



## **Course Syllabus**

### **MUSI 1159 & 2159 – Musical Theater**

**Catalog Description:** Study and performance of works from the musical theater repertoire. Lecture hours = 2; Lab hours = 0

**Prerequisites:** Order of courses: 1159, 2159

**Semester Credit Hours:** 1

**Lecture Hours per Week:** 2

**Contact Hours per Semester:** 48

**State Approval Code:** 5009036126

**Course Subject/Catalog Number:** MUSI 1159, 2159

**Course Title:** Musical Theater

**Course Curriculum:** State Criteria (those marked with an X reflect the state-mandated competencies taught in this course) (*double-click on the box and choose 'checked' or 'not-checked'*)

#### **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, expositive, 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:** Through participation in this ensemble students will learn important aspects of music, including: musical theater vocal techniques, standard musical theater literature, musical styles, performance practices, and the theoretical and historical basis of music. Instruction will focus on aspects of performance and preparation specific to musical theater auditions and performances. The goal of this course is a quality and enjoyable musical theater performance.

**General Course Objectives:** After preparing the choral repertoire the student should be able to perform that repertoire demonstrating good musical preparation and performance standards. The student should also show a record of excellent class and concert attendance with proper concert attire and etiquette.

**Specific Course Objectives:** After preparing the musical theater repertoire the student should be able to complete all behavioral/learning objectives listed below with a minimum competency of 70%.

1. Attendance at all performances.
2. Consistent rehearsal attendance.
3. Demonstration of musical preparation exhibiting good diction, intonation, vocal sound production, blend, rhythm and note accuracy, and memorization.
4. Demonstration of successful musical performances that include all principals discussed in class.

**Course Content:** Musical Theater is an ensemble class designed to teach fundamentals of music reading and performance on the theater stage.

**Methods of Instruction/Course Format/Delivery:** The primary method of instruction will be small and large group rehearsals. Occasionally students may be required to attend sectional rehearsals outside of class time as needed. In all rehearsals the instructor will lead by example and may ask students to demonstrate musical knowledge aurally as well.

**Assessment:** Evaluations will be given in three ways:

1. Daily participation grades.
2. Concert participation grades.
3. Quality concert performances, which showcase the results of successful rehearsals, determined by director assessment and audience response and attendance.

**Course Grade:** 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. **Students will be allowed only three unexcused absences from class per semester. Every unexcused absence beyond three will result in the student's grade being LOWERED by ONE LETTER for each absence.** See below.

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|--------------------|----------------|
| 0 – 2 absences = A | 3 absences = B |
| 4 absences = C     | 5 absences = D |
| 6 + absences = F   |                |

**Three tardies equal one unexcused absence. Please be on time to class.** Note that you may receive a failing grade due to absences, tardies, or some combination of both.

For an absence to be excused the instructor must be informed no later than one class period after the absence. Absences that may be excused include: illness with a doctor's note; school field trips once the professor has signed the official excuse form; funerals with a funeral program provided to the professor; and other significant events with appropriate documentation. Excused absences will only be granted when official documentation of the absence has been presented to, and accepted by, the professor.

Because this is an ensemble every member of the group is essential; therefore, **concert attendance is mandatory. Any un-excused absence from a concert will result in a FAILING GRADE in the course.** Concert attendance points will also be deducted for arriving late/leaving early and incorrect attire. Excused absences from a concert will only be accepted due to 1) severe and/or contagious illness with a doctor's note or 2) other immediately impacting significant events to be determined at the discretion of the director. Excused absences will only be granted when official documentation of the absence has been presented to, and accepted by, the professor. **WORK DOES NOT CONSTITUTE AN EXCUSED ABSENCE.**

**Texts, Materials, and Supplies:** Students will be provided with all music which must be returned at the end of the semester to Mr. Clay Grizzle. In addition, students will be expected to work with AccompanEase software either on personal or practice room computers.

**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>

If any students in this class have special classroom or testing needs because of a physical, learning, or emotional condition, please contact ADA Counselor in the Administration Building, telephone 903-693-1123.

Withdrawing from a course is the student's responsibility. If you do not withdraw yourself, you will very likely receive an F if you do not attend class.

Revised: Spring 2008