

## MUCD 541/641 Choral Conducting III/IV

Units: 2

Fall 2016—Monday & Wednesday—10:00 AM—11:50 AM

**Location:** AES 138A (Schoenfeld Orchestral Rehearsal Hall)

**Instructor:** Dr. Jo-Michael Scheibe, Chair

**Office:** MUS 417

**Office Hours:** Tuesday 9:30-10:30am  
Wednesday 9:15-9:45am  
Others by appointment

**Contact Info:** PH: 213-740-3226 (office) 562-637-3381 (cell)  
Email: [scheibe@thornton.usc.edu](mailto:scheibe@thornton.usc.edu)

**Instructor:** Dr. Tram Sparks

**Office:** TBA

**Office Hours:** TBA

**Contact Info:** PH: 310-614-1580 (cell)  
Email: [tram.sparks@usc.edu](mailto:tram.sparks@usc.edu)

### Course Description

Problems of preparing and conducting choral repertoire including major choral-orchestral works from full score; special projects according to student's development and interests.

### Learning Objectives

The course is designed to guide the effective study, preparation, rehearsal and practice of gestural communication in the performance of choral music. Emphasis will be placed on expressivity and clarity of gesture, relationship to audiation, and the effect on singers.

**Prerequisite(s):** MUCD 441/541

### Course Notes

Each graduate student will prepare and conduct choral repertoire. A brief analytical synopsis (see attached) of the composition will be prepared by each student *and given to each member of the class*. A digital video will be made of every conducting session and posted on Blackboard. A written self-evaluation, based on analysis of the video, will be due the Monday following each presentation and submitted via Blackboard. Each graduate student will prepare a minimum of four compositions during the term and conduct each composition three times (twelve sessions in total).

### Required Readings and Supplementary Materials

Shrock, Dennis, ed. *Choral Scores*. New York: Oxford University Press, 2015  
ISBN: 978-0-19-978189-8  
ISBN 978-0-19-978190-4 (pbk.)

### Description and Assessment of Assignments

**Conducting Rotation:** Rotations will be assigned on the first day of class and posted on Blackboard. Each Student will conduct 10-15 minutes per rotation. Choristers should be informed the session prior as to what selections will be conducted in the next rotation, to insure that the members of the chorus have sufficient time to prepare the given selections.

**Video Review and Self-Evaluation:** All students must submit video reviews via Blackboard of their most recent session by 10am each Monday. A sample document will be distributed in class, and a template made available for download via Blackboard.

**Analytical Synopsis:** All students must submit an analytical synopsis of each selection they conduct. The synopsis must be distributed to the instructor and all members of the class no later than 10am on the day the selection in question will be conducted. The synopsis must include:

- Conductor's name and title of selection.
- Name of the composer and his or her dates.
- Short biography of composer.
- Name of the poet and his or her dates.
- Short biography of poet.
- Text, Translation and IPA.
- Significant Musical Features (bullet points or brief paragraph).
- Potential Rehearsal Issues (bullet points or brief paragraph).

**Final Paper:** Details will be given in class regarding topic choices and format. Due December 12, 8 am, via email to [scheibe@thornton.usc.edu](mailto:scheibe@thornton.usc.edu) and [tram.sparks@usc.edu](mailto:tram.sparks@usc.edu).

**End of Term Self-Evaluation:** Also due on December 12, 8 am, is a written reflection of your conducting experience throughout the term: summative observations about your conducting, areas of growth, and goals for future improvement. Submit via email, as above.

### Grading Breakdown

97% and Above	A
93% to 96%	A-
89% to 92%	B+
85% to 88%	B
81% to 84%	B-
80% and below not a passing grade for the major	

Assignment	Points	% of Grade
Conducting	400	40
Analytical Synopsis	200	20
Conducting Reviews	200	20
Vocal Participation	100	10
Improvement as a Conductor	100	10
<b>TOTAL</b>	<b>1000</b>	<b>100</b>

### Additional Policies

**Attendance Policy:** In keeping with the professional objectives of the program, the Department of Choral and Sacred Music at the University of Southern California enforces a strict policy regarding participation and punctuality.

\*Since punctuality is important to musical professionalism, a strict punctuality policy is in place and will affect the participation portion of the grade.

\* Unavoidable emergencies will be handled on an individual basis. If an emergency occurs, (including acute, but brief, illness) the student must contact the instructor in a timely manner, followed by written notification within three days. The instructor will determine whether the emergency will be excused. If the instructor does not recognize the reason as acceptable, the student may appeal.

Absences for the following reasons are considered EXCUSED:

- \* Institutional excuses given five days in advance.
- \* Extended illness with doctor's verification.
- \* Death in the immediate family.

**Religious Holidays:** The University of Southern California, has always sought to acknowledge and accommodate those students who wish to observe religious holy days. It seeks to reflect its awareness and sensitivity to religious holidays whenever possible when scheduling University activities. Each student shall, upon notifying their instructor in writing during the first week of classes, be excused from class to observe a religious holy day of their faith.

### Course Schedule: A Weekly Breakdown

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
<b>Week 1</b> Aug. 22 / 24	Introduction / All Conductors: Victoria, <i>Caligaverunt oculi mei</i>		
<b>Week 2</b> Aug. 29 / 31	Conductors 1-5 (1A) / Conductors 6-10 (1A)		
<b>Week 3</b> Sept. 5 / 7	<b>NO CLASS – LABOR DAY /</b> Conductors 11, 1-4 (1B)		
<b>Week 4</b> Sept. 12 / 14	Conductors 6-11 (1B) / Conductors 1-6		
<b>Week 5</b> Sept. 19 / 21	Conducting / Conducting		
<b>Week 6</b> Sept. 26 / 28	Conducting / Conducting		
<b>Week 7</b> Oct. 3 / 5	Conducting / Conducting		
<b>Week 8</b> Oct. 10 / 12	Conducting / Conducting		
<b>Week 9</b> Oct. 17 / 19	Conducting / Conducting		
<b>Week 10</b> Oct. 24 / 26	Conducting / Conducting		
<b>Week 11</b> Oct. 31 / Nov. 2	Conducting / Conducting		

<b>Week 12</b> Nov. 7 / 9	Rod Eichenberger, Guest Lecturer / Conducting		
<b>Week 13</b> Nov. 14 / 16	Conducting / Conducting		
<b>Week 14</b> Nov. 21 / 23	Conducting / <b>Thanksgiving Break</b> <b>NO CLASS</b>		
<b>Week 15</b> Nov. 30	Conducting		
<b>FINAL</b> Dec. 12	Final Paper and Self Evaluation due, 8 am via email		

## Statement on Academic Conduct and Support Systems

### Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.

### Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academic-support/center-programs/dsp/home\\_index.html](http://sait.usc.edu/academic-support/center-programs/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.