Course Number 6202  Course Title The Greatest Generation...of Choral Music Course  Credits-3  Instructor’s Name Stan McGill  Semester (Summer, 2019) and Dates (June 24-July 28)  Class Meetings 8 AM-5 PM  Instructor’s Contact email and phone (if applicable) stan.mcgill1@gmail.com 214.405.2035

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

Course Description: Should match the one printed in current College Catalog or MECA Catalog

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<th>Student Learning Outcomes</th>
<th>Assessments</th>
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<td>Students will evaluate selected choral octavos</td>
<td>Daily reflections</td>
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<td>Students will learn by interacting with current choral composers</td>
<td>Final Paper</td>
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<td>Students will demonstrate sight reading skills</td>
<td>Interaction with fellow students</td>
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<td>Students will evaluate selected 20th century composers</td>
<td>Evaluation of video conferences with composers</td>
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<td>Students will interact with fellow choral music educators</td>
<td>Sight reading skills with new choral music</td>
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<td>Students will sharpen teaching techniques</td>
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Program-Level Outcomes Addressed
The outcomes that the College strives to develop in its teacher candidates were derived from the institution’s Conceptual Framework and are expressed in its core dispositions. This course addresses the following Program-Level Outcomes:

1. A high level of musicianship
2. Academic ability and diligence leading to a lifetime of learning
3. Skill in the process of teaching
4. Self-discipline and persistence
5. Interpersonal and intrapersonal skills

Course Requirements and Assessment
- Class attendance and participation-40%
- Daily reflections-40%
- Final Paper 20%

Instructional Materials
Students will daily receive packets of music they will collectively sing through, evaluate and perform. This is furnished through Vandercook from J. W. Pepper.

Calendar/Schedule of week:

8:00 AM-Class begins
  Warm up from selected student
8:15-9:45 AM-Read through selected choral literature
9:45 AM-Break
10:00-11:30 AM-Video conference with selected choral composer
11:30 AM-Evaluate conference/continue literature reading
Noon-Lunch
1:00 PM-Warm up from selected student
1:15-2:45 PM-Read through selected choral literature
2:45 PM-Break
3:00-4:30 PM-Video conference with selected choral composer
4:30 PM-Evaluate conference/continue literature reading
5:00 PM-Class concludes for the day

Attendance Policy
Class will adhere to Vandercook attendance policies.

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.

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.

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• 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.

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