

## UMBC UGC New Course Request: MUSC 142 Teaching High School Choral Singing

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Proposed Effective Date:

Fall 2021

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### COURSE INFORMATION:

Course Number(s)	MUSC 142
Formal Title	Teaching High School Choral Singing
Transcript Title (≤30c)	Teach High School Choral
Recommended Course Preparation	N/A
Prerequisite <b>NOTE:</b> Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	You must be admitted into the following Music Milestone: Choral Music Education
# of Credits Must adhere to the <a href="#">UMBC Credit Hour Policy</a>	1 credit
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	1.0 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

### PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course provides an introduction to choral teaching for high school aged youth. Students will learn culturally relevant approaches to building music literacy skills through performing, responding, creating, and connecting in the choral classroom. Students gain foundational skills in integrating musical, social-emotional, and social justice learning goals in developmentally appropriate choral lessons for high school students. Students will enroll in PRAC 096 and participate in a school-based service learning practicum.

## **RATIONALE FOR NEW COURSE:**

### **a) Why is there a need for this course at this time?**

Choral Music Education students are currently required to take MUSC 261 (Teaching Choral Singing), which introduces choral pedagogy. The 3-credit class includes one part of class where students learn teaching strategies with the course instructor and an on-campus practicum component where choral music education students work with beginner university student novice singers. Instead of MUSC 261, we propose the class be split into three 1-credit 100-level classes, with each course focusing on choral students within different school levels—elementary, middle, and high school. The human voice and young people's cognitive and social capacities are at different developmental stages when students are in these differing school levels; developmentally-appropriate pedagogical approaches need to be tied to real-world applications. PRAC 096 will be added to each of these courses; students will complete a service learning project in a school music program at the correlating school level. Spreading the content out over multiple semesters will enable students to successfully internalize the material and allow them to apply their learning during a full semester at each school level.

### **b) How often is the course likely to be taught?**

This course will be offered every other year.

### **c) How does this course fit into your department's curriculum?**

This course will be taken in students' freshman or sophomore year and will introduce students to teaching choral music at the High School level.

### **d) What primary student population will the course serve?**

The course will serve undergraduate students majoring in choral music education.

### **e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?**

This course will be at the 100 level due to being a 1 credit introductory course.

### **f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).**

Students need to be accepted as a Choral Music Education major, which requires an audition, to ensure they have sufficient background knowledge for the course.

### **g) Explain the reasoning behind the P/F or regular grading method.**

Since this course will be required for our music education majors, students have to achieve a "C" or above to fulfill their degree requirements. Therefore, the regular grading method is needed.

### **h) Provide a justification for the repeatability of the course.**

This course is not repeatable for credit as the material will remain the same from year to year.

## **ATTACH COURSE SYLLABUS (mandatory):**

## **Teaching High School Choral Singing MUSC 142**

### **COURSE DESCRIPTION:**

This course provides an introduction to choral teaching for high school aged youth. Students will learn culturally relevant approaches to building music literacy skills through performing, responding, creating, and connecting in the choral classroom. Students gain foundational skills in integrating musical, social-emotional, and social justice learning goals in developmentally appropriate choral lessons for high school students. Students will enroll in PRAC 096 and participate in a school-based service learning practicum.

### **STUDENT LEARNING OUTCOMES:**

As a result of this course you will be able to:

- Demonstrate the ability to develop and teach lessons, including culturally relevant approaches, that support high school students in learning fundamental musical and vocal concepts through the framework of the National Standards—Create, Perform, Respond, and Connect
- Select poems / lyrics and choral settings in diverse genres, styles, and traditions and teach them to analyze, interpret, and make connections with song texts in ways appropriate for high school students
- Integrate musical, social-emotional, and social justice learning goals in developmentally appropriate choral lessons

### **GRADE BREAKDOWN**

Attendance- 15% (participation and preparation expected); 1 point per class including final

Teaching Assessment I- 10%

Teaching Assessment II- 10%

Teaching Assessment III- 15%

Teaching Assessment IV- 20%

PRAC 096 Participation & Final Reflection- 30%

Students must complete all course assignments in order to complete the class.

### **ASSIGNMENTS**

#### **Teaching Assessments I–IV**

For each in class practicum, students will need to 1) write a lesson plan--which will require increasing detail as the semester unfolds (30%), 2) record themselves teaching all or part of their lesson to their peers in class (30%), 3) reflect on the lesson (40%)--evaluating the strengths and areas for improvement exhibited in their teaching and the implications to their future teaching (both in the class and beyond); students are encouraged to make connections with their practicum experience.

Additionally, instructor and peer evaluation will be part of each practicum; this structure serves to model ways that peer evaluation and collaboration can be used in choral classrooms to enhance and deepen learning for all students and assist the teacher in assessing student understanding.

## SCHEDULE OVERVIEW

Each number corresponds to a week of the course

1. Introduction and syllabus. Understanding the musical motivations and needs of high school-aged children. Introduction to Creating, Performing, Responding, and Connecting in the high school choral classroom.
2. Selecting poems / lyrics and choral settings in diverse genres, musical textures, styles, and traditions appropriate to the age group.  
*HW: students identify and select two songs that reflect the discussed criteria to teach during the semester*
3. Rehearsing choral literature using counting systems or simple conducting patterns to foster accurate rhythm
4. Rehearsing choral literature using *solfa* syllables\* and knowledge of key signatures to promote stronger ears and better reading. How to mark scores. [\* movable “do” in major and movable “do” minor keys]
5. **Teaching Assessment I:** Students design a 5-minute lesson plan to practice using counting numbers, simple conducting patterns, and *solfa* syllables in the learning process.
6. Rehearsing choral literature using various neutral syllables [coupled vowel and consonant combinations] to nurture the articulation and style appropriate for the literature studied.
7. Rehearsing choral literature using *staccato vowel* singing to develop ensemble precision.
8. **Teaching Assessment II:** Students design a 5-minute lesson plan to practice using neutral syllables and *staccato vowel* singing in rehearsals.
9. Strategies to help singers analyze, interpret, and make connections to the meaning of the literature’s poetry / lyrics
10. Methods to help singers demonstrate understanding of the cultural / historical significance of the literature they are studying, including through responding, interpreting, and performing
11. **Teaching Assessment III:** Students design 5-minute lesson plans to practice teaching students to interpret, evaluate, and make connections to the poetry and cultural significance of the literature they are performing in public
12. Creating choral warm-up exercises and musicianship skill-building activities to best engage the mind, warm up the voice, and highlight musical concepts to be taught in the literature
13. Methods to construct an efficient and aesthetically pleasing 45-minute choral rehearsal
14. Creating in the choral classroom - Introduction to imagining, planning, making, evaluating, refining and presenting.

**Final Part 1--Teaching Assessment IV:** Students write three sequential 45-minute rehearsal plans incorporating the rehearsal strategies and literature objectives discussed in the course, teach a 10-15 -minute portion of one of the three lesson plans submitted, and write a reflection on planning and teaching their lesson.

**Final Part 2- Reflection:** Students will draw on their field notes from their in school practicum experience and write a 1000+ word reflection on what they learned during the semester and the implications for their future work as an educator. ([rubric](#))

## COURSE POLICIES:

### Academic Integrity

Academic integrity is an important value at UMBC. By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC’s scholarly community in which everyone’s academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal.

### Undergraduate Honor Statement

I hereby assume the responsibilities of an engaged member in a scholarly and civic community in which academic work and behavior are held to the highest standards of honesty. It is my active participation that affirms these principles and gives them true meaning as well as value in my education. I realize that by committing acts of dishonesty I hurt myself and place an indelible mark on the reputation of UMBC. Therefore, I will not cheat, fabricate materials, plagiarize, or help another to undertake such acts of academic dishonesty, nor will I protect those who engage in acts of academic dishonesty.

### **Student Disability Services**

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADAAMA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow students to have equal access and inclusion in all courses, programs, and activities at the University.

If you have a documented disability and need to request academic accommodations, please refer to the SDS website at [sds.umbc.edu](http://sds.umbc.edu) for registration information and to begin the process, or alternatively you may visit the SDS office in the Math/Psychology Building, Room 212. For questions or concerns, you may contact us through email at [disAbility@umbc.edu](mailto:disAbility@umbc.edu) or phone (410) 455-2459.

If you require accommodations for this class, make an appointment to meet with me to discuss your SDS-approved accommodations.

### **Attendance Policy**

Regular attendance is a requirement of the course. If missing a class is absolutely unavoidable, please email or text me in advance to make arrangements.

### **Late Work Policy**

With the exception of emergency situations that will be handled on a case-by-case basis, the late work policy is as follows:

- Assignments are due by 11:59 pm on the day before the class in which the assignment is due.
- You have until 7:00 am the morning after an assignment is due to submit for full credit.
- For the next 24 hours, you may still turn in the assignment, but at a 10% penalty.
- Once the grace period for full credit and the grace period for reduced credit have both passed, the assignment will incur a 50% penalty. If you have an extenuating circumstance, please let me know.

### **Sexual Violence and Discrimination**

I, along with the rest of the UMBC Community, reject sexual violence and discrimination in all of its forms. There is no place for inappropriate behavior in this class, and violators will be held accountable to the fullest extent of the university's policies and regulations.

If you feel that that you have been a victim of sexual violence and/or discrimination, my door is always open to listen. I am here to be a bridge to resources that can help you. Please know, however, that as a "responsible employee" of the university, I am required to report any instances of sexual violence and/or discrimination to the Title IX office.

*The instructor reserves the right to modify and/or change this syllabus as needed during the course.*

**UMBC Methods Course PRAC 096**  
**Music Education Service-Learning Practicum**

The Music Education Service Learning Practicum, which operates in conjunction with UMBC's Shriver Center, gives UMBC music education students a service learning opportunity while providing them vital experience working with students in a wide range of musical settings. The goal is for UMBC music education students to develop fundamental teaching skills, gain insight into realities of K-12 teaching, make connections with UMBC coursework, promote reflective teaching skills, foster a value for service and volunteerism, engage with social justice issues, and acquire classroom experience that will make students more competitive in the job market.

**Schedule:**

Students will visit a music education site with the class 8 times for sessions that are approximately 2 hours. Students will participate in one period of a K-12 class, and then meet afterwards with their UMBC classmates and a UMBC faculty member for a reflection discussion session. A twelve-person passenger van is typically provided by the Shriver Center for transportation to and from the site. Students are also required to attend one professional development event led by the Maryland Music Educators Association.

**Components:**

- side by side with students in ensembles
- one-on-one instruction
- co-teaching small groups
- possible full group teaching experience for second year students
- MMEA professional development event
- final written reflection

**Oversight:**

A UMBC faculty member will be on site each week to help facilitate student learning and oversight of the program. Logistical and administrative elements of the program will also be coordinated by the Shriver Center.

**Grading:**

The service-learning component will be worth 30% of your overall methods course grade. Grading will be based on:

- K-12 class & reflection discussion participation- 15%
- final written reflection- 15%