MUE 315  MIDDLE SCHOOL METHODS  WI/14-15
Tuesday-Thursday 9:30-11:15 AM
Thomas Fine Arts Building (TFAB), 203
Theme for the Academic Year:
Acta Non Verba
“Action not Words” James 1:22, Matthew 7:24-27

Dr. Mark Hugh Malone,  Office: TFAB-Room 216
Professor of Music  Phone: (601) 318-6177
Email mmalone@wmcarey.edu

Required Texts:


MUE 315 is designed as a one-trimester course for the Music Education major with specific emphases in vocal development, sight-reading, choral literature, rehearsal/concert planning, teaching strategies, starting a showchoir, singing small ensemble literature, as well as program administration. The course is also structured to provide each student with a practicum experience within a public school choral program. Compact disc recordings, videos, piano, and other instruments will be used to enhance course content and presentation.

Student performance in the course will be graded in the following areas:
- Attendance/Practicum 15%
- Quizzes/Assignments/In-Class Conducting 20%
- Teaching A Lesson 40%
  (Conducting a Vocal Warm-Up & Rehearsal)
- Notebook/Final Exam* 25%
*Key Assessment

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<th>Attendance/Absences</th>
<th>Practicum</th>
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<tr>
<td>0-100</td>
<td>15 hrs. = 100</td>
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<tr>
<td>1-90</td>
<td>14 hrs. = 90</td>
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PRACTICUM
Each student must schedule a practicum in either Petal Middle School or Oak Grove Middle School (Hattiesburg) and accrue a total of 15 hours of work with middle school students. It is important to be physically and intellectually involved in this endeavor, rather than just observe (i.e. assist the teacher, sing with the students, accompany the students on piano or other instruments, teach the students, work one-on-one). Students must have supervising teacher sign each week to verify participation.
KEY ASSESSMENT PERFORMANCE - Teaching a Lesson (WCU 1, 2; Confident, Caring, Reflective CF 1, 2, 3; EG 1, 2, 4; InTASC 5, 6, 7, 8, 9; NSIM 1, 2, 3, 4, 5, 6, 7)

Each student will prepare a lesson plan to vocalize the choir and a second lesson plan to begin learning a choral selection with the choir at one of the two designated middle schools. Lesson plans must contain well-written objectives with citations from National Standards as well as the Mississippi Curriculum. Prior to teaching in the schools, lessons are to be presented as peer-teaching in class. Lessons taught in the schools will be video-taped for review during a playback the last week of classes.

THE NOTEBOOK

Each student must supply a 2 ½ to 3-inch binder in which to collect and file materials, creating a notebook that will be a useful reference for use in the choral setting. The notebook is to be organized in the following sections:

A. National Standards and Mississippi Curriculum

B. Adolescent Voice (Vocal Folds, Changing Voice, Group Voice Building)

C. Vocalises (Breath, Range, Resonance, Technique/Facility, Intervallic Intonation)

D. Sight-Reading

E. Rehearsal Planning and Pacing (Expectations/Traditions, Teaching Strategies)

F. Recruiting Singers

G. Choral Literature

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<tr>
<th>Titles</th>
<th>Score</th>
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<tr>
<td>75</td>
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H. Concert Performances

I. Showchoir

J. Administration of Choral Program

K. The “Dream” Project

L. Teaching Extras
KEY ASSESSMENT CONTENT - Final Examination (WCU 1; Confident CF 1, 2; EG 1; InTASC 4)

COURSE OBJECTIVES
Each Student will be able to perform the following with at least 86% accuracy:

1-Demonstrate understanding of adolescent vocal development by planning and conducting a vocal warm-up with live subjects in a public middle school choral setting. (WCU 1, 4; Confident CF 1, 2; EG 1, 4; InTASC 4; NSIM 1, 2)

2-Demonstrate understanding of choral rehearsal planning/pacing by conducting a choir rehearsal with live subjects in a public middle school choral setting. (WCU 1, 4; Confident CF 1, 2; EG 1, 4; InTASC 4; NSIM 1, 2)

3-Demonstrate understanding of middle school sight-reading abilities by conducting the class in a mock sight-reading procedure with materials from Florida, Alabama, and Mississippi choral festivals. (WCU 1, 4; Confident CF 1, 2; EG 1, 2; InTASC 4; NSIM 1, 2)

4-Demonstrate effective organization and communication skills in two short teaching segments. (WCU 1, 2; Confident, Caring, Reflective CF 1, 2, 3; EG 1, 2, 4; InTASC 5, 6, 7, 8, 9; NSIM 1, 2, 3, 4, 5, 6, 7)

5-Effectively accumulate and organize music materials in a resource book for classroom reference and use. (WCU 1; Confident CF 1, 2; EG 1; InTASC 4)

6-Demonstrate knowledge of the use of appropriate music techniques in a middle school choral setting through application of learned course content to questions, problems, and hypothetical situations. (WCU 1, 4; Confident CF 1, 2; EG 1; InTASC 4; NSIM 1, 2)

7-Outline an assertive discipline classroom strategy and demonstrate techniques to make it successful. (WCU 1, 2; Confident, Caring, CF 2, 3; EG 2, 4; InTASC 7, 8, 9)

8-Demonstrate understanding of small ensemble singing skills by singing and conducting appropriate literature representative of all musical style periods/eras in quartets, sextets, octets, and ensembles numbering 9-16 performers. (WCU 1, 4; Confident CF 1, 2; EG 1; InTASC 4; NSIM 1, 2)

COURSE ATTENDANCE POLICY
Students are encouraged to be punctual and attend all classes. In the event of an emergency, doctor’s appointment, or illness, a maximum of two (2) absences are allowed (with proper documentation), provided all work is made-up in a timely manner.
EVALUATION SCALE
A  92-100
B  84-91
C  75-83
D  68-74
F  0-67

COURSE CALENDAR
Week One  Syllabus, Practicum Information, Introduction, National Standards, Lautzenheiser Article, Adolescent Voice, Vocal Folds DVD, Changing Voice DVD

Visit Petal Middle School Choral Choir

Week Two  Vocal Expectations, Vocal Warm-Ups, Finding the Adolescent Voice DVD: Initiating Sound, Group Voice Building with changing voices DVD, Breath Support, Vocalises,

Visit Oak Grove Middle School Choir

Week Three  Vocalises (Continued), Student Conducted Warm-Up (in-class), Assignment: Plan vocal Warm-Up for presentation in practicum

Week Four  How To Teach Sight-Reading, Student-conducted festival Sight-Reading Exercises from Florida, Alabama, and Mississippi

Week Five  Planning The Rehearsal, How To Write An Objective, Establishing Expectations/Traditions (discipline), Tangible Rewards, Verbal Reinforcement (praise), Teaching Strategies for Rehearsals, Recruiting Singers, Concert Performance Planning; Singing Small Ensemble Music

Week Six  Finding And Choosing Choral Literature, Title Cards, Literature Appropriate for grades 6, 7, & 8, Student assignments to conduct literature in class, Singing Small Ensemble Literature

Week Seven  Student Conducted Literature, Find Appropriate National and State Standards for each piece, Singing Small Ensemble Music

Week Eight  Showchoir Literature, Props, Sound Equipment, Rehearsals, and Show-Design, Learn a piece (music and choreography) Time permitting: learn choreography from guest clinician
Week Nine  Administration of the Choral Program, What Ensembles to Offer?, The Schedule, Assessment/Grading, Budget, Equipment, Peer-teaching (preview of lesson for presentation in practicum) Singing Small Ensemble Music, Teaching a Lesson in practicum,

Week Ten  Review for Final Exam; Teaching Lessons in Schools

MAKE-UP POLICY
All work missed due to an absence may be made-up the class period following the hiatus from school. Failure to do so may result in a low grade.

Catalog Description
MUE 315: Music in Middle Schools (2 hours) Methods and materials related to vocal musical development through ensemble instruction with specific emphasis on changing voice, sight-reading, repertoire, and showchoirs.

Statement on Academic Integrity
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean’s office, and each campus dean’s office.

ADA Statement
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact (contact person) at (phone number). (contact person) is located in (office of contact person).

The contact information:

Hattiesburg campus:  Ms. Valerie Bridgeforth, 601-318-6188, Student Services Office in Lawrence Hall.

Tradition campus:  Mr. Jerry Bracey, 228-702-1802.

Keesler Center:  Ms. Amanda Knesal, 228-376-8480.

Slidell Site:  Dr. Karen Sicard, (601) 318-6475
**Disaster Plan Statement**

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website [http://wmcarey.edu](http://wmcarey.edu), and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at [https://elearning.wmcarey.edu](https://elearning.wmcarey.edu). For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at [http://wmcarey.edu/saderwatch](http://wmcarey.edu/saderwatch).