MEMT 231: CHORAL CLINIC
MWF 11:00-11:50 A.M.

INSTRUCTORS: James F. Daugherty (email: jdaugher@ku.edu) Sarah Cosgrove (email: skc2005@ku.edu)
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Office Hrs: MW 11:50 a.m.-1:00 p.m., T/TR 11 a.m. - Noon
or by appointment

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Course Calendar & Web pages: http://people.ku.edu/~jdaugher
For protected materials: Username = dinky  Password = dinky
Be sure to check the web site regularly for assignments, scheduling, and other important information.

COURSE PURPOSE: This course serves a dual purpose in the music education and music therapy curricula. As part of a three-course sequence that includes MEMT 117, 231, 331, it provides opportunity for you to develop and refine (a) your own singing skills, (b) your skills in helping others learn to sing, (c) your knowledge of choral repertoire and score study, and (d) your knowledge of the pedagogy of group or choral sound. As part of a two-course conducing sequence that includes MEMT 246 and 331, it provides opportunity for you to refine your conducting and rehearsing skills. This course also serves as a foundation for some skills continued at a more advanced level in MEMT 450 (Choral Methods).

Teacher education standards and objectives met by this course are permanently posted on the MEMT web site: http://www.ku.edu/~memt/courseobjectives.html#memt231

COURSE OBJECTIVES: 1. Regular participation in a laboratory choral ensemble.
2. Demonstrate basic knowledge of vocal production, voice anatomy, and voice health in ways that can be shared with students or clients.
3. Demonstrate ability to structure and successfully lead a sequenced choral warm up.
4. Demonstrate competency with Curwen hand signs by singing and signing four scales: major, pure minor, harmonic minor, melodic minor.
5. Explore age/period specific choral literature.
6. Learn basic choral conducting and rehearsal techniques by observing
and reflecting upon demonstrations by MEMT 331 students, and conduct a brief rehearsal by semester’s end.

7. Completion of a mini-project that focuses upon a specific area of interest relating topics and materials of this course to some music education or music therapy setting.

8. Participate in a mentored learning experience with a MEMT 331 student conductor.

9. Gain a working knowledge of professional associations such as ACDA, MENC, MTSA, etc.

10. Gain a working acquaintance with computer technology in enhancing the goals and objectives of the course.

REQUIRED MATERIALS:
Blank VHS-C (Daugherty) or VHS (Cosgrove) videotape for recording your conducting and warm up experiences throughout the course.

Internet Access.

INSTRUCTIONAL METHODS:
This class is a laboratory music performance (singing, conducting, rehearsal leadership) clinic. The laboratory experience will be supplemented by demonstrations, lectures, internet assignments, and discussion.

COURSE REQUIREMENTS:

1. MEMT 231 students will conduct and sing in the class ensemble. All students are expected to “give good class,” i.e., engage whole-heartedly in the ensemble, treat student conductors with respect, and offer constructive, positively phrased comments to peers. This class will be a safe, supportive environment in which to grow, and in which to refine skills.

2. Post a brief self-introduction on the course web site prior to the second class meeting.

3. During the semester, complete, as scheduled on the course calendar, five web modules: (a) Voice Health/Voice Care; (b) History of Choral Conducting; (c) Renaissance and Baroque choral literature and practices; (d) Classical and Romantic choral literature and practices; (e) Twentieth Century and Multicultural choral literature and practices. Web modules must be completed prior to class on the day due.

4. Lead a sequenced choral warm up in class (videotaped).

5. Submit via email a self evaluation/review of your warm up by the time announced. Use the Warm Up Evaluation Form on the class web site.

6. Demonstrate mastery of Curwen hand signs.

7. Meet with your 331 student mentor.

8. Conduct in class when scheduled (videotaped).

9. Submit via email a self-evaluation/review of your conducting by the time announced. Use the Conducting Evaluation Form on the class web site.

10. Complete an individual mini-project proposal and complete the project itself by the dates due. The mini-project is explained in more detail on the hyperlink from the course calendar.

11. Attend during the semester one professional meeting (CMENC, ACDA, MTSA, etc.).

12. Participate in the class research project, if there is one.
13. Turn in Final Grade Checklist. Criteria for your final course grade are on this checklist.

COURSE CALENDAR: Found online at the class web site. Consult it frequently.

ATTENDANCE POLICY: Students may have only three absences for any reason (including illness, school sponsored activity, personal days) during this course. No documentation is required. For the fourth and each succeeding absence, the final course grade will be lowered by one letter for each absence. Highly unusual/exceptional circumstances will be decided on a case by case basis.

If a student finds she or he must be absent on a day he or she is scheduled to present/conduct before the class, notification prior to the class meeting is required (this may be accomplished by emailing the instructor) AND the student is expected to arrange to trade conducting or presentation times with another student so that the class schedule is not adversely affected.

This attendance policy seeks to balance the laboratory-ensemble nature of the course (we learn by doing, and we can't learn if you are not present) with the recognition that class members are pre-professionals in music education and music therapy and can handle necessary absences according to the expectations typically encountered in a professional employment situation.

NOTE: The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do as soon as possible. Please also see the instructor privately in regard to this course.

MEMT 231 assignments before the upcoming Wed. class meeting: Post to the web site a personal introduction. Complete the Voice Health/Voice Care web module.

EVALUATION/GRADING. This is a competency-based course. By fulfilling all requirements listed on the Grade Checklist (attached to this syllabus and also available on the course web site) in a competent and timely fashion, students receive a grade of A. Competency is determined by the instructor, according to the requirements detailed in this syllabus. “Timely” refers to turning in materials on time and attempting competencies as scheduled on the course calendar. Should a student have difficulty in demonstrating a particular competency, there will be no grading penalty in terms of the final course grade as long as (a) a first, good-faith effort to pass a particular competency is made on time and (b) the task is re-done so as to meet competency in a reasonable amount of time. N.B. We want you to succeed. Do not, however, take advantage of this stance by being habitually unprepared.

There will be no written tests or examinations.

No final grade will be awarded without turning in a completed Grade Checklist.

No passing grade will be given students who fail to demonstrate any of the expected competencies.

No grades of Incomplete will be given in this course.

Can every student potentially earn a final grade of A in this course? Sure. Why not?