesday, April 13

Tuesday, April 19

Wednesday, April 27

Wednesday, May 4

Number of Credits for the course: 3

Instructor with phone number, email address, and office hours: Stan McGill

214.405.2035

smcgill@vandercook.edu

Tuesdays 4:00-6:00 PM Central Time

Thursdays 4:00-6:00 PM Central Time

“This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.”

Student Engagement Statement: Students are expected to attend weekly zoom chat sessions. In these sessions we will examine ten choral pieces per week. Students are expected to turn in choral analysis papers weekly (template provided). Students are expected to interact in each zoom session as the class shares experiences regarding teaching choral literature. Students are expected to present a PowerPoint presentation, selecting a choral composer not currently listed on the SITMSCWY list.

Course Description: Stan McGill has developed another outstanding course to infuse today’s choral repertoire with modern classics. Building on the success of The Greatest Generation...of Choral Music, this course focuses on composers and pieces for the developing singer in the middle school choir. Best-selling octavos will be showcased, many NOT found in current reading sessions. Each student will view over 100 choral pieces, each outstanding “sure-fire winners” from composers including Joyce Eilers, Roger Emerson, Ruth Artman, Emily Crocker, Laura Farnell, Cristi Carrie Miller, Mary Lynn Lightfoot, Julie Knowles, Victor Johnson and Rollo Dilworth, among many more. More than just a reading session, this course will delve into rehearsal and teaching techniques, how text impacts the music, and other aspects to effectively prepare, rehearse and perform each piece.

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
---	------------------------------------

<p>Students will be able to:</p> <ul style="list-style-type: none"> * Analyze choral pieces * Recognize outstanding choral composers in the late 20th Century * Select appropriate choral literature for their choirs * Realize musical concepts that effect their choral music selections * Understand the wealth of choral literature written in the late 20th Century 	<p>Student assignments include:</p> <ul style="list-style-type: none"> * Weekly choral analysis papers * Final choral composer presentation * Analysis of new composer piece
---	---

Program-Level Outcomes Addressed: Professionalism in Teaching - Candidates will participate in group and character-building activities by working alone and with others to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth. Students will demonstrate the ability to: Research best educational practices; Discern new uses for information from a variety of course work; Reflectively discuss their teaching and ways to enhance it, Excellence in Music- Candidates will explore more deeply the culturally and historically important aspects of music, musicians, and composers throughout the world and across time. Students will demonstrate the ability to: Recognize style traits of various composers, genres, and periods; Identify major and transitional composers in a variety of styles, genres, and periods; Learn or review and apply new techniques to perform in a style appropriate to genre, style, period, and culture

Course Requirements and Assessment: Course Requirements and Assessment: Weekly assignment:

Analyze two choral pieces:

1. From that's week's choral list
2. From that's week's composer list

Final assignment:

1. On final zoom (May 4) present to class Power Point of a composer worthy but not listed on "The Greatest Generation...of Choral Music
2. Present a choral piece and recording (if possible) of a piece by that composer

Grading Breakdown: 50% Weekly Zoom Meetings
30% Weekly Analysis Papers
20% Final Project

Instructional Materials: Choral literature provided by VanderCook and J.W. Pepper

Course Bibliography: N/A

Course Calendar or Schedule: * Zoom meetings-5:00-6:15 PM Central Time

X Weekly choral analysis paper due

Final Presentation

* Wed Feb 16

X Feb 21-Weekly Choral analysis

* Wed Feb 23

X Feb 28-Weekly Choral analysis

* Thur March 3

X March 7-Weekly Choral analysis

Week of March 14-18-Spring Break-NO class

* Wed March 16

X March 21-Weekly Choral analysis

* Wed March 23

X March 28-Weekly Choral analysis

* Wed March 30

X April 4-Weekly Choral analysis

* Fri April 8

X April 11-Weekly Choral analysis

* Wed April 13

X April 18-Weekly Choral analysis

* Tue April 19

X April 25-Weekly Choral analysis

* Wed April 27

X May 2-Weekly Choral analysis

* # Wed May 4

Attendance Policy: Students are allowed to miss one weekly zoom meeting with prior communication with professor

Candidate Conduct

“An important part of VanderCook’s Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the

educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.”

- Cell Phone/Computer Policy: 214.405.2035

Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty

“Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate’s success in the program. Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.”

Plagiarism

“Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else’s work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

Disability Statement

“If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.”