Course Number: MUMH 5374  
Course Name: Choral Repertoire  
Meeting Time: TR 9:00 AM - 11:00 AM Section 001:

Instructor: Dr. Tod Fish  
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Office Hours: by appointment

Choral Literature Syllabus Summer 1 2024

**The Instructor reserves the right to change syllabus if it is deemed necessary**

Course Description: Graduate Choral Literature

- We will study a wide variety of music that is accessible for sub-Non Varsity, non-varsity and varsity high school choirs. The literature explored will be SATB, SAB, SA, SSA, TB, TT(B)B selections. The pieces examined this semester will all come from many sources such as the Something to Sing About Series, Experience Choral Music, Choral Public Domain Library (CPDL), IMSLP, and school libraries.
- The object of this course is to expose the class to as much choral repertoire (that is applicable to the classroom experience) as possible. The repertoire covered will range from music appropriate for sub-non varsity ensembles to the most advanced 6A choirs.
- Several hundred pieces of music will be viewed this summer session.
- There will be asynchronous interviews conducted by the instructor with esteemed high school colleagues. The interviews will discuss the programming of Renaissance music, Romantic music, world music, sophisticated pop arrangements, vocal jazz, and a wide-variety of compositional styles with their choirs.

Interviews:
- Mike Ware - Past TMEA President - Programming Renaissance Music
- Steve White - Vista Ridge HS - Programming World Music and Pop
- Nora Henson - Retired Plano HS - Programming Romantic Music

Projects: **ALL MUSIC SHARED IN THIS CLASS IS FOR PERUSAL AND ACADEMIC PURPOSES ONLY - COPYRIGHT LAWS ARE TO BE RESPECTED AND OBSERVED**

- Each assigned team will deliver projects each class over music assigned to them
- Each project will have 25 - 30 pieces total by each class participant
  - Please supplement the assigned music as much as you want. If there is a favorite piece that you would like to present on (not in your folder), please do! (add PDFS)
  - Possible sources are choral octavos, collections, CPDL, IMSlp, etc.)
  - Each presentation will be 40 minutes
  - Please make repertoire lists for each class
  - Each class will have three student presentations with breaks implemented
● Google Drives are created for the class to peruse PDF copies of the music
● Please secure recordings for us to listen to EIGHT selections per week.
● Please creates a YouTube playlist for each week’s selections for the presentation

• Interview Outlines - The objective for this assignment is for you to gain insight to the validity and importance of programming music in these genres. It is my hope that you will break out of your comfort zone(s) and program music that will spur growth in you and your students!

● Weekly interviews will be recorded for you to watch
● The interviews will be approximately 45 minutes in length  
● You will make a thorough outline for each interview
● Upload the outlines to D2L.

● There will be no exams in this course. Projects and outlines only

● Final Project:

  • Four Years worth of UIL Programs:
    ❖ Sub-Non Varsity Treble
    ❖ Non Varsity Treble
    ❖ Varsity Treble
    ❖ Non Varsity Tenor-Bass
    ❖ Varsity Tenor-Bass
    ❖ Non Varsity Mixed
    ❖ Varsity Mixed

• Each Year, you will be given criteria for selecting your music
• Factors in your programming (to name a few) that will be assigned to you
  ❖ YEAR 1 - You inherit a massive rebuild - Many 9th grade choir members
  ❖ YEAR 2 - Young Program still, but improved from year one
  ❖ YEAR 3 - Program is beginning to mature
  ❖ YEAR 4 - from top-to-bottom, the program is now established

• You will present and discuss WHY you chose the selections for your concert program to the class. Please send a list of the music you have chosen in concert order for each year, follow the NORMAL guidelines of UIL concert selections, there must be at least ONE A CAPPELLA selection, you may add music that has not been discussed in class (in fact I encourage it!)

• I WANT YOU TO PROGRAM NEW MUSIC! YOU MAY NOT USE A PROGRAM THAT YOU HAVE USED WITHIN THE LAST FOUR YEARS. I WILL CHECK TEXASMUSICFORMS LOL!!!

• UIL Repertoire Requirements:
  https://www.uiltexas.org/music/concert-sight-reading/choir-performance-requirements

• Repertoire List: individually, please make a list of five pieces that you enjoyed perusing by composers in the following categories:
  ❖ Renaissance
Course Objectives
As a result of taking this course:
1. Students will have a wide survey of music both on and off the UIL Prescribed Music List.
2. Students will have a basic knowledge of repertoire for novice to advanced level choirs.
3. Students will have a deeper grasp of repertoire for the programming of their own choirs.
4. Students will have the knowledge of valuable resources to find repertoire.

Required Texts:
All music is shared via Google Drive and put into a personal folder for you.

Suggested Sources and Materials:
UIL PML
Outstanding Sources for Repertoire Searches: Something to Sing About - Levels 1-3 - G. Schirmer, Inc. Something New to Sing About - Levels 1-3 Experiencing Choral Music

Oxford Series
Chester Series Personal Choral Library

Websites:
www.cpdl.org (Choral Public Domain Library) www.imslp.org (another public domain site)
JWPepper.com
carlfischer.com

Course Schedule:
June 4
Sample Programs - Tod
UIL Sample Programs - CLASS - Sample of Current or Past UIL Programs
DISCUSSION:
Why did you pick the music?
How did the pieces fit together?
Did the program work well for the ensemble?
Would you have picked anything differently in hindsight?

Projects
June 6
Treble Entry Level - Hannah, Carla, Tod

June 11 - SAB
Carla, Hannah, Tod

June 13 - Treble Moderate Level - Hannah, Carla, Tod

June 18 - Treble Advanced - Hannah, Carla, Tod

June 20 - Mixed Choir Entry Level - Hannah, Carla, Tod

June 25 - Mixed Choir Moderate Level - Hannah, Carla, Tod

June 27 - TB Entry Level - Hannah, Carla, Tod

July 1 - TB Moderate Level - Hannah, Carla, Tod

July 2 - FINAL PROJECTS - Hannah, Carla, Tod

Academic Integrity (4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/weapon
936.468.4008
thehub@sfasu.edu

Crisis Resources:
Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/