MEMT 450: Teaching Choral Music  
FALL 2006  
MWF 2:30-3:20 p.m.

PROFESSOR: James F. Daugherty  
Office: 448 Murphy  
Office Hours: MW 11:50 a.m. – 1 p.m., or by appointment  
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COURSE WEB SITE: http://people.ku.edu/~jdaugher

REQUIRED TEXTBOOKS:


Other required reading will be placed either on the course website, distributed in class, or placed on library reserve.

TEACHER EDUCATION STANDARDS met by this course and its counterpart (MEMT 450: Teaching Instrumental Music) are permanently posted on the MEMT web site: http://www2.ku.edu/~memt/courseobjectives.html#memt450.  
These standards are addressed jointly by the MEMT 450 course as a whole (i.e., inclusive of its choral and instrumental sections). Not every standard is necessarily addressed separately by each course section, because a few matters covered either in the instrumental or choral methods sections transfer readily to the other section. Instructors of both course sections, however, have planned so that each standard is fully addressed at some point in this course as a whole.

PURPOSES OF MEMT 450: CHORAL METHODS

This course section is organized around 20 Questions that every teacher of choral music K-12 should be able both to answer and demonstrate competency in addressing. These questions are attached to this syllabus.
REQUIRED CONCURRENT ENROLLMENT
All MEMT 450 students must be concurrently enrolled in MEMT 496 Field Experience. After enrolling, see Dr. George Duerksen for further details. The School of Education has advised us that students who have not filed requests (online) for placement by Sept. 1, 2006, will not be allowed to do so thereafter.

COURSE CALENDAR
A Course Calendar with Assignments is on the course web site. A calendar for the first two weeks accompanies this syllabus. Reading assignments must be completed prior to the class session for which they are listed. The instructor reserves the right to schedule unannounced pop quizzes on the readings.

ATTENDANCE POLICY
Miss no more than two (2) classes for any reason. Failure to complete this requirement will result in lowering of the final grade one +/- increment for each transgression.

COURSE REQUIREMENTS AND GRADING:
All assignments must be completed and turned in on, or before, the due dates in order to receive credit. No assignments will be accepted late. All assignments must be typed unless otherwise specified.

1. Student Handbook – A complete electronic student handbook ready for students in a choral OR instrumental music program. Choral handbooks should be submitted to Dr. Daugherty. Instrumental handbooks should be submitted to Dr. Circle.
2. Complete Take Home Choral Music Case-Studies Test I (open book and open notes). Some class projects or modules may also be counted as part of this test.
3. Complete the Choir Online project, a curriculum project incorporating electronic learning.
4. Construct a complete, usable, and practical Choral Methods Resource Book that you can keep, refine, and refer to during your first years of teaching. Requirements for the Resource Book are included with this syllabus.
5. Complete Take Home Choral Music Case-Studies Test II (open book and open notes). Some required class projects or modules may also be counted as part of this test.

CRITERIA FOR FINAL COURSE GRADE
Students receive one final course grade for MEMT 450 as a whole.
A = 90-100 points
B = 80 – 89 points
C = 70 – 79 points
D = 60 – 69 points
Plus or minus grades may be given at the instructor’s discretion. I (Incomplete) is not given in this course.
ADDITIONAL TOPIC SEMINARS:
At the request of the class, additional meetings may be held to discuss important topics of interest and concern. These special topics seminars will be scheduled at your convenience. Attendance is optional.

PROFESSIONAL ORGANIZATIONS
Student membership in the KU Collegiate Chapters of both the National Association for Music Education –MENC and the American Choral Directors Association is strongly encouraged.

The staff of Services for Students with Disabilities (SSD), 135 Strong Hall, 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 so as soon as possible. Please also see Dr. Daugherty privately in this regard.
TWENTY QUESTIONS

1. How can I think critically about choral pedagogy, in order to develop and continually refine a philosophical stance that can (a) sustain and inform me in my teaching career, and (b) contribute to the advancement of the profession?

2. What do I need to know about how human voices are “made and played,” in order to knowledgeably teach students of all ages and abilities how to (a) sing alone and (b) with others, and how to achieve and maintain optimally efficient habits of vocal production?

3. How do I diagnose and correct vocal inefficiencies exhibited by my students?

4. How do I audition and classify voices?

5. What do I do when students cannot match pitch or are otherwise insecure singers?

6. How can a working knowledge of IPA (International Phonetic Alphabet) help me teach choral diction effectively?

7. Where do I find age-appropriate choral literature, and how do I select, order, and study it?

8. How do I program a choir concert?

9. How do I recruit and retain students in my choral program?

10. How do I include students with various physical and learning disabilities in my choirs?

11. How can I meaningfully incorporate the National Standards into my choral program, using both instructive and constructive approaches?

12. How, in choral contexts, do I assess and evaluate student learning, and how do I equip students to assess their own learning and that of the choir as a whole?

13. How do I produce a choir handbook, what needs to be in it, and why is it important for me to do so?

14. How can I structure choir rehearsals for optimal learning, efficiency, and productivity?

15. What resources do I need to know about, in order to plan (a) a school musical, (b) a madrigal dinner, (c) a choir trip?

16. How do I administer a choir program in terms of (a) budget, (b) keeping organized, (c) public relations, (d) fundraising?

17. How do I take a proactive stance toward discipline and behavior management in choir contexts?

18. How do I teach choral sight-singing?

19. How do I teach choral improvisation?

20. How do I conduct myself as a choral music professional?
CHORAL METHODS RESOURCE BOOK

This resource book, most likely assembled in 3 ring binders, should be organized according to the Twenty Questions (plus others that you may have) of this course. Each question should be given its own section of the notebook, demarcated by cardboard separators or other devices. Include in each section: (a) all handouts and from the class relevant to that question, (b) your notes from the required readings relevant to that question, (c) Xeroxed small portions of the required texts of this course, that you think particularly helpful to that question, (d) all articles read that pertain to that question, (e) ideas or techniques garnered in class discussion or from your colleagues or cooperating teachers that pertain to that question.

In addition:

A. Your resource book should include a separate “Reflections” section. Such reflections must contain your thoughtful engagement with the work of the class after each class period. For each class period, briefly answer/reflect upon the following:

1. “Aha!” – I did not know that
2. Transfer – This material/these concepts remind me of….
3. Application – I can use these particular concepts or techniques (name them) from this session in…
4. “Huh?” – I am not sure about… I remain unclear about…

Bulleted or enumerated writing is fine, as long as your meaning is clear and it evidences thoughtful engagement with the discussions, readings, and activities of each class period.

B. Your resource book should contain sections devoted to: (a) warm-up and choir-building exercises/ideas, (b) a beginning collection of rounds and partner songs that you can use with various age groups, and (c) some ideas for “Name that tune” or creative sight-singing exercises.