

A&M-Commerce
Choral Methods
MUS 410-001
Fall 2024 Syllabus
MWF 2:00-2:50
Music Building 105

Instructor

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Office hours: hours by appointment and MWF 4:00-5:00, Thursday 9:00-10:00

School of Music Mission Statement

The Music Department of Texas A&M University-Commerce promotes excellence in music through the rigorous study of music history, literature, theory, composition, pedagogy, and the preparation of music performance in applied study and ensembles to meet the highest standards of aesthetic expression.

Course Purpose

Intended for the undergraduate choral conductor/teacher, this course is directed towards developing a working knowledge of teaching strategies determined to be necessary for successful teaching on the secondary level.

Student Learning Outcomes

Upon successful completion of History and Organization of Choral Music MUS 410 the student will be able to:

1. Conduct an ensemble rehearsal that includes warm-ups, sight-reading and the rehearsal of choral music.
2. Design a comprehensive choral music curriculum plan for a middle school or high school choral program that specifically includes when each of the TEKS four music strands (perception, creative expression/performance, historical and cultural heritage and critical evaluation) will be incorporated into the curriculum, how mastery of each musical strand will be measured, and the choose of appropriate literature to be used to teach of the musical strands. The curriculum plan will also include when and how TMEA and UIL events will be integrated into the school year and how these events support the teaching goals found in the TEKS four music strands.
3. Discuss, based on four teaching observations, what they observed in choral rehearsal observations that made each of the rehearsals and lessons successful.
4. Discuss the aspects of being a choral music educator that are related to successfully managing a secondary choral music program.

Materials

Syllabus

Suggested Readings

- Phillips, Mary Jane. *Making Sight-Reading Fun*. Hal Leonard. 2016.
- Freer, Patrick K. *Tips: The First Weeks of Middle School Chorus*. Rowman & Littlefield Publishers, Inc, 2009
- Fay, Jim. *Love and Logic Schoolwide Discipline Plan Without the Loopholes*. Love and Logic Press, 2005.
- Sieck, Stephen. *Teaching with Respect*. Hal Leonard.
- Brinson, Barbara A. and Steven M. Demorest. *Choral Music Methods and Materials*, 2nd edition. Schirmer, 2014.
- McGill, Stan and Elizabeth Volk. *Beyond Singing*. Hal Leonard, 2007.

Required Memberships

All students enrolled in MUS 410 must be an active member of TMEA and ACDA. Membership forms may be accessed online. It is also expected of MUS 410 students to be an active participant in the TAMUC ACDA student chapter.

Class Policies

Attendance is imperative to success in the class. This course will be the basis of your teaching and every topic covered will be imperative to you teaching. If you miss one class you will be behind and will have missed out on important information. If you must miss a class, it is our responsibility to get the assignments and any other missed information from your colleagues.

Assignments

1. Assignments have been designed to be of use to the student during his/her first years of teaching. Therefore, these assignments should be done with thoughtful and insightful intelligence.
2. Teaching Lab Assignments- a peer teaching lab will be held each Friday during the class time. These assignments have been designed to begin to equip the beginning conductor/teacher with the needed skills for success in the classroom. Therefore the assignments should be done with thoughtful and insightful intelligence.
3. Choral Resource File- All assignments, lesson plans, reading journal, class notes, school visit notes, handouts and appropriate brochures (such as music publisher and distributor publications, fundraising co. brochures, travel co. brochures, festival competition brochures, uniform catalogs, equipment catalogs) should be organized and presented for grading at the end of the term. You may organize and present this material in any manner you deem appropriate and useful, digital or hard copy.
4. Reading Take Home Quizzes- A take home assignment will be made with each reading assignment. It must be turned in the same day the reading assignment is due. These quizzes are designed to help ensure that the student is getting the most important material from the reading assignments and to ensure that the student is able to participate in the class discussion with a reasonable amount of knowledge on the subject.
5. School Visits- Visits to area middle schools and high schools will be scheduled. If you are unable to attend one of the scheduled group school visits, you must find another time to visit the assigned school to make up for the missed visit. After each school visit the student should turn in detailed notes on teaching strategies, classroom management etc... that were observed during the class. Make note of how the conductor structured the rehearsal including how much time was spent on each section (announcements or starting of class. Warm-ups, literature rehearsed, sight-reading, sectionals, etc....) Make note of teaching, time-management and discipline techniques used within the rehearsal and

responsiveness of the students within the rehearsal. These notes should be included in your resource file.

6. Final Exam- Your final exam will be a mock interview scheduled during the regular exam time. This exam will be pass/fail. If you attend, present yourself in a professional manner and answer questions posed to you in an educated, intelligent manner you will pass.

Class Assignments and Grade Distribution

- **Reading Take Home Quizzes-** A Take Home Quiz will be given the class before the reading assignment is due. The quiz must be emailed to the professor prior to class the day the reading assignment is due. 100 pts
- **Resource File-** 100 pts This file should include at a minimum the following materials:
 - All Projects
 - All Reading Take Home Quizzes
 - Notes on School Visits
 - Class Notes
 - At least one brochure or website link for the following resources:
 - Uniforms
 - Fundraisers
 - Festivals
 - Trips
 - Risers
 - T-shirts
 - Choir pictures/composites
- **Curriculum Project** - 300 pts
- **Lab Teaching** (50 pts. each)
- **Final Exam Mock Interview** 50 pts
- **Music Ed Philosophical Statement-** This statement should reflect an understanding of the material present in the Brinson book chapter one.
- **Fictional Teaching Scenario-** Choose a real MS, JH or HS, and create what choirs and classes you teach, how many students in each choir, where the school is located, what kind of feeder program feeds the school, the musical competency level of your students etc... You will use this fictional situation as your basis for other assignments.
- **Choir Handbook-** create a handbook of information for your fictional teaching scenario. The handbook should include items such as a calendar, student expectations, discipline procedures, expenses for choir events, officers (parent and student) information card for students, signature form for parents etc...
- **Concert Literature-** Choose literature for one of the choirs from your fictional teaching scenario for UIL C/SR. Choose more pieces than you need and I will make suggestions to narrow your selections down to three. You do not need to choose music from the PML, just music that would work well for a UIL C/SR. Think about the order you would perform the three pieces during the performance. You may get with Taylor B. and use our library and/or use music from your personal choral file.
- **Formal Lesson Plan-** Using the formal lesson plan model, write a lesson plan for the UIL unit using the literature from the written project "concert literature." Be sure and include TEKS and TSW statements.

- **Concert Program-** Type a program for the concert for which you chose literature. Include at a minimum the following:
 - Students' names
 - Choirs
 - Literature performing- include the composer's first and last name and dates
 - Include any translations for pieces in a foreign language
 - Other performer's names (Accompanist, yourself etc...)
 - Concert etiquette information
- **Theory Handout-** create a theory handout for your fictional teaching scenario. Due
- **Audition Form-** create a student audition form to be used at your fictional teaching scenario.

Curriculum Project Instructions

Part One- Yearly Plan

- Plan Units for the entire school year for one choir in your program from your fictional teaching scenario.
- Each unit should be planned around a concert (Fall, Winter, UIL and Spring etc...).
- Plan out when Music TEKS (appropriate for level of choir) will be taught for entire school year for the choir chosen above.
- Teaching and Testing- when and what (Music TEKS, Sight-reading, part test, theory, history etc...)
- List types of business that will need to be taken care of during each unit. Use the real TMEA region and UIL calendar for your real school.
 - Fundraising
 - Pass out and collect uniforms
 - Auditions
 - Trips
 - Festivals
 - Field trips
 - Parties
 - Homecoming decorating
 - School testing
 - TMEA audition dates
 - UIL S/ and C/SR
 - Etc...

Part two- Unit Plan

- Plan in detail the UIL unit.
- Use the literature chosen for the UIL literature assignment. You will choose music for all choirs in your teaching scenario, but you will only need the music for the actual choir that you chose music for.
- Create a scope and sequence plan for this unit for this choir. This level should include the TEKS and TSW statements for each TEK taught during this unit. This unit will take place over 6-8 weeks. Plan what activities will take place during each week of the unit.
- Plan how each TSW statement will be assessed. (sigh-reading test, theory test, history test, singing test... and if the assessment will be informal and formal).
- Business that will need to be taken care of during this unit.

- Create a list of resources that will need to be created to teach this unit. (tests, music [for one choir only], recordings, handouts etc...)
- Create a concert program for this unit. This should be the Concert Program you have already done from the assignment above. Include all the choirs in your teaching scenario and music from the PML for each choir.
- Create a post-concert student assignment.

Part Three- Lesson Plans

- Using the above scope and sequence, write five days of formal lesson plans from the UIL unit.
- This is the most specific part of the project. More planning is better. Plan as detailed lessons as possible. Each lesson plan should contain TEKS, TSW and assessments for each TSW statement.
- Produce any materials needed to teach the week of lessons. Have copies of the music, create handouts and test or quizzes, get any recordings needed, plan any lectures to be given etc...

Technology Requirements LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

Access and Navigation

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Communication and Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

The instructor will provide timely feedback on assignments and email questions.

Course and University Procedures/Policies

Course Specific Procedures/Policies

Attendance is imperative to success in the class. This course will be the basis of your teaching and every topic covered will be imperative to your teaching. If you miss one class you will be behind and will have missed important information. It is up to the student to get missed work and materials from his/her peers. If you miss class when assigned to conduct, you will not be allowed to make up the missed conducting assignment and your grade will be affected. Your attendance is also important to your peers. Often you will be conducting each other. If you are not in class to sing for your classmates, their experience is diminished. If absenteeism becomes an issue, you will be asked to drop the class.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

A&M-Commerce Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>
[Graduate Student Academic Dishonesty 13.99.99.R0.10](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun.

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer

Web url: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel