



## Application for ThinkAchieve: *Beyond the Classroom* (BTC) Experiential Learning Designation

*Experiential Learning at UTC takes students beyond the classroom to connect theory and practice through creative endeavors, research, internships, leadership, service-learning and intercultural opportunities.*

### APPLICATION INSTRUCTIONS FOR FACULTY AND STAFF

Please complete the application and submit to [think@utc.edu](mailto:think@utc.edu). More information on ThinkAchieve, UTC's platform supporting Experiential Learning is at [www.utc.edu/think](http://www.utc.edu/think). If you have questions, please call Bengt Carlson at (423)-425-5825.

#### Application Content Requirements

- 1) Complete the General Information section
- 2) Select the *Beyond the Classroom* experience category most applicable
- 3) Describe the experiential element in the course or program by responding to the two *Beyond the Classroom* Description prompts
- 4) Attach current Syllabus or experience description/program materials that clarify or highlight the experiential element of the course or program

### GENERAL INFORMATION

**Faculty/Staff Name:** Alison Allerton

**Course/Experience Title (if course, please include course number):** MUS 3380 Choral Techniques

**Department or Office:** Performing Arts; Music

**First Semester the Course/Experience will be Offered:** Fall 2020

**How often do you plan to offer this Course/Experience?** Every Fall

### ***BEYOND THE CLASSROOM* EXPERIENCE CATEGORIES (select one)**

This application will be evaluated using a *rubric corresponding to one of the experience categories*. More information is available at [www.utc.edu/think](http://www.utc.edu/think).

\_\_\_\_\_ **Creative:** Articulate, implement, and reflect on a substantive application of their academic foundations to solving a real-world problem or providing and interpretation or expression

\_\_\_\_\_ **Intercultural** (Domestic and International): Interact with a culture and/or region distinct from their own. Engage in academic inquiry and application afforded by the specific off-campus setting

**X Internship:** Practice skills or methods related to their field of study through supervised work in a professional or organizational setting

   **Research:** Work from a research question, hypothesis, or thesis statement, apply research design/methods to generate findings, communicate findings through presentation, publication, or other methods of dissemination

   **Service Learning:** Articulate, implement, and reflect on a substantive application of their academic foundations to a real-world service setting and/or need

   **Leadership:** Articulate, implement, and reflect on a substantive application of their academic foundations to develop skills for leadership

## ***BEYOND THE CLASSROOM DESCRIPTION PROMPTS***

Specifically and concisely respond to the following. You may attach your responses if desired.

- A. Describe the experiential element of this course/experience (opportunity). This should include a discussion of the ways the opportunity incorporates:
1. **Regular mentorship, supervision, and feedback:** which, taken together with the opportunity itself constitutes ¼ of the entire course or experience. Mentorship entails responding regularly to student work; supporting student reflection (more description below), integrating learning through the activity and goal-setting for future involvement or inquiry
  2. **Authentic Responsibility:** Student demonstrates initiative in the creation and/or execution of the experience; takes ownership of process and outcomes

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MUS 3380 Choral Techniques is the final methods class in a sequence of methods classes for Vocal Music Education majors; in other words, they take this class in the final semester before student teaching. Because of this, there is a significant field experience component (25% of final grade). The bulk of the remaining course assessments are aimed at honing five (5) targeted skills or knowledge that are essential to being an effective choral director: singing, playing piano, conducting, listening/analyzing, and having a vast knowledge of rehearsal techniques to address a variety of challenges. These five competencies must integrate while leading rehearsal, and they must be so instinctive that they can be carried out in the improvisatory setting of a choral rehearsal (the course's overarching goal).

**Mentorship.** The chart below contains a description of several assignments or in-class experiences, the competency they target, a brief explanation of how it relates to the overarching goal, and how instructor feedback will be given.

<b>Assignment</b>	<b>Competency</b>	<b>Explanation</b>	<b>Manner of Feedback</b>
Choral Musicianship Exams 1, 3, and 5	Playing piano	Demonstrate ability to play basic warm-ups on piano in all major and minor keys; Once played for this assessment, students will then use this skill to lead warm-ups in class (5 times during semester) and in field experiences (4 times)	Rubric  Verbal feedback after labs and field experiences

Choral Musicianship Exam 2	Singing, playing piano, conducting	Demonstrate ability to play, sing, and conduct, doing 2 of 3 simultaneously	Rubric
Choral Musicianship Exams 4 and 6	Singing and playing piano	Demonstrate ability to sing and play a specific contemporary choral art song that they will later teach to a lab choir for the final	Rubric
Conducting “warm-up” challenges	Conducting	Frequent conducting challenges will be given as a “warm-up” activity in the beginning of class (e.g. “Give everyone a measure, a pitch, a direction, and a breath—be efficient!”)	Verbal feedback
Rehearsal Techniques Journal	Rehearsal techniques	Students create a journal with eight entries focused on different aspects of choral performance; entries must interpret reading material to create hypothetical scenarios where a technique can be used to either prevent or correct an error; in-class discussions will connect these techniques to specific repertoire	Rubric and in-class discussions
Choral Conductor’s Aural Tutor	Listening & Analyzing	Students complete a pre-test, workbook entries, and a post-test aimed at refining their ability to hear, describe, and diagnose vocal technique issues	Rubric

In addition to the above assessments and activities, students will go to four (4) different schools twice each—once to observe, and once to teach the students for a 15-20 minute portion of the rehearsal. I will attend all of these field experience sessions and provide verbal feedback and discuss next goals. The students must also provide a written reflection of each experience (more details below).

**Responsibility.** Students will be given music to study and prepare for each of their four field experience opportunities. They will have to mark their scores, learn the parts, take into consideration what they heard in their observation, and create a plan to refine the music in rehearsal. In the pre-requisite course, they had to send all rehearsal plans to the instructor for feedback and approval, but now they are expected to prepare on their own and thrive or fail based on their own preparation. I am of course available for help if they have questions, but otherwise they have complete responsibility to prepare and execute their plan.

B. Share, using the table below, how the course or program requirements direct students to critically reflect before, during and after the experience, integrating theory with practice and generating critical reflection on self and/or society. (e.g. student reflects on the activity; articulates personal, civic/social, and/or academic learning; identifies values and attitudes developed through the activity.) More information on Critical Reflection is at <http://www.utc.edu/think-achieve/critical-reflection.php>

<b>Description of pre-experience reflection activities</b>	At the beginning of the semester, students will set a goal for their field experiences.
<b>Description during the experience reflection activities</b>	During their field experiences, after each school visit students will complete a SAT reflection (one Surprise from the lesson, one Accolade, and one Tweak).
<b>Description of post-experience reflection activities</b>	At the conclusion of the semester, students will reflect on their goal—whether or not they achieved it, whether they might have achieved a different (unintended) goal, and what their next steps are as budding educators.