**ESSEX COUNTY COLLEGE**

**Humanities Division**

**MUS 142 *–* College Choir II**

**Course Outline**

**Course Number & Name:**  MUS 142 College Choir II

**Credit Hours:**  1.0 **Contact Hours:**  1.0 **Lecture:** 1.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C” or better in MUS 141 or placement

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: A vocal ensemble of mixed voices dedicated to the study, rehearsal, and performance of a variety of choral literature. This course is the second in a series of four: MUS 141, MUS 142, MUS 241, and MUS 242. This course is open to all students interested in a college choral singing experience.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. demonstrate proper vocal technique;

2. define/demonstrate and distinguish between balance, blend, diction, and intonation;

3. discuss and implement the underlying concepts of expressive singing; and

4. perform a variety of choral literature, including sacred and secular genres as well as the music of other cultures.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Demonstrate proper vocal technique:

1.1 *use proper posture while performing various choral selections;*

1.2 *use proper breathing while performing various choral selections;*

1.3 *use proper diction while performing various choral selections;* and

1.4 *use proper vowel placement while performing various choral selections*

1. Define/demonstrate and distinguish between balance, blend, diction, and intonation:

2.1 *define/demonstrate and identify balance;*

2.2 *define/demonstrate and identify blend;*

2.3 *define/demonstrate and identify diction;* and

2.4 *define/demonstrate and identify intonation*

**Measurable Course Performance Objectives (MPOs)** (continued):

1. Discuss and implement the underlying concepts of expressive singing:

3.1 *explain phrasing;*

3.2 *describe the translation of musical texts;*

3.3 *implement proper phrasing and/or the translation of musical texts while performing various choral selections*; and

3.4 *perform ear-training and sight-reading exercises, which include intervals*

1. Perform a variety of choral literature, including sacred and secular genres as well as the music of other cultures:

4.1 *perform a variety of choral selections appropriate for a college choir;* and

4.2 *participate in a group performance*

**Methods of Instruction**: Instruction will consist of a combination of lectures/discussions, demonstrations, videos/films/CDs, individual conferences/performances, class exercises (e.g., vocal warm ups, scales, sight-reading, rhythmic figures, and vocal styles), pair and small group activities, guest lecturers, and public performances. The purposes of each method of instruction are as follows:

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| * The instructor may give lectures/discussions and/or demonstrations to introduce material to students so they may gain knowledge in the subject area of college choral music. * The instructor may show videos, films, and/or CDs in order for students to hear and view prominent choirs so that they will be better prepared to discuss and demonstrate appropriate technique and style for college choral music. * The instructor may conduct individual conferences/performances to discuss student progress and offer chances for improvement of learning for all student learning outcomes. * The instructor may develop and assign class exercises such as vocal warm ups, scales, sight-reading, rhythmic figures and vocal styles to prepare students to successfully demonstrate proper technique and literature for a college choir. * The instructor may create and assign pair and small-group activities such as duets, trios and quartets in order for students to become more independent as singers of college choral music. * The instructor may invite guest lecturers to class sessions so that students will have the opportunity to learn course topics from artists well-known in the field of choral music. * The instructor may create public performance opportunities so that students may have the venues to demonstrate their knowledge and skills in college choral music. |

**Outcomes Assessment:** Rubrics are used to evaluate performances for the presence of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Maintain regular attendance.

2. Learn/perform the required repertoire.

3. Participate in choir performances.

**Methods of Evaluation:** Final course grades will be computed as follows:

**% of**

**Grading Components final course grade**

* **Class participation and regular attendance 20%**

Students must be present to benefit from the musical expertise of the instructor and interaction with classmates.

* **Midterm Performance** **40%**

The Midterm Performance will provide evidence of the extent of student mastery of all course objectives covered in the first half of the course.

* **Final Performance 40%**

The Final Performance will provide evidence of the extent of student synthesis of course content and mastery of all course objectives.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** there is no text for this course. Rather, the content of this course is based on various secular and sacred choral compositions to be chosen by the instructor.

**Week Topic/Class Activity**

1 Student evaluation for ability to match tones and vocal part placement

2 Basic music theory instruction and instruction on reading a vocal score

### 3 – 6 Rehearsal of sacred and secular selected repertoire

7 **Midterm Performance**

8 – 12 Individual performing sacred and secular repertoire

13 Rehearsal of sacred and secular selected repertoire (continued)

14 **Final Performance**