

Lindsey Wilson College Choral Program:

CONCERT CHOIR

Fall Semester 2013

Music 1151, 2151, 3151, 4151

Tuesday & Thursday at 11:00 a.m.

(Additional rehearsals as announced)

Recital Hall, 202 Slider Humanities Building

Conductors: Gerald Chafin and Wansoo Cho
with Hana Park, accompanist

Phone: 384-8084 E-mail: ChafinG@lindsey.edu
Office Hours: by appointment at 106 Slider

I. College Catalog Course Description:

An ensemble focusing on the study and performance of thematic or larger choral literature. Emphasis on choral musicianship skills in vocal production and aural theory. Some additional rehearsals required. Membership is by audition. (One credit hour.)

II. Ensemble Objectives and Philosophy:

Concert Choir functions within the Humanities & Fine Arts Division of the College supporting our five institutional *Student Learning Outcomes* to:

1. Communicate effectively
2. Develop effective skills of inquiry and analysis
3. Become culturally aware, engaged citizens of the nation and the world
4. Learn to apply and integrate knowledge
5. Gain depth of knowledge in a discipline

Specifically, Concert Choir targets and assists the first and third of the *Student Learning Outcomes* by:

1. enriching the development of effective oral communication skills through choral ensemble performance, and
2. elevating one's cultural awareness through familiarity with varying expressions of human culture via choral music. Certainly, through the study of choral literature, Concert Choir extends our understanding of basic Christian beliefs and traditions.

EDUCATION PROGRAM PREPARATION:

This course is required for content preparation in Secondary, Middle Grades and Elementary Education Program(s) and prepares teacher candidates with the knowledge base for MUSIC required in the Kentucky Core Academic Standards and the College Career Readiness Standards. The Conceptual Framework for the Education Program, "Teacher as Leader for the 21st Century", is incorporated. The Division of Humanities and Fine Arts works with the Education Program in preparing the teacher candidates with the knowledge base required to meet Kentucky Teacher Standard I and the Education Program Student Learning Outcome for Content Knowledge. Teacher candidates will be equipped to teach K-12 students and meet requirements for Unbridled Learning.

LWC QUALITY ENHANCEMENT PLAN:

Choral Ensembles are uniquely positioned to encourage and support the present College *Quality Enhancement Plan* – "Writing Across the Curriculum." Through the opportunity for vocalists to write about the repertoire they perform as well as performances they observe, new levels of musical understanding can emerge. A student has beautifully described the process as "writing myself toward understanding." Thus, we will use writing prompts from the concepts on the following page to dive deeper into the technical aspects of our performance as well as to discern the musical and cultural elements of our repertoire.

As we enter this journey of gaining deeper insight into music as a form of communication and cultural awareness, we will use insights from Donald McGill's *Music and Musicians* to assist us. He states:

"Regardless of how complicated the definition, music, at its most basic foundation, must be:

1. expressive of both the composer and performer;
2. representative of its time in history;
3. an extension of culture and heritage;
4. a product of skill and concept expressed through technique, measured by sound and sometimes compositional technique;
5. a language involving sound and notation that is capable of communicating numerous levels of feeling, emotion, and meaning."

Megill offers a four-step process to improving musical awareness:

1. One must first be exposed to the sound and performance of music... Toleration is sometimes the first and only step to understanding.
2. After exposure come analysis and criticism. To be critical does not mean to find negative aspects of a composition or performance. To look at and listen to music critically requires that you look at the stylistic elements and compositional details of the music.
3. Understanding is the by-product of exposure followed by criticism. Appreciation (i.e. "understanding") is the combination of respect and knowledge derived from an evaluation of the music's quality.
4. The last stage of the process is taste. Following exposure, analysis and criticism, and understanding is improved awareness, or, taste.

Consequently, this process may be outlined as:

EXPOSURE ANALYSIS/CRITICISM UNDERSTANDING TASTE

Specifically, Concert Choir is a performing arts ensemble and as such strives toward the following musical objective: **To achieve the highest level of artistry we can attain both individually and as an ensemble in performance.** Using the choral literature we study as our text, this objective is accomplished through analysis and assessment using the following chart:

CHORAL MUSICIANSHIP SKILLS-SET

- | | |
|-------------------------|--|
| 1. Vocal Foundations: | Posture and Breath Support |
| 2. Musical Accuracy: | Pitch and Rhythm |
| 3. Tone Quality: | Bright, Dark, Light, Dramatic, Rich, Lyric, Warm |
| 4. Expressive Elements: | Dynamics, Phrasing, Tempo, Styles |
| 5. Diction: | Vowel Formation, Consonant Articulation |
| 6. Vocal Energy: | Precision, Balance, Blend |
| 7. Visual Elements: | Engagement, Face, Eyes, Appearance, Deportment, Performance Procedures |

III. Required Material & Performances:

Concert Choir Music Packet & a black notebook.

(ticket purchase at LWC Bookstore desk *by Tuesday, Sept. 3* or receive absences until fulfilled)

Concert Attire

(cost - \$95 due on Tues., Sept. 17, or receive absences until fulfilled; or, \$85 by Thursday, Sept 12)

Our recent practice will continue in that we anticipate producing two contrasting concerts per semester.

1. ***Earth, Wind, Fire . . . and Water*** - based on *The Four Elements of Success* by Laurie Beth Jones - performed twice:

A. "Sound Bites" Recital on Thursday, October 10 at 11:30 a.m.

B. the longer, formal evening concert on Wednesday, October 23, at 7:00 p.m.

2. A Ceremony of Carols - Monday, Dec. 2- with a community Christmas concert

(Some "fine print" – Alternate and additional dates will evolve as the semester progresses. Also, at times our performances involve orchestra, which requires specialized rehearsals that will be added to our schedule. We will keep you posted!)

IV. Course Activities and Grading: The focal point of our activity is rehearsal, which results in performance. Activities to fulfill our objectives will be completed within the rehearsal and include: vocal exercises, aural theory, section rehearsals to assist in part-learning, and full ensemble rehearsals to manage ensemble development and performance aspects of our literature.

The following statements direct our organizational structure:

A. You are in an ensemble like this because you worship God through singing and you recognize the power of music to culturally enrich and elevate the human experience.

Your dedication to our task is simply assumed. Yes, you are going to be “taken for granted” in this kind of ensemble.... and, that’s meant as a compliment.

B. Grading: As a performance ensemble, grades are based on attendance and performance. Your performance is measured through an entire series of various traits such as attitude, work ethic, and musicianship skills. All ensemble activities are considered for entries as grading. The College grading scale is:

A A- B+ B B- C D F

In a performance ensemble, “Attendance is simply assumed.” Therefore, upon the third absence, the grade begins to reduce by one scale position per absence and creates the following measurement for grading:

(Grade based on number of absences)

1/2 3 4 5 6 -- -- --
A A- B+ B B- C D F

In the interest of creating the best possible performance for our ensemble, upon the sixth absence (thus, having missed a full three weeks of rehearsal), the individual will be dropped from the course. Furthermore, grades may be adjusted at the discretion of the conductor based on student attitude and performance.

Since performing is the target of our work, missing a performance devalues the grade eight scale positions. (Performances to an ensemble are our exams.) Dress rehearsals, when arranged, are counted as a performance. Two tardies or leaving rehearsal early equals an absence. Guard your schedule! Be mindful not to schedule meetings, appointments, etc., during rehearsal time.

Sometimes a word-picture is helpful; especially to understand the atmosphere and environment that is imperative to a successful ensemble. We all have heard the phrase – and at various levels we indeed understand that - “a chain is only as strong as its weakest link.” Everyone realizes that someone who does not work and engage during rehearsal is certainly not “pulling their weight” in the project. Therefore, the dismissal of an individual is always to “strengthen the chain” in our ensemble. Be aware of what is expected in rehearsal and performance in order to create a remarkably strong chain for our ensemble!

If you are away due to illness, bring a doctor's excuse upon your return in order to receive a make-up rehearsal. If illness prevents you from rehearsing, sit next to your section and follow the score for study.

If you miss rehearsal due to College-sponsored travel, remember that it is your responsibility to inform the conductor prior to the event via a written message and to make arrangements for a make-up rehearsal.

C. For attendance credit, sign-in at the designated area for your section at each rehearsal or performance. Each section is considered its own class. Sometimes individual sections of the choir meet at another location and at a different time.

D. Do protect our investment of the Steinway pianos and the Recital Hall.

E. Message from Student Financial Services: In certain instances, participation in Concert Choir does replace work-study. Therefore, Financial Awards may be reduced if contractual agreements are not fulfilled.

F. Rehearsal Schedule: We have a unique situation in which to schedule rehearsal activity. Therefore, be aware that our schedule will be in constant state of adjustment as we evolve musically. Depending on our direction, early in the semester you might expect sectional rehearsals that move into full group rehearsals. Listen carefully for announcements concerning when your section will meet! In addition, we also anticipate that at some point, especially as a major concert approaches, we may rehearse at the 2:30 hour on Monday or Wednesday, or possibly have "scattered section" rehearsals as well as "quick-read" rehearsals.

G. Two Administrative Items: 1.) Special thanks to our ensemble for helping and working with our situation regarding nursing division students. 2.) AUDITIONS must be arranged for new vocalists. The auditions will be heard by outside listeners. Their group decisions are final. Therefore, understand that some who are registered for the ensemble may have to drop the course based on the audition results; others who have come today for informational purposes only and are not officially registered will have to add the course following a successful audition. The last day to add the course is Tuesday, August 27. Information about auditions will be given at the first rehearsal.

H. Two Calendar Items:

1.) In some semesters, we are asked to sing for the College Chapel service. These performances are announced at least one week in advance as the Chapel schedule is developed. For grading, these events are counted as a full performance since we stay for the complete service.

2.) Observation at performing arts events and activities is an important part of our musical skills development as well as an obligation of all artists/musicians. In support of the College *Quality Enhancement Plan*, prompts for reflective writing related to each event will serve as the method of receiving credit. Select three performance events from the Cultural Affairs Calendar. Options will be announced as the schedule develops.

LINDSEY WILSON COLLEGE
ACADEMIC POLICY STATEMENTS
2013-2014

Academic Integrity

Academic integrity is essential to the existence of an academic community. Every student is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lindsey Wilson College. Maintaining a culture that supports learning and growth requires that each student make a commitment to the fundamental academic values: honesty, integrity, responsibility, trust, respect for self and others, fairness and justice.

To foster commitment to academic integrity, faculty are asked to require each student to place and sign the following Honor Code on tests, exams and other assignments as appropriate: **On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.**

Violations of the academic integrity policy include cheating, plagiarism or lying about academic matters.

Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer by the use of proper documentation. Not only the direct quotation of another writer's words, but also any paraphrase or summary of another writer's concepts or ideas without documentation is plagiarizing that writer's materials. Academic dishonesty is a profoundly serious offense because it involved an act of fraud that jeopardizes genuine efforts by faculty and students to teach and learn together. It is not tolerated at Lindsey Wilson College.

Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examinations may expect an "F" for the activity in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism are reported by the instructor to the Academic Affairs Office along with copies of all relevant materials. Each instance of cheating or plagiarism is counted separately. A student who cheats or plagiarizes in two assignments or tests during the same semester will be deemed guilty of two offenses. If the evidence is unclear, or if a second offense occurs, the VP for Academic Affairs or Associate Dean will work in cooperation with the Dean of Students to move the student before the campus Judicial Board for review. Violations will ordinarily result in disciplinary suspension or expulsion from the College, depending on the severity of the violation involved.

Note: The College has purchased Turnitin.com, a web product used to detect plagiarized documents.

Questioning a Grade -- The Student Academic Complaint Policy

A student, who wishes to question an assignment grade, or other academic issue, should follow the procedure below:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding grades should be made within seven (7) days of receipt of the disputed grade and, if possible, will be decided by the faculty member within seven (7) days of receipt. If the disputed grade is the final grade for the course, "receipt" is defined by when the final grade is posted online by the registrar. (Please refer to the next section for appealing a final grade.)

2. Unless there are extenuating circumstances, the student may, within seven (7) days request in writing a review of such decision by the Chair of the division in which the grade was assigned. Upon receipt of such request, that Chair will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as to the nature of the dispute.

3. Upon receipt of these written accounts, the Chair will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render his or her decision in writing.

4. If either the student or the faculty member desires to appeal the decision of the Division Chair, the student or faculty member may, within seven (7) days by written request to the chair, ask that the matter be reviewed by a Grade Appeals Panel convened by the Academic Affairs Office.

5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by e-mail within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by e-mail within the time limit, steps 2, 3 and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

A student who wishes to question a **final grade** should follow the procedure below:

1. Confer with the faculty member who assigned the disputed grade.

2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office before the first day of the semester following the one in which the grade was issued. The written request must include the specific basis for the appeal.

3. The Academic Affairs Office will convene a Grade Appeals Panel, comprised of the Vice President for Academic Affairs, the Associate Academic Dean, and the chair of the academic unit which houses the course for which the grade is appealed. If one of the members is the faculty member who issued the grade, an alternate will be appointed. The student and the faculty member may appear separately before the panel to explain their positions. The hearing is non-adversarial. Neither the faculty member nor the student may be accompanied

by other individuals to the meeting of the Grade Appeals Panel. The Grade Appeals Panel will notify the student of its decision, if possible, within seven (7) days of the meeting.

Policy for Verification of Student Identity and Protection of Privacy

In compliance with United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315, all credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. One or more of the following methods must be used:

- a) A secure login and pass code;
- b) Proctored examinations; and/or
- c) Remote proctoring of one or more examinations using Tegrity or other technologies

Verification of student identity in distance learning must protect the privacy of student information. Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with data on file. It is a violation of College policy for a student to give his or her password to another student.

Detailed information on privacy may be located at:

<http://www.lindsey.edu/media/319883/Online%20Services%20Privacy%20Policy%204.20.12.pdf>

Institutional Review Board (IRB) Policies

The Lindsey Wilson College Institutional Review Board (IRB) safeguards the rights and welfare of human participants in research and other research activities. Lindsey Wilson College faculty, staff, and students, which comprise its academic units, and facilities, are subject to the IRB policies. This includes any research for which a research agreement (e.g. MOU) identifies Lindsey Wilson College Institutional Review Board (IRB) as the IRB of record. All student-led human subject research must have a LWC faculty sponsor. All faculty members and students conducting human subject research are required to submit documentation of training on research involving human subjects that has been completed within two years of the onset of the proposed research. Online training is available at <http://php.nihtraining.com/users/login.php>.

Statement on Learning/Physical Disabilities

Lindsey Wilson College accepts students with learning disabilities and provides reasonable accommodation to help them be successful. Depending on the nature of the disability, some students may need to take a lighter course load and may need more than four years to graduate. Students needing accommodation should apply as early as possible, usually before May 15. Immediately after acceptance, students need to identify and document the nature of their disabilities. It is the responsibility of the student to provide to the College appropriate materials documenting the learning disability, usually a recent high school Individualized Education Program (IEP) and results from testing done by a psychologist, psychiatrist, or qualified, licensed person. The College does not provide assessment services for students who may be learning disabled. Although LWC provides limited personal counseling for all students, the College does not have structured programs available for students with emotional or behavioral disabilities. For more information, call Ben Martin at 270-384-7479.

Academic Success Center

The Academic Success Center, located in the Everett Building, offers peer tutoring to aid students in completing class assignments, preparing for exams and improving their understanding of content covered in a particular course. In addition, computers are available for student use.

Students are encouraged to utilize this Center as a resource for improving study strategies and reading techniques. The Center also offers assistance with other academic problems resulting from documented learning disabilities. All services are free of charge to all Lindsey Wilson College students (students with learning disabilities are responsible for providing documentation from an appropriate outside professional source such as a professional evaluation or school IEP). Please contact Maretta Garner, Tutor Coordinator at 384-8037 for further information and assistance.

Writing Center and Mathematics Center

The Writing Center (located in the Slider Humanities & Fine Arts Building), and the Mathematics Center (located in the Fugitte Science Building) are available for specialized tutoring at no charge to students. Please contact Jared Odd, Writing Center Coordinator, at 384-8209 or Linda Kessler, Math Tutor Coordinator, at 384-8115 for further information and assistance.

Final Exams

Final Exams for day classes are scheduled for the Fall 2013 semester on **December 9-13 and May 5-9** for the Spring 2014 semester. The academic calendar, which contains the schedule for finals, is in the College Catalog and course schedule listing. Please make any necessary flight arrangements **after** the final exam week. **Students will not be permitted to take early finals** unless extenuating circumstances exist. "Extenuating circumstance" means illness, a verified family emergency or participation in officially sponsored travel in support of an event arranged by the College. **Travel arrangements must be made in sufficient time** that tickets may be obtained after final exams and the semester is officially over. All requests for early finals must be made in person to the Academic Affairs Office.

Email Policy

All Lindsey Wilson College students are required to communicate with LWC faculty and staff via LWC (Lindsey.edu) email addresses only. Alternative email addresses should not be used when communicating with LWC faculty and staff.

Cell Phone Policy

Student cell phones will be off during class time unless prior arrangement is made with the instructor.

Adding/Dropping a Course

Students enrolled in the following courses **cannot drop** these classes during the semester: READ 0713, 0723, 0733, 0903, 1013 and 1023; STSK 1003; ENGL 0903 and 0904; and ESL 0803, 0804 and 0854.

For undergraduate classes at the Columbia campus, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the advisor and the instructor for each course involved as indicated on the Add/Drop Form. The change must be reported to the Business Office and the Registrar's Office on an Add/Drop Form, which may be obtained from the Registrar's Office. For AIM courses, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Director of the Evening Program. For courses taught at Community sites, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Site Coordinator for the campus. Permission to add courses will not be given after the last date for late registration. Authorization for dropping a course will not be approved after more than 75% of the instructional days for a course are completed, as outlined below:

Course	Deadline	Submitted by the Student to
Columbia undergraduate and graduate full semester courses	Not later than 30 days before the end of the semester	Registrar
AIM courses	By the sixth week of class	Registrar
Courses at Community Campuses	By the third weekend of class	Site Coordinator or the Registrar

If changes are not properly approved and officially reported as stated above, students will receive a grade of F in the courses for which they are officially registered, and they will be charged for all such courses. Students will not receive credit for changed or added courses unless they officially register for those courses.