

Course Prospectus

For MUS 348 Song Leading and Church Music

Contents

OVERVIEW	1
Course Description	1
Prerequisites and corequisites	1
Course credit.....	2
INSTRUCTIONAL OBJECTIVES.....	2
YOUR INSTRUCTOR	2
STUDENTS WITH DISABILITIES	2
TECHNOLOGY ACCESS.....	2
COURSE EVALUATION	2
TEXTBOOKS	3
Required Textbook	3
Optional Books	3
ICEBREAKER ASSIGNMENT	3
COURSE REQUIREMENTS AND GRADES.....	3
Due dates and extensions	3
Reading and writing exercises.....	3
Writing assignments.....	4
Lectures.....	4
Quizzes and examinations.....	4
GRADING	4
COURSE OUTLINE	5

Overview

Music is a powerful medium. It is something that affects deeply the body, mind and emotions. Music in church services teaches lessons and it should be always glorifying God. Music often stays with a person far longer than what is taught or preached. Through music people learn more subtly and sometimes far more effectively than we may realize. The purpose of this course is to assist you in developing strong, effective, and inspiring leadership for church music programming. Through the use of both practical and written assignments, students will use a wide range of musical styles and techniques to help them broaden and deepen the worship experience of the congregations they serve.

Course Description

This course deals with the techniques of directing songs in congregational singing, choir rehearsal and performance. Practice includes conducting beat patterns, cues and learning elementary rehearsal techniques. Upon completion, students should be able to show knowledge of the fundamentals of directing songs, to gather information necessary for performing song leading and some choir directing duties, and to demonstrate knowledge appropriate for congregational song leading.

Prerequisites and corequisites

None.

Prospectus for MUS 348 Song Leading and Church Music

Course credit

Three (3) semester hours.

Instructional objectives

On successful completion of this course, a student should be able to:

1. Demonstrate an individual leadership style that encourages enthusiasm and strong singing from the congregation;
2. Express an understanding of the importance of congregational singing;
3. Exhibit effective and concise teaching of a new hymn/song in unison and in harmony;
4. Show proficiency in song leading skills and in leadership as a singer;
5. Display proficiency of leadership from an instrument, or effective collaboration with an instrumentalist familiarity with current LCG hymn/song sources;
6. Demonstrate meaningful communication with the congregation regarding hymn/song context and background, including cultural and stylistic awareness;
7. Show proficiency in a variety of musical styles (e.g. standard hymns, folk songs, etc.);
8. Display effective and creative use of various techniques and approaches (e.g. dynamics, modulation, instrumentation, etc.);
9. Show a knowledge of basic copyright laws; and
10. Define basic terms.

Your instructor

A faculty member for this course had not been appointed at this time.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities have a learning environment that provides for reasonable accommodation of their disabilities. Students having a disability requiring an accommodation should inform the instructor by email (on the course "Info" page, click on the instructor's name and then select "Send Email").

Technology access

This course requires web access and the student has to have an established email account. The Adobe Acrobat Reader is necessary to view documents that are PDF files. You can download the reader free at <http://www.adobe.com/products/acrobat/readstep2.html>.

Course evaluation

Student input is welcome, and suggestions can be helpful for improving this course. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. We want to make

Prospectus for MUS 348 Song Leading and Church Music

e-learning courses as effective as we can. At the end of the course students have the opportunity of assessing the course. By completing the assessment you can earn 30 points toward your final grade. We may also ask some other questions concerning a student's experience in distance learning to help us improve our program. We appreciate students letting us know how we can improve our products and services for them and other distance learners.

Textbooks

Students may order books through the University Bookstore. The books used or referred to in this course are commercial publications. They represent the views and ideas of their authors, editors, and publishers. Living University does not endorse these texts nor vouch for their accuracy. We simply employ them in helping you master the content of the course.

Required Textbook

Neff, L. Leroy. *Basic Principles of Song Leading* [This text will be provided in pdf form].

Church Administration, Living Church of God. *Song Leading Basics* [This text and an accompanying DVD will be provided].

Phillips, Kenneth H. *Directing the Choral Music Program*. Oxford University Press, ISBN-10: 0195132823, ISBN-13: 978-0195132823.

Optional Books

None.

Icebreaker assignment

To officially begin this course you must complete an icebreaker assignment by which you introduce yourself to your classmates through posting a short autobiography on the course Discussion Forum.

Course requirements and grades

Due dates and extensions

Students must complete the course by the last official day of instruction as set forth in the academic calendar.

Reading and writing exercises

Reading and writing assignments are integrated into the seven lesson webpages.

Video Presentation

In this course you will prepare and submit a video of a Sabbath service or parts of several Sabbath services in which you act as Song Leader.

1. Your video should consist of the following:
 - a. A 5 - 8 minute demonstration of your teaching something new to the congregation. For example, teach an unfamiliar song or hymn, a round, a partner song, or a harmony part.
 - b. Your leading 2 hymns or songs (at the same or different services) being sure to begin with a very brief verbal introduction of each piece.

Prospectus for MUS 348 Song Leading and Church Music

2. Submit with your video an account of the above leading experiences contained on your video, detailing your selection process, collaboration process, preparation and implementation. Conclude with a self-evaluation of what worked, what didn't work, and what you learned in the process.
3. Submit an evaluation, written by your pastor or his designee, of your entire video project.

Writing assignments

All writing assignments in this course should follow the MLA style as set forth in *Writing Research Papers: A Complete Guide* by Lester & Lester. Please cite your sources and use quotation marks where needed. The Files feature on the Assignment Submission page lets you submit your work so your instructor can have it handy for download, review and grading.

Lectures

This course includes a series of lectures by your instructor. Links to lectures are in the lessons.

Quizzes and examinations

There are no quizzes or exams in this course.

Grading

A course grade will be determined based on the number of points a student has earned over the semester as follows:

- Icebreaker Assignment (30 points)
- Musical Background Paper (70 points)
- Video Presentation (250 points)
- Planning and Arranging for Special Music (100 points)
- Choir (100 points)
- Children's Programs (100 points)
- Discussion Forums (seven, each worth 10 points, for a total of 70 points)
- Newsletter/Video (a newsletter article that speaks to the importance of congregational singing or submit a video of a brief talk or sermonette to your congregation or Spokesmen Club about the importance of congregational singing, 100 points)

- What I Learned Essay (30 points)
- Course Evaluation (30 points)
- TOTAL 750 points

Posting the Icebreaker assignment on time is worth 30 points. These points could make the difference between an A or a B, or passing or not passing.

Grades are in the traditional American style of an A, B, C, D or F. In distance learning, we believe that the measure of mastery of course subject matter is completion of 80% of the objectives for a course. That means that we want students to earn at least 800 points in this course. If they do not do so then they have not achieved the level of the mastery we would like them to have.

We want this course to be competency-based and so it is possible for the entire class to receive an A or a B. There is no artificial curving of scores in the assignment of grades (if you do not know what that means, do not worry about it). Mastery of the material is what one's goal should be.

Grades, assigned by points, are as follows:

Prospectus for MUS 348 Song Leading and Church Music

A 675-750 points

B 600-674 points

C 525-599 points

D 450-524 points

F Below 450 points

Course outline

Lessons and Topics (Readings and viewing assignments are integrated into the lessons)

Lesson 1 Introduction to Song Leading and Church Music

Lesson 2 Song Leading Skills

Lesson 3 Congregational Singing

Lesson 4 Special Music

Lesson 5 The Church Choir

Lesson 6 Music and Children

Lesson 7 Music Ministry