CHAMBER SINGERS SYLLABUS

Semester & Year:

Course number – Section – Title: MUEN 1151/2151/MUEX 3051

Meets (day, time, room): TTH 2:30 – 4:25pm HLC 2.1449 (Choir Room)

Course Credits & Contact Hours: 1 credit and 4 contact hours per week

Instructor:
Email:
Office:
Office hours: M-TH 9-11am and M 3-5pm

Catalog Description & Prerequisites
Chamber Singers is a highly selective, auditioned ensemble that performs choral repertoire from the last seven centuries. The ensemble requires a high level of musicianship and artistry, and will further develop these skills through their active membership throughout the year. Singers will develop and refine such skills as: intonation, tone quality, varied tone colors, balance, rhythm, diction, blend, and musical interpretation.
Chamber Singers serve as ambassadors of the ACC and the Department of Music when out in the community. There are no prerequisites for this course.

Course Purposes & Instructional Methodology

Students will express their understanding and interpretation of the repertoire through rehearsal and performance.
Students will demonstrate an understanding of creative expression by collaborating in performance on multiple musical works.
Learning will take place in the ensemble rehearsal setting.
Announcements will be posted on Blackboard.
Learning tracks will be posted in Blackboard.

To accomplish this, we will cover many related skills, including the following:

- Development of proper singing posture and expertise in choral performance through the study of choral tone, balance, intonation, articulation, and diction.

Required Textbooks & Other Useful Materials

Students will provide a black 3 ring binder (½" - 1") for rehearsals and performances. All notations are to be done in pencil.
Music will be provided. Students will return all original music at the end of the course, in reasonable condition.
Fines may be assessed for missing or damaged music scores.

Student Learning Outcomes

Through active participation in this course, students will:

Demonstrate consistent technical accuracy and expression.
Identify aesthetic, cultural, and historical dimensions of artistic traditions and techniques.
Perform a variety of choral repertoire from different musical eras, cultures, and styles.
Demonstrate an understanding of creative expression by collaborating in performance.
Express understanding and interpretation of works of art critically and imaginatively.
Read and apply music notation and terminology as it relates to choral music.
Develop skills in group collaboration and effective communication.
Assess the impact of musicians and composers of various cultures, times, and societies.
Suggested repertoire for this course would include acappella/accompanied works by innovative living composers such as Eric Whitacre and Reena Esmail, suitable chamber choir pieces such as the motets of JS Bach, the partsongs of Brahms, or the renaissance polyphony of Orlando Gibbons.

Program Learning Outcomes

The Student Learning Outcomes are associated with the following Program Learning Outcomes:
Develop vocal skill through coaching, pedagogy, diction, and instruction.

Create opportunities to study with national and international artists, designers, and leaders within the music industry.
Establish and maintain collaborations with professional arts institutions, other academic institutions and music schools.
Develop a broad base of donor and patron support for student scholarships, awards, guest artist residencies and special programming.
Be involved in ACC outreach programs in Austin and surrounding neighborhoods.

General Education Competencies

The General Education Competencies utilized in this course are as follows:

Communication Skills. Students will develop, interpret, and express ideas through written, oral, visual, and sung communication that is adapted to purpose, structure, audience, and medium. They will do this through in-class exercises and performances, and reading and written assignments.
Critical Thinking. Students will gather, analyze, synthesize, evaluate and apply information for the purposes of innovation, inquiry, and creative thinking and performance. They will do this through in-class exercises, performances, and reading and written assignments.
Personal Responsibility. Students will identify and apply ethical principles and practices to decision-making by connecting choices, actions and consequences. They will do this through in-class exercises, performances, and reading and written assignments.
Teamwork. Students will consider different points of view to work collaboratively and effectively in pursuit of a shared purposed or goal. They will do this through in-class exercises, performances, and reading and written assignments.

Grading

Your grade is based on evidence of assigned work completion inside/outside of class time, effort, disposition, and attendance (outlined below). General assessments will be available in Blackboard throughout the term.

Effort (40%) Always having your materials. Marking your score. Focus.
Disposition (40%) Attitude. Professionalism. Growth mindset.
Assessments (20%) Memory Checks (when appropriate)

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Attendance
Attendance is expected at all rehearsals and concerts. **You are allowed two (2) absences per semester for severe illnesses and emergencies; please use them wisely.** Each absence after the second will result in a 2/3 letter reduction from your final grade (eg. A becomes B+; B+ becomes B-, etc.). Six absences result in an F for the semester. Please do not schedule doctor appointments, appointments with your advisor, or a work shift during rehearsals or concerts, they are not considered legitimate reasons to miss rehearsal. If you expect to miss, email me prior to the start of rehearsal.

"Early is on time, on time is late, and late is unacceptable." You are expected to be on time to every rehearsal and concert. Two tardies equal one absence. If you are tardy by more than 15 minutes, you will be counted absent.

Excessive absences and/or tardies will negatively affect your membership in this ensemble.

Dropping/Withdrawing. It is the student's responsibility to initiate all withdrawals in this course. The instructor may withdraw students for excessive absences (4) but makes no commitment to do this for the student. You may withdraw, or drop from a 16-week course with a grade of W any time on or before the end of the 12th week in the fall or spring 16-week session. Shorter semesters have prorated drop dates. If you drop a course before its census date, or official reporting date, the course is deleted from your enrollment, does not earn any grade, and does not appear on your transcript. If you drop a course after the census date, a grade will be included on your transcript. Reporting dates vary, so you are strongly encouraged to consult your instructor, the course syllabus, or the Austin Community College website for the drop and withdrawal dates for your course. *If your first college enrollment occurred in the fall of 2001 or later, you may not drop more than 6 courses during your cumulative enrollment at any Texas public college or university.*
For more information on the withdrawal process you can check this page: https://catalog.austincc.edu/support-services-and-student-progress/student-progress/droppingwithdrawing-from-courses/

Incomplete Grade. If a student is unable to complete the course at the end of the semester due to an emergency or other unanticipated circumstance, I will consider awarding an incomplete grade for the semester. A new completion date will be given to the student, but it may not be later than the final withdrawal date in the subsequent semester. When the student completes the required work by the deadline, I will submit a form to change the student's grade from an incomplete to the earned grade. If an incomplete is not resolved by the deadline, the grade will automatically convert to an F.