

UC 12151 12F

CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
 Core Category: Creat. Arts Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: MUSIC College: CLASS
 2. Faculty Contact Person: Betsy Weber Telephone: 713-743-3194 Email: bweber@uh.edu

3. Course Information on New/Revised course:
 • Instructional Area / Course Number / Long Course Title:
MUSI / 1120 / University Chorus
 • Instructional Area / Course Number / Short Course Title (30 characters max.)
MUSI / 1120 / UNIVERSITY CHORUS
 • SCH: 1 Level: FR CIP Code: 5009030003 Lect Hrs: 1 Lab Hrs: 2

RECEIVED OCT 11 2012

4. Justification for adding/changing course: To meet core curriculum requirements
 5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
 ____ / ____ / ____
 • Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): B.M., B.A., B.S
 • Does this course affect major/minor requirements in the College/Department? Yes No
 • Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 • Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture laboratory (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
MUSI / 1120 / University Chorus
 • Course ID: 34636 Effective Date (currently active row): 82503

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 1. (1-2). Prerequisites: by audition Description (30 words max.): This choral ensemble will perform a variety of choral repertoire by composers of various cultures and representing various historical periods.

10. Dean's Signature: _____ Date: 10/2/12
 Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Music

Person Making Request: Betsy Cook Weber

Telephone: 713-743-3194

Email: betsycookweber@gmail.com

Dean's Signature: _____

Date: August 31, 2012

Course Number and Title: MUSI 1120 University Chorus (three sections)

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

The student will increase understanding of the scope and variety of the choral repertoire. The student will understand those specific choral works studied as expressions of individual and human values within an historical and social context. The student will respond critically to those choral works studied. The student will engage in the creative process through interpretive performance. The student will comprehend the physical and intellectual demands required of the performing artist. The student will articulate an informed reaction to those choral works studied. The student will improve vocal, aural, and music-reading skills.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will participate in class discussions regarding what was happening in the world at the time of the musical composition.

Students will also participate in an examination of the texts. What is the translation? When were those texts written? For what occasion? What do the texts mean? How do they relate to today's culture?

Students will submit a one-page paper via Blackboard due one week after each concert. These papers will discuss the following:

- 1) whether the music performed has relevance to that student's life
- 2) how each worked performed acts as an expression of individual and human values within an historical and social context
- 3) an evaluation of the ensemble's performance
- 4) an evaluation of other ensembles' performances on that particular concert
- 5) an evaluation of how preparation for this performance has affected your ability to work as a team with students from differing socio-economic and ethnic backgrounds with varying academic interests

Students will participate in decisions involving phrasing, dynamics, staging, dramatic presentation, etc.

Students will be graded on the completeness of the assignment.

Communication Skills:

In addition to the above assignments, members of this ensemble, students will perform two concerts each semester consisting of repertoire from various stylistic periods. They will perform with accurate pitch, rhythm, articulation, dynamics, uniform phrasing, and stylistically appropriate, consistent sound production.

During preparation for each concert, students will upload video or audio recordings to be assessed by the director or graduate assistants for the correct application of the above items.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Please see above assignments.

Social Responsibility:

Please see above assignments

Personal Responsibility:

Please see above assignments

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

[Click here to enter text.](#)

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

Instructors	Dr. Jeb Mueller Assistant Professor of Choral Music MSM 158 (713) 743-3319 jmueller2@uh.edu	Hyeok Lee Doctoral Teaching Assistant MSM 182 (713) 743-3321 rutterbach2@hotmail.com
Office Hours	Tuesdays 4:00--5:00 PM and by appointment	
Class Schedule	Tuesdays and Thursdays 11:30--1:00 PM	
Prerequisites	Open to all male students by audition	
Course Philosophy	<p>We affirm the power of singing to be a heart-opening experience for both performers and audience. We believe that the connections made among members of the ensemble can be long-term friendships and sources of support. We maintain that outstanding musical experiences during student years provide the basis for a life-long appreciation of music. We achieve together what cannot be done alone. None of these can be attained without hard work, perseverance, and passion.</p> <p>Excellence. Daily.</p>	
Learning Objectives	<p>1. Objective The student will increase understanding of the scope and variety of the choral repertoire.</p> <p>Assessment As members of this ensemble, students will perform two concerts each semester consisting of repertoire from various stylistic periods. They will perform with accurate pitch, rhythm, diction, dynamics, uniform phrasing, vowel formation, and healthy, consistent vocal production.</p> <p>2. Objective The student will understand those specific choral works studied as expressions of individual and human values within an historical and social context.</p> <p>Assessment Students will participate in class discussions regarding what was happening in the world at the time of the musical composition.</p> <p>They will also participate in an examination of the texts. What is the translation? When were those texts written? For what occasion? What do the texts mean? How do they relate to today's culture?</p> <p>3. Objective The student will respond critically to those choral works studied.</p> <p>Assessment Students will submit a two-page paper via Blackboard due one week after each concert. These papers will discuss any or all of the following: 1) how each work performed acts as an expression of individual and human values within</p>	

- an historical and social context
- 2) an evaluation of the ensemble's performance
- 3) an evaluation of other ensembles' performances on that particular concert

Students will participate in class discussions regarding what was happening in the world at the time of the musical composition.

They will also participate in an examination of the texts. What is the translation? When were those texts written? For what occasion were the texts written? What do the texts mean? How do they relate to today's culture?

4. Objective

The student will engage in the creative process through interpretive performance.

Assessment

As members of this ensemble, students will perform two concerts each semester consisting of repertoire from various stylistic periods. They will perform with accurate pitch, rhythm, diction, dynamics, uniform phrasing, vowel formation, and healthy, consistent vocal production.

Students will participate in decisions involving phrasing, dynamics, staging, dramatic presentation, etc.

5. Objective

The student will comprehend the physical and intellectual demands required of the performing artist.

Assessment

As members of this ensemble, students will perform two concerts each semester consisting of repertoire from various stylistic periods. They will perform with accurate pitch, rhythm, diction, dynamics, uniform phrasing, vowel formation, and healthy, consistent vocal production.

Students will experience first-hand, and participate in discussions that address, the demands of the "vocal athlete."

6. Objective

The student will articulate an informed reaction to those choral works studied.

Assessment

Students will submit a one-page paper via Blackboard due one week after each concert. These papers will discuss any or all of the following:

- 1) whether the music performed has relevance to that student's life
- 2) an evaluation of the ensemble's performance
- 3) an evaluation of other ensembles' performances on that particular concert

7. Objective

The student will improve vocal, aural, and music-reading skills.

Assessment

As members of this ensemble, students will perform two concerts each semester consisting of repertoire from various stylistic periods. They will perform with accurate pitch, rhythm, diction, dynamics, uniform phrasing, vowel formation, and healthy, consistent vocal production.

Students will participate in daily sight-singing exercises contained in *Melodia, Book I*, demonstrating skill acquisition individually and as part of the ensemble.

Students will participate in daily vocalization exercises designed to improved their vocal production. They will respond individually and corporately to questions regarding the purpose of each exercise.

Required Materials

- *Melodia: A Course in Sight-Singing Solfeggio* (Complete volume: Books I-IV) by Samuel Cole and Leo Lewis. Available at AMC Music.
- Music scores of assigned repertoire borrowed from the UH Choral Library. The student will be charged for those scores destroyed or not returned.
- Sharpened pencil
- 1" black three-ring binder
- Concert attire (see below)

Grading and Attendance Policy

Grade Calculation:

All students begin the semester with 100 points.

Points will be subtracted for the following:

- Absence from regular rehearsal for any reason, starting with the third absence.....10 points
- Unexcused absence from an extra rehearsal.....10 points
- Unexcused absence from a dress rehearsal.....20 points
- Unexcused absence from a concert or performance.....40 points
- Absence from a concert or performance due to documented illness/emergency.....10-20 points
- Negative contribution to the group.....1-40 points
- Poor performance on a performance exam (grade lower than B-).....1 point

Points will be added for the following:

- Participation in non-musical tasks for the choral area (i.e. filing music, setting/striking risers, publicity work, website work, etc.).....1-5 points
- Exemplary performance on exams (A+).....1-5 points

Please note that all concerts and "extra/dress" rehearsals are mandatory. Students are excused from these activities only if they have a conflict with a regularly scheduled UH class, and if they notify Dr. Mueller and Hyeok Lee in advance of the conflict via email.

Participation Guidelines and Suggestions:

The successful student in this ensemble will meet the following criteria:

- Participates energetically and positively with good posture that supports excellent singing
- Has all required materials at every rehearsal and performance
- Follows instructions and dutifully marks his score
- Responds favorably to constructive criticism
- Demonstrates respect for his conductor, collaborative artists, and fellow singers
- Takes ownership of the ensemble by submitting notes to the director, as needed
- When unable to sing, notifies the director in advance and marks his score while participating as able
- Attends all concerts/performances with proper attire

Testing Guidelines:

- When testing occurs, students will be given at least one day's notice in advance.
- A grade of A, B, C, D, or F will be assigned for each exam. This serves as a barometer of a student's preparation and performance.
- Grades of either an A or B are expected of members in this ensemble, so neither credit nor penalty will be given.
- Grades of A+ will result in the addition of 1 point to the student's semester grade.
- Grades of C or worse will result in a lowering of the semester grade by 1 point.
- Students may ask Dr. Mueller to review a recorded exam if a student feels that the grade given

was incorrect.

- Any student who is absent for an exam will be tested on the first day he/she returns to class. It is the student's responsibility to find out what music is being tested.

Concert Attendance

All concerts and performances are absolutely mandatory unless they occur during a regularly scheduled UH class. In that case, a student may be excused from the performance if he notifies Dr. Mueller and Hyeok Lee via email as soon as the conflict is known.

Grading Scale

100 – 96 = A+ 89 – 87 = B+ 79 – 77 = C+ 69 – 67 = D+ 59 – 0 = F
 95 – 93 = A 86 – 83 = B 76 – 73 = C 66 – 63 = D
 92 – 90 = A- 82 – 80 = B- 72 – 70 = C- 62 – 60 = D-

Concert Attire

- Black suit (1 or 2 button coat, not double-breasted)
- Black dress shirt (long sleeve)
- Red tie (purchased from UH Choral Studies)
- Black belt
- Black dress shoes
- Black socks
- Hair should be worn away from the face.
- Students are responsible for their own concert attire and must adhere to the dress code outlined above in order to perform. Failure to do so may result in preclusion from performance and a lowered semester grade.

Rehearsals

- Rehearsals will begin and end promptly. Students should be in their seats on time.
- A student who is unable to sing should notify Dr. Mueller and Hyeok Lee before the rehearsal begins. He should sit in his section and mark scores appropriately.
- Professional musicians *always* notify a conductor if they will miss a rehearsal. This professionalism is expected of University Men's Chorus members. Please send Dr. Mueller and Hyeok Lee an email as soon as you know you will miss a rehearsal.
- Cell phones and other electronic devices should be turned off during rehearsals. Silencing them is not sufficient.
- Normal rehearsals will end at 12:50 PM. Any dress rehearsals that occur during a regular rehearsal time may be extended to 1:00 PM.

Service

- There is an expectation that everyone will provide service to the ensemble when need arises. This usually consists of serving on at least one riser set-up or strike crew per semester. Other opportunities will arise, however, and when they do, please pitch in and volunteer — just because it's the right thing to do.
- It is worth noting that semester grades can be lifted one degree if a student has performed extraordinary service. Very rarely grades may be lifted even more than one degree when the student has performed extraordinary service AND when a student has gotten into absence trouble because of long-term, documented illness.

**Performances and
 Extra Rehearsals
 SAMPLE
 CALENDAR FROM
 FALL 2012**

9/13 Th	11:30–1:00 PM	Dress Rehearsal: Collage Concert	Moore's Opera House
	7:30 PM (Call TBD)	Collage Concert	Moore's Opera House
10/3 W	7:00–8:00 PM (6:45 PM call)	Dress Rehearsal: Fall Premiere	Moore's Opera House
10/7 Su	7:30 PM (Call TBD)	Fall Premiere	Moore's Opera House
11/10 Sa	4:00 PM (Call TBD)	UH Football Homecoming National Anthem	Robertson Stadium

12/5 W	6:00–7:00 PM Call 5:45 PM	Dress Rehearsal: Season's Greetings	Moore's Opera House
12/9 Su	2:30 PM (Call TBD)	Season's Greetings	Moore's Opera House

UNIVERSITY of
HOUSTON

YOU ARE THE PRIDE

COLLEGE of LIBERAL ARTS
and SOCIAL SCIENCES

CORE PROPOSAL

Concert Women's Chorus
MUSI 1120-02
Fall 2013

Instructors	Dr. Jeb Mueller Assistant Professor of Choral Music MSM 158 (713) 743-3319 jmueller2@uh.edu	Hyeok Lee Doctoral Teaching Assistant MSM 182 (713) 743-3321 rutterbach2@hotmail.com
Office Hours	Tuesdays 4:00–5:00 PM and by appointment	
Class Schedule	Tuesdays and Thursdays 2:30–4:00 PM	
Prerequisites	Open to all female students by audition	
Course Philosophy	<p>We affirm the power of singing to be a heart-opening experience for both performers and audience. We believe that the connections made among members of the ensemble can be long-term friendships and sources of support. We maintain that outstanding musical experiences during student years provide the basis for a life-long appreciation of music. We achieve together what cannot be done alone. None of these can be attained without hard work, perseverance, and passion.</p> <p>Excellence. Daily.</p>	
Learning Objectives	<p>1. Objective The student will increase understanding of the scope and variety of the choral repertoire.</p> <p>Assessment As members of this ensemble, students will perform two concerts each semester consisting of repertoire from various stylistic periods. They will perform with accurate pitch, rhythm, diction, dynamics, uniform phrasing, vowel formation, and healthy, consistent vocal production.</p> <p>2. Objective The student will understand those specific choral works studied as expressions of individual and human values within an historical and social context.</p> <p>Assessment Students will participate in class discussions regarding what was happening in the world at the time of the musical composition.</p> <p>They will also participate in an examination of the texts. What is the translation? When were those texts written? For what occasion? What do the texts mean? How do they relate to today's culture?</p>	

3. Objective

The student will respond critically to those choral works studied.

Assessment

Students will submit a two-page paper via Blackboard due one week after each concert. These papers will discuss any or all of the following:

- 1) how each work performed acts as an expression of individual and human values within an historical and social context
- 2) an evaluation of the ensemble's performance
- 3) an evaluation of other ensembles' performances on that particular concert

Students will participate in class discussions regarding what was happening in the world at the time of the musical composition.

They will also participate in an examination of the texts. What is the translation? When were those texts written? For what occasion were the texts written? What do the texts mean? How do they relate to today's culture?

6. Objective

The student will engage in the creative process through interpretive performance.

Assessment

As members of this ensemble, students will perform two concerts each semester consisting of repertoire from various stylistic periods. They will perform with accurate pitch, rhythm, diction, dynamics, uniform phrasing, vowel formation, and healthy, consistent vocal production.

Students will participate in decisions involving phrasing, dynamics, staging, dramatic presentation, etc.

7. Objective

The student will comprehend the physical and intellectual demands required of the performing artist.

Assessment

As members of this ensemble, students will perform two concerts each semester consisting of repertoire from various stylistic periods. They will perform with accurate pitch, rhythm, diction, dynamics, uniform phrasing, vowel formation, and healthy, consistent vocal production.

Students will experience first-hand, and participate in discussions that address, the demands of the "vocal athlete."

6. Objective

The student will articulate an informed reaction to those choral works studied.

Assessment

Students will submit a one-page paper via Blackboard due one week after each concert. These papers will discuss any or all of the following:

- 1) whether the music performed has relevance to that student's life
- 2) an evaluation of the ensemble's performance
- 3) an evaluation of other ensembles' performances on that particular concert

7. Objective

The student will improve vocal, aural, and music-reading skills.

Assessment

As members of this ensemble, students will perform two concerts each semester consisting of repertoire from various stylistic periods. They will perform with accurate pitch, rhythm, diction, dynamics, uniform phrasing, vowel formation, and healthy, consistent vocal production.

Students will participate in daily sight-singing exercises contained in *Melodia, Book I*, demonstrating skill acquisition individually and as part of the ensemble.

Students will participate in daily vocalization exercises designed to improved their vocal production. They will respond individually and corporately to questions regarding the purpose of each exercise.

Required Materials

- *Melodia: A Course in Sight-Singing Solfeggio* (Complete volume: Books I-IV) by Samuel Cole and Leo Lewis. Available at AMC Music.
- Music scores of assigned repertoire borrowed from the UH Choral Library. The student will be charged for those scores destroyed or not returned.
- Sharpened pencil
- 1" black three-ring binder
- Concert attire (see below)

Grading and Attendance Policy

Grade Calculation:

All students begin the semester with 100 points.

Points will be subtracted for the following:

- Absence from regular rehearsal for any reason, starting with the third absence.....10 points
- Unexcused absence from an extra rehearsal.....10 points
- Unexcused absence from a dress rehearsal.....20 points
- Unexcused absence from a concert or performance.....40 points
- Absence from a concert or performance due to documented illness/emergency.....10-20 points
- Negative contribution to the group.....1-40 points
- Poor performance on a performance exam (grade lower than B-).....1 points

Points will be added for the following:

- Participation in non-musical tasks for the choral area (i.e. filing music, setting/striking risers, publicity work, website work, etc.).....1-5 points
- Exemplary performance on exams (A+).....1-5 points

Please note that all concerts and "extra/dress" rehearsals are mandatory. Students are excused from these activities only if they have a conflict with a regularly scheduled UH class, and if they notify Dr. Mueller and Hyeok Lee in advance of the conflict via email.

Participation Guidelines and Suggestions:

The successful student in this ensemble will meet the following criteria:

- Participates energetically and positively with good posture that supports excellent singing
- Has all required materials at every rehearsal and performance
- Follows instructions and dutifully marks his/her score
- Responds favorably to constructive criticism
- Demonstrates respect for his/her conductor, collaborative artists, and fellow singers
- Takes ownership of the ensemble by submitting notes to the director, as needed
- When unable to sing, notifies the director in advance and marks his/her score while participating as able
- Attends all concerts/performances with proper attire

Testing Guidelines:

- When testing occurs, students will be given at least one day's notice in advance.
- A grade of A, B, C, D, or F will be assigned for each exam. This serves as a barometer of a student's preparation and performance.
- Grades of either an A or B are expected of members in this ensemble, so neither credit nor penalty will be given.
- Grades of A+ will result in the addition of 1 point to the student's semester grade.
- Grades of C or worse will result in a lowering of the semester grade by 1 point.
- Students may ask Dr. Mueller to review a recorded exam if a student feels that the grade given was incorrect.
- Any student who is absent for an exam will be tested on the first day he/she returns to class. It is the student's responsibility to find out what music is being tested.

Concert Attendance

All concerts and performances are absolutely mandatory unless they occur during a regularly scheduled UH class. In that case, a student may be excused from the performance if he/she notifies Dr. Mueller and Hyeok Lee via email as soon as the conflict is known.

Grading Scale

100 – 96 = A+ 89 – 87 = B+ 79 – 77 = C+ 69 – 67 = D+ 59 – 0 = F
 95 – 93 = A 86 – 83 = B 76 – 73 = C 66 – 63 = D
 92 – 90 = A- 82 – 80 = B- 72 – 70 = C- 62 – 60 = D-

Concert Attire

- Concert dress must be purchased through our official seamstress. The cost is approximately \$100. Payment in full must be made before placing your order. Make checks payable to Shirley Wiss. Measurements will be taken and money will be collected the first week of class. Measurements will be taken during rehearsal.
- Shoes must be black, close-toed, with dark stockings.
- Dress should be pressed and hemmed to the appropriate length.
- Hair should be worn away from the face.
- Students are responsible for their own concert attire.

Rehearsals

- Rehearsals will begin and end promptly. Students should be in their seats on time.
- A student who is unable to sing should notify Dr. Mueller before the rehearsal begins. She should sit in her section and mark scores appropriately.
- Professional musicians *always* notify a conductor if they will miss a rehearsal. This professionalism is expected of Concert Women's Chorus members. Please send Dr. Mueller and Hyeok Lee an email as soon as you know you will miss a rehearsal.
- Cell phones and other electronic devices should be turned off during rehearsals. Silencing them is not sufficient.
- Normal rehearsals will end at 3:50 PM. Any dress rehearsals that occur during a regular rehearsal time will be extended to 4:00 PM.

Service

- There is an expectation that everyone will provide service to the ensemble when need arises. This usually consists of serving on at least one riser set-up or strike crew per semester. Other opportunities will arise, however, and when they do, please pitch in and volunteer — just because it's the right thing to do.
- It is worth noting that semester grades can be lifted one degree if a student has performed extraordinary service. Very rarely grades may be lifted even more than one degree when the student has performed extraordinary service AND when a student has gotten into absence trouble because of long-term, documented illness.

**Performances and
Extra Rehearsals
SAMPLE
CALENDAR
FROM FALL 2012**

9/13 Th	2:30–4:00 PM	Dress Rehearsal: Collage Concert	Moore's Opera House
	7:30 PM (Call TBD)	Collage Concert	Moore's Opera House

10/3 W	6:00–7:00 PM (5:45 PM call)	Dress Rehearsal: Fall Premiere	Moore's Opera House
10/7 Su	7:30 PM (Call TBD)	Fall Premiere	Moore's Opera House
11/1 Th	2:30–4:00 PM	Recruiting Event	UH Main Campus
11/8 Th	7:30 PM (Call TBD)	McGonigel's Mucky Duck	McGonigel's Mucky Duck 2425 Norfolk
12/5 W	7:00–8:00 PM (Call 6:45 PM)	Dress Rehearsal: Season's Greetings	Moore's Opera House
12/9 Su	2:30 PM (Call TBD)	Season's Greetings	Moore's Opera House

**CORE CREDIT PROPOSAL
Fall 2013 Syllabus and Calendar
MUSI 1120**

UNIVERSITY WOMEN'S CHORUS

Dr. Betsy Cook Weber, Director

Office 156; (713) 743-3194; e-mail: bweber@uh.edu

Office Hours MWF noon – 1:00 pm; TTH 10:30 – 11:30; by appointment

CHORAL CONDUCTING FACULTY AND STAFF

Dr. Betsy Cook Weber, Professor, Director of Choral Studies,

Director of Moore's School Concert Chorale and University Women's Chorus

Dr. Charles S. Hausmann, Professor, Director of Graduate Choral Studies,

Director of Moore's School Choral Artists

Dr. Jeb Mueller, Assistant Professor, Director of Concert Women's Chorus and

University Men's Chorus

Mr. Hyeok Lee, doctoral teaching assistant for University Men's Chorus and Concert Women's Chorus

Mrs. Katherine Johnson, graduate teaching assistant for Concert Chorale and Choral Artists

Mr. David Doerr, graduate teaching assistant for Conducting I & Choral Library
Manager

LEARNING OUTCOMES/OBJECTIVES

2. Objective

The student will increase understanding of the scope and variety of the choral repertoire.

Assessment

As members of this ensemble, students will perform two concerts each semester consisting of repertoire from various stylistic periods. They will perform with accurate pitch, rhythm, diction, dynamics, uniform phrasing, vowel formation, and healthy, consistent vocal production.

2. Objective

The student will understand those specific choral works studied as expressions of individual and human values within an historical and social context.

Assessment

Students will participate in class discussions regarding what was happening in the world at the time of the musical composition.

They will also participate in an examination of the texts. What is the translation? When were those texts written? For what occasion? What do the texts mean? How do they relate to today's culture?

3. Objective

The student will respond critically to those choral works studied.

Assessment

Students will submit a one-page paper via Blackboard due one week after each concert. These papers will discuss any or all of the following:

- 1) how each work performed acts as an expression of individual and human values within an historical and social context
- 2) an evaluation of the ensemble's performance
- 3) an evaluation of other ensembles' performances on that particular concert

Students will participate in class discussions regarding what was happening in the world at the time of the musical composition.

They will also participate in an examination of the texts. What is the translation? When were those texts written? For what occasion were the texts written? What do the texts mean? How do they relate to today's culture?

8. Objective

The student will engage in the creative process through interpretive performance.

Assessment

As members of this ensemble, students will perform two concerts each semester consisting of repertoire from various stylistic periods. They will perform with accurate pitch, rhythm, diction, dynamics, uniform phrasing, vowel formation, and healthy, consistent vocal production.

Students will participate in decisions involving phrasing, dynamics, staging, dramatic presentation, etc.

9. Objective

The student will comprehend the physical and intellectual demands required of the performing artist.

Assessment

As members of this ensemble, students will perform two concerts each semester consisting of repertoire from various stylistic periods. They will perform with accurate pitch, rhythm, diction, dynamics, uniform phrasing, vowel formation, and healthy, consistent vocal production.

Students will experience first-hand, and participate in discussions that address, the demands of the "vocal athlete."

6. Objective

The student will articulate an informed reaction to those choral works studied.

Assessment

Students will submit a two-page paper via Blackboard due one week after each concert. These papers will discuss any or all of the following:

- 1) whether the music performed has relevance to that student's life
- 2) an evaluation of the ensemble's performance
- 3) an evaluation of other ensembles' performances on that particular concert

7. Objective

The student will improve vocal, aural, and music-reading skills.

Assessment

As members of this ensemble, students will perform two concerts each semester consisting of repertoire from various stylistic periods. They will perform with accurate pitch, rhythm, diction, dynamics, uniform phrasing, vowel formation, and healthy, consistent vocal production.

Students will participate in daily sight-singing exercises contained in *Melodia, Book I*, demonstrating skill acquisition individually and as part of the ensemble.

Students will participate in daily vocalization exercises designed to improved their vocal production. They will respond individually and corporately to questions regarding the purpose of each exercise.

COURSE PHILOSOPHY (with thanks to Drs. Habermann and Mueller)

We affirm the power of singing to be a heart-opening experience for both performers and audience. We believe that the connections made among members of the ensemble can be long-term friendships and sources of support. We maintain that outstanding musical experiences during student years provide the basis for a life-long appreciation of music. We achieve together what cannot be done alone. None of these can be achieved without hard work, perseverance, and passion.

GRADING SYSTEM (All UWC students will begin the semester with a 100.)

A = 100 - 98; A- = 97 - 95; B+ = 94 - 92; B = 91 - 89; B- = 88 - 86; C+ = 85 - 83; C = 82 - 80; C- = 79 - 77; D+ = 76 - 74; D = 73 - 71; D- = 71 - 70.

Grade Points will be subtracted for:

- Absence from regular rehearsal, **regardless of the reason, beginning with the **third** absence**..... 5 points
(A tardy or early departure is equal to 1/3 absence. Please note that you may be dropped from the class after 2 absences.)
- Unexcused absence from each 1.5 hours of extra rehearsal.....5 points
- Unexcused absence from each 1.5 hours of dress rehearsal.....10 points
- Unexcused absence from concert.....30 points
(Please note that all performances and "extra" rehearsals are mandatory. Students are excused from dress rehearsals, extra rehearsals, and concerts only if they have a conflict with a regularly-scheduled UH class and if they notify Dr. Weber, in advance and in writing, of the conflict.)
- Absence from concert due to documented illness/emergency.....5 to 10 points
- Negative contribution to the group..... 1 to 30 points
(Poor rehearsal skills, music not prepared, music not marked, inappropriate behavior.)
- Vocal exam grade lower than B-2 points

N.B. In University Women's Chorus, vocal exams rarely take place. There were no vocal exams in the two previous semesters.

Points will be added for:

Participation in non-musical tasks of choir, i.e. filing music, setting and striking risers, publicity work, work on Web, recruiting, etc.....1 - 5 points
(Please note, however, that a grade can only be lifted one degree, i.e. from B+ to A- by performing non-musical tasks)

Exemplary performance during vocal exams.....1 - 5 points

REHEARSALS

1. REHEARSALS BEGIN AND END PROMPTLY AT THE APPOINTED TIMES.
2. Pencils are required for rehearsal markings in the music.
3. Singers who cannot sing due to illness, should inform Dr. Weber of this fact before the rehearsal begins, and should sit in the section and study the music silently.
4. Professional musicians always notify a conductor if they must miss a rehearsal; you should do the same by email to bweber@uh.edu.

MUSIC

1. Music for the semester will be borrowed from the choral library. It will be collected at the end of the semester. If you lose it or damage it, you will pay for it.
2. Students must provide a black, three-ring, one-inch binder to hold music.

CONCERT DRESS

Long, black dress with long sleeves or dressy black slacks with long-sleeved, dressy blouse or long, black skirt with long-sleeved, dressy blouse, black, closed-toe shoes with black stockings; minimal jewelry, no scents of any kind

SAMPLE CALENDAR FROM FALL 2012

COMMITMENTS OUTSIDE OF NORMAL CLASS TIME OR IN-CLASS REHEARSALS THAT CARRY MORE WEIGHT THAN NORMAL.

DRESS REHEARSAL: Wednesday, October 3, 4:30 – 6:30 pm in the Moores Opera House
CONCERT: Sunday, October 7, 2:30 pm. *Fall Concert*; Moores Opera House; Call 1:30 pm

DRESS REHEARSAL: Wednesday, December 5, 5:00 – 7:00 pm
CONCERT: Sunday, December 9, 2:30 pm. *Season's Greetings*; Moores Opera House; Call 1:30 pm