

MUE 4600: CHORAL CURRICULUM AND TECHNIQUES**2-1-2**

Days/Time: TTR 9:30 – 10:45 **Classroom:** FAB 156
F 11:00 – 11:50 **Classroom:** FAB 150

Instructor: Lynn Corbin **Email:** lcorbin@valdosta.edu

Phone: 229.333.5804 **Office Room:** FAB 254 **Office Hours:** posted

CATALOG DESCRIPTION: **Prerequisite:** Grade of S in MUE 2999 and admission to teacher education. Materials and techniques of choral music instruction and curriculum in schools, including rehearsal techniques, vocal development, repertoire, administration, instructional approaches, and assessment strategies. Music or Music Education majors only.

RATIONALE: This course is designed to develop students' understanding of the components of a comprehensive choral program in schools, including rehearsal techniques, vocal development, repertoire, administration, instructional approaches, and assessment strategies.

TEXT: Readings are presented in LiveText documents . No Text is required.

COURSE LEARNING OUTCOMES: Upon successful completion of this course students will:

1. Investigate and successfully apply administrative procedures, demonstrate effective strategies of vocal pedagogy and skill in score preparation and repertoire selection. **DOM: 3, 4; COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction; VSU: 3**
2. Describe accurately the components of a quality choral music curriculum and prepare effective rehearsal plans. **DOM: 2, 3, 4, 5; COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction; VSU: 1, 2, 3**
3. Develop and implement meaningful assessment strategies. **DOM: 4; COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, IV Assessment.**
4. Correctly describe developmental capabilities of singers at different stages. **DOM: 2, 4, 5; COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction; VSU: 3.**

DEPARTMENT OF MUSIC - EDUCATIONAL OUTCOMES: Students will:

1. Teach music at various levels to different age groups and in a variety of classroom and ensemble settings through guided experiences, including student teaching and field experience. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their learning, III Learning environments, IV Assessment, V Planning and Instruction, VI Professionalism; VSU 3**

2. Apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning: VSU 2, 3
3. Demonstrate skills in and functional knowledge of conducting; rehearsing; and wind, string, and percussion instruments, or voice performance. COE-CFS III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism; VSU 2, 3
4. Apply assessment and evaluation strategies in lesson and rehearsal planning and implementation. COE-CFS: II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism.
6. Meet all the standards set forth by the National Association of Schools of Music (NASM) for the professional degree in music education.
7. Meet all standards set forth by the Georgia Professional Standards Commission and by the Valdosta State University Dewar College of Education for initial teachers.

VSU Core Curriculum Outcomes addressed

AREA A1:

- Students will communicate effectively in writing by using appropriate conventions of correctness, style, tone, and organization and by adapting writing to audience and context.
- Students will find, evaluate, and make inferences from a variety of sources and incorporate this information accurately, correctly, and effectively into their written work.

AREA E:

- Students will demonstrate knowledge of diversity in individual and social behavior, the structure and processes of the United States government, and the importance of historical changes over time.

LEARNING GOAL 1: US PERSPECTIVES

Students will demonstrate an understanding of the United States and its cultural, economic, political, and social development.

LEARNING GOAL 3: CRITICAL THINKING

Students will identify, evaluate, and apply appropriate models, concepts, or principles to issues, and they will produce viable solutions or make relevant inferences.

College of Education Valdosta State University Conceptual Framework: Guiding Principles

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM**: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING**: Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS**: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT**: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION**: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM**: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

9 sets of questions related to assigned readings. All readings are in LiveText.

1 LiveText assignment on vocal warm-up development

Lab Ensemble rehearsals (depends on schedule and enrollment)

VECA Chorus rehearsals (depends on schedule and enrollment)

5 hours non-VECA school observations at high school and/or elementary level

EVALUATION: will be based on oral and written assignments, sample lesson presentations, and contributions to class activities and discussion. Attendance is required in keeping with University, College and Department policy.

Evaluation Criteria and Procedures:

Grading Scale Grades for this course will be based on the following percentages:

90-100%	A
80-89%	B
72-79%	C
65-71%	D*
Below 65%	Failing*

*Students must receive C or better in this class to qualify for teacher certification or graduate.

Grades for this course will be based on student accomplishment in the following categories:

Question Sets/Readings	12 points each
Microteaching/Lab Ensemble	24 points each
Lab Ensemble Self-evaluations	16 points each
Observation reports	5 points
Class participation	30 points
VECA rehearsals	24 points each

Description of Assignments/Categories

Note the coded COE Conceptual Framework Standards listed following each requirement. Consult the key to find out how each assignment relates to the Principles, Knowledge, Dispositions, and Performances demonstrated by effective classroom teachers.

1. Question Sets/Readings. For each assigned reading there will be a set of 5-8 questions that you will answer and submit electronically to the instructor by the beginning of class on the due date as indicated. These questions are intended to focus your reading and allow you to participate meaningfully in class. Your written submissions will be evaluated for content, accuracy, AND grammar, punctuation, spelling, etc. Responses should be in complete sentences/paragraphs and reflect some degree of thought. Responses that are submitted with significant writing errors may be rewritten/corrected and resubmitted for full credit within 2 days of the instructor's response to you. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV, Assessment, V Planning and Instruction, VI Professionalism** 12 points possible per Question Set

2. Rehearsal Presentations. Develop and present effective performance group rehearsals (Lab Ensemble and VECA). You must present a typed lesson plan for each presentation in the format provided including appropriate GPS. These will be submitted to the appropriate assignment in LiveText. Spelling, grammar and other writing elements will be part of your grade. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV, Assessment, V Planning and Instruction, VI Professionalism**
3. Self Evaluations. Each of your rehearsal presentations will be videotaped. These will be sent to you electronically. You will submit a self-evaluation of each session using the rubric provided in LiveText. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV, Assessment, V Planning and Instruction, VI Professionalism** (16 each – 80 total)
4. Observations and reports. You will observe 5 hours of choral rehearsals in schools. These should be at elementary and high school and must fulfill each of the following five grade-level categories: PK-K, 1-3, 4-5, and 9-12. You may observe the same teacher more than once and observe several consecutive classes to accumulate your 5 hours. Most of the elementary schools in the area have select choirs and some of the middle and high schools do as well. You may wish to observe your local choral/vocal teachers during Thanksgiving and or fall breaks. All reports will be submitted electronically in LiveText. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism**
5. Class participation. Because students are being prepared to accept professional duties and responsibilities, meaningful participation and attendance are viewed as crucial to success. You cannot receive points for attending class if you are not actually present. If you miss class, you will be held responsible for all content that was discussed and presented on those days. If you miss class on a day when presentations (yours or those of others) are scheduled, your grade for that particular presentation may be lowered. If you miss class under any circumstances without informing the instructor PRIOR to the absence, you may be penalized. Frequent absences and/or lack of meaningful participation in class will be interpreted as a lack of commitment to the profession. You are encouraged to come to class regardless of whether you might be tardy – being there for part is better than not at all. The university requires that any student who misses more than 20% of a class be subject to receiving a failing grade in the course. You will receive 1 point for each class attended and for appropriate participation in those classes. **COE-CFS: VI Professionalism**
6. Vocal Exercise for Lab Ensemble. Using your lab ensemble piece, identify one vocal issue/problem that they are exhibiting and create a vocal exercise/warm-up to address it. You may use notation (paste it in) or shorthand 1-54321 do sol fa mi re do, etc., and half 8 8 8 8 half etc. You will be expected to model the proper production addressed by the vocal exercise for the ensemble.

7. Final Exam. The final exam will occur as scheduled by the registrar. **COE-CFP: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism**

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Plagiarism is copying directly the work of someone else and passing it off as your own. This is a serious offense and one for which you may be severely punished

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.