



Course Syllabus

MUEN 1153 1154 2153 2154 Panola College Pipers

Catalog Description: Lecture hours = 0, Lab hours = 4

Prerequisites: None

Semester Credit Hours: 1

Lecture Hours per Week: 0

Contact Hours per Semester: 64

State Approval Code: 5009035826

Course Subject/Catalog Number: MUEN 1153 1154 2153 2154

Course Title: Panola College Pipers

Course Curriculum:

Basic Intellectual Competencies in the Core Curriculum

- Reading
- Writing
- Speaking
- Listening
- Critical thinking
- Computer literacy

Perspectives in the Core Curriculum

- Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.
- Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society.
- Recognize the importance of maintaining health and wellness.
- Develop a capacity to use knowledge of how technology and science affect their lives.
- Develop personal values for ethical behavior.
- Develop the ability to make aesthetic judgments.
- Use logical reasoning in problem solving.
- Integrate knowledge and understand the interrelationships of the scholarly disciplines.

Core Components and Related Exemplary Educational Objectives

Communication (composition, speech, modern language)

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

- To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- To understand the importance of specifying audience and purpose and to select appropriate communications choices.
- To understand and appropriately apply modes of expression, i.e. descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.
- To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- To understand and apply basic principles of proficiency in the development of exposition and argument.
- To develop the ability to research and write a documented paper and/or to give an oral presentation.

Mathematics

The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

- To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
- To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
- To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
- To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
- To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
- To recognize the limitations of mathematical and statistical models.
- To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

Natural Sciences

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

- To understand and apply method and appropriate technology to the study of natural sciences.
- To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
- To identify and recognize the differences among competing scientific theories.
- To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
- To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

Humanities and Visual and Performing Arts

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

- To demonstrate awareness of the scope and variety of works in the arts and humanities.
- To understand those works as expressions of individual and human values within an historical and social context.
- To respond critically to works in the arts and humanities.
- To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
- To articulate an informed personal reaction to works in the arts and humanities.
- To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
- To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

Social and Behavioral Sciences

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

- To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
- To examine social institutions and processes across a range of historical periods, social structures, and cultures.
- To use and critique alternative explanatory systems or theories.
- To develop and communicate alternative explanations or solutions for contemporary social issues.
- To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
- To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
- To understand the evolution and current role of the U.S. in the world.
- To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
- To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
- To analyze, critically assess, and develop creative solutions to public policy problems.
- To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
- To identify and understand differences and commonalities within diverse cultures.

Instructional Goals and Purposes:

1. To provide excellence in teaching and develop and revise curricula to meet the needs of the community; 2. create an academic atmosphere in which students may develop their intellects and skills; 3. providing courses so students may receive a certificate/an associate degree or transfer to a senior institution that offers baccalaureate degrees.

General Course Objectives:

1. To hone the skill of performing choral music in a variety of styles at the highest level of artistry.

Specific Course Objectives:

1. To sing a balanced set of repertoire that spans the different historical periods of choral music in order to give our students experience with a variety of styles.
2. To teach students to sing using a Classical based technique that will allow them to sing any style of music that can be performed in a healthy manner.
3. To instill in the students the importance of teamwork-that choir involves balance, blend, and LISTENING, and is not designed to suit the individual-choir is indeed a team sport.

Course Content:

This course is performance based and will focus on the precepts involved in singing in a choir-listening, blend, vocal tone, style periods, vocal technique, and diction.

Methods of Instruction/Course Format/Delivery:

Each class period consists of a rehearsal where music is prepared for upcoming performances. Performances are mandatory and there will be tests occasionally where students are gathered into quartets and will sing a portion of music in front of their peers.

Assessment and Course Grade:

Attendance and Grading Policies

- Attendance at all rehearsals and concerts is required of choir personnel. If a concert is added to our syllabus, the instructor will give students ample time to check their schedules for availability. Once a student commits to a performance, he/she is expected to be present. If that student does not attend, then he/she will be dismissed from the ensemble.
- Unauthorized absences from dress rehearsals, performances, or fundraisers are not permitted and will result in a failing grade.
- It is expected that the members of the ensemble will be prepared for every rehearsal and performance. A consistent lack of musical preparation is not acceptable professional behavior and will result in a less than optimum grade for the course. This includes having a pencil and music at all times and marking music to facilitate the rehearsal procedure.
- The student's final grade will also be based upon attitude, punctuality, preparation, participation, contribution, involvement, commitment and improvement, all of which can only be subjectively assessed in class.
- Any conflicts with the performance schedule must be submitted in writing to the instructor by the first Friday of classes or they will not be considered.
- Students can fail this class due to attendance problems. Please be advised!
- All students are expected to attend ALL rehearsals and performances. Students are allowed three absences without penalty. Beginning with the fourth absence, the semester grade will drop one letter with each successive absence. Tardies count as one half absence. Missing a

performance will result in a failing grade and non-renewal of your scholarship. Obviously, there are situations where absences will be excused: illness, death in family, family emergency, school activities, etc.

- According to the Panola College Student Handbook, any student who misses more than 5 rehearsals or amasses enough tardies and/or absences to equal 5 absences will be eliminated from choir and will lose their scholarship.
- The only reasons for the instructor to excuse an absence are a death in the family or an extended illness. In the case of a death, students must provide an obituary or funeral bulletin. Regarding an extended illness, students must drop the class. Other scenarios may arise that might warrant an excused absence. These will be evaluated by Dr. Petzet.

Grading Scale

- 12.5%-Random score markings check (Usually twice per semester but variable, the instructor will check students' musical scores for markings that he has asked them to write in their scores)
- 12.5%-solo music/dance tests
- 75%-participation

Illness and Tardiness Policy

- Excessive absences due to illness require a doctor's written verification. Unless absolutely impossible, singers should attend rehearsals to take notes, even if they are not singing during the rehearsal. Excessive absences due to prolonged illness may cause the singer to be dropped from the ensemble, as a student who missed drastic numbers of rehearsals cannot blend nor execute ensemble singing – in these cases, the student must drop the class.
- PLEASE, PLEASE, PLEASE-In the event that a singer will miss rehearsal, it is required that they contact Dr. Petzet **before** that rehearsal.
- It is the responsibility of the students who arrive after the rehearsal has begun to inform Dr. Petzet of their tardy, otherwise, the grade remains an absence. Once the next choir rehearsal begins, the grade will not be changed. Please use the restroom before/after class, turn your phones off so they do not distract our rehearsal, and no texting.
- Because this is an ensemble, productive practice with the group is essential for every performing member. When you are not here, you not only affect your performance, but that of your fellow classmates. For this reason, excessive absence from class is not acceptable. The choir cannot build solidarity as a group much less within each voice section when you are not present; therefore, attendance is essential.

Texts, Materials, and Supplies:

Music and Concert Dress

- Each singer will be issued a folder of music at the beginning of the semester. Fees will be assessed for lost music/folder. All music must be turned in by the Friday before Dead Week or the student will receive an F until the materials are returned.
- Each member will be issued a uniform for concert attire. It is the student's responsibility to care for the uniform. If attire is returned in an unsatisfactory manner, students must pay for the damage. Uniforms must be returned by the Friday before Dead Week or the student will receive an F until the materials are returned.
- Students will receive a rehearsal schedule. If music and dance is not learned by deadlines, students will see significant grade reduction. Each student must work on an individual basis in order to come to rehearsal prepared.
- No piercings, short hair, facial hair/jewelry or tattoos can show during Pipers performances; if this is a problem, depending on the costumes, it is the student's responsibility to alert the instructor.

Service Learning

- During the semester, the Pipers will sing for a nursing home, community group, etc... afterwards, students will write a one-page reflection paper describing how the singer was moved, changed, or affected by his/her service to the community highlighting their social responsibility and its merits.

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panola.edu/collegestore.htm>
- For testing services, use the following link: <http://www.panola.edu/instruction/dl/testing.htm>

Extra duty

- Each ensemble member will share in the duties required by performances such as setting up and taking down risers and shells, making and distributing posters, etc. Duties will be assigned by the conductor. Failure to participate in the extra duties assigned may cause significant grade reduction and loss of scholarship.

Scholarship Responsibilities

- Students must carefully read their scholarship contracts and abide by all policies.
- You must pass at least 12 hours and have a minimum GPA of 2.00 in order to retain your scholarship.
- You must be respectful with your teachers and colleagues at all times.
- In exchange for the scholarship, you must work hard to become the best musical leader you can be-this requires regular practice of your music outside of rehearsal, regular class preparedness, and regular on time arrivals at rehearsal.
- Students must participate actively in rehearsal giving the instructor their undivided attention and make every effort to become the best musician he/she can be to fulfill the Panola Chorale's Mission Statement.
- Students must make it a regular habit of listening to the instructor's words but also to other singers and other voice parts-this must be done constantly to achieve ensemble