

Graduate Course Number: 7811

Course Title: Beyond Singing: Blueprint for the Exceptional Choral Program\_\_\_\_\_

Days/Times of Class Meetings: Tuesdays...6:00-7:30 PM CDT

Number of Credits for the course: 3

Instructor with phone number, email address, and office hours: Stan McGill 214.405.2035 smcgill@vandercook.edu

“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 should be engaged through dialogue, written papers and weekly blog participation.

Course Description: This on-line workshop explores Beyond Singing-Blueprint for the Exceptional Choral Program, THE “how-to” book for the high school choral director. It is designed for the secondary choir director who is searching to find new solutions to old problems with their choral program. It’s the “Everything I WISH they would have taught me in college before I started to teach” workshop.

<b><u>Student Learning Outcomes</u></b>		<b><u>Outcomes Assessments</u></b>
<p><b>Student Learning Outcomes Assessments</b></p> <p><b>Outcomes</b></p> <p>Participants will discuss and evaluate:</p> <ul style="list-style-type: none"> <li>• Concert Do's and Don'ts</li> <li>• Blueprint for teaching choral literature</li> <li>• Rehearsal structure and techniques</li> <li>• Programming</li> <li>• Effective classroom management</li> <li>• Building your support system</li> <li>• Choir games, traditions, tours, and trips</li> <li>• Singing at festivals and conventions</li> <li>• Teaching sight-reading and music literacy</li> <li>• Recruitment and retention of students in your program</li> <li>• How to have a successful choir trip and still have a life</li> <li>• Grading Policies</li> <li>• Fund-Raising ideas</li> <li>• Organizing and maintaining your choral and listening libraries</li> <li>• Writing an effective choir handbook</li> <li>• Effective public relations</li> <li>• And much more as listed in textbook</li> </ul> <p>Students will be assessed by:</p> <ul style="list-style-type: none"> <li>• Weekly Papers</li> <li>• Weekly class zoom meeting participation</li> <li>• Weekly blog participation</li> <li>• Final paper</li> </ul>		<p><b>Course Requirements and Assessment</b></p> <ul style="list-style-type: none"> <li>• Weekly Chapter reading</li> <li>• Weekly Chat Session Participation:</li> </ul> <p>You are allowed 1 chat session absence without effecting grade. Each additional absence lowers grade 5 points per absence.</p> <p><b>Chat Schedule:</b> Chat sessions will be on Tuesdays from 6:00-7:30 PM Central Time:</p>

**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, Strength in Character- Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional practices and those demonstrated as effective through current research. Students will demonstrate the ability to: Discuss a variety of educational approaches; Describe why particular educational approaches are chosen for use; Choose and apply new approaches to the teaching praxis.

#### Course Requirements and Assessment: \

- Weekly Paper Due on the follow Sunday midnight following a chat session  
Any late papers are deducted 5 points per paper.
- Weekly Blog Input
- Final Paper

#### Grading Scale

A= 90-100

B=80-89

C=70-79

#### Class Projects

Students/participants will be involved in class projects, both individual and group and encouraged to participate. All projects will be practical activities, all pertaining to secondary choral teaching.

Upon successful completion of this course, students/participants will be able to use several teaching tools gathered from the book, or taken from other student/participants and instructor in the class and implement them into their daily choral music teaching. Each member will be encouraged to verbalize and demonstrate effective teaching techniques they have learned and used through their own teaching experiences.

#### Instructional Materials

A copy of Beyond Singing HL08745729 will be used as the main guideline through this course. It is the responsibility of students to purchase their own copy of this book. Students/participants are encouraged to not only bring real life teaching experiences into discussion, but prepared to exchange teaching ideas and concepts.

Grading Breakdown: Weekly Zoom Chat Participation-30%

Weekly Blog Participation-30%

Weekly Paper-30%

Final Paper-10%

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Course Bibliography: N/A

Course Calendar or Schedule: Course Calendar or Schedule (Required):

Chat Schedule:

Chat sessions will be on Tuesdays from 6:00-7:30 PM Central Daylight Time:

Note: Except July 5-NO zoom chat session...and.....INSTEAD of TUESDAY, July 12...we will meet on WEDNESDAY, July 13

Attendance Policy: Attendance Policy

This course will follow the guidelines set forth by the Vandercook Summer 2020 on line MECA unless specified by instructor above.

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: ● 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. ● Present yourself professionally, yet comfortably, for each class meeting.

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.”