



**Choral Literature**  
**College of Fine Arts / MUSC 3862**  
**FALL Semester 2025**  
**Tuesdays 5:00PM - 6:50PM/Fain FA - C117A**

### **Contact Information**

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### **Course Description**

This course explores the wide spectrum of choral literature while equipping future educators with practical strategies for leading ensembles at various developmental levels. We will emphasize core skills such as **audition procedures, score preparation, and rehearsal planning**, along with **problem-solving techniques** tailored to ensemble needs. Through guided analysis and hands-on application, you will develop the pedagogical skills essential for repertoire selection and ensemble management, preparing you for the broad demands of teaching. Our goal is for students to gain the confidence needed to build an accessible and musically vibrant choral program.

### **Common Learning Objectives**

- **Historical and Stylistic Knowledge:**  
Students will identify and summarize characteristics of historic forms, genres, composers, and styles within choral music.
- **Repertoire Analysis:**  
Students learn to assess the aural, technical, and ensemble challenges presented in a score.
- **Programming Skills:**  
Students will develop the ability to create and design concert programs with specific artistic and practical goals, selecting appropriate literature for different levels of singers.
- **Research and Resource Utilization:**  
Students will learn to find and evaluate resources, both printed and online, to locate quality choral literature from major publishers and historical periods.
- **Philosophical Development:**  
Students develop a personal philosophy for selecting appropriate choral literature based on pedagogical and musical goals.

### **Major Choral Eras and Genres:**

The syllabus often surveys literature from major periods of music history, from the Medieval era to the present day.

**Key Composers:**

Students learn about significant composers of choral music and their works.

**Programming Projects:**

Students often complete projects to design and present concert programs.

**Research and Analysis:**

Research on specific composers, works, genres, or historical topics is a common assignment.

**Portfolio or Library Index:**

Students may create a personal music library index, a collection of research findings and repertoire.

**Examples of Topics Covered**

- Sacred Music: The evolution of forms like the Mass, Motet, and Anthem.
- Secular Music: English Renaissance genres such as the Madrigal, Ballet, Catch, and Glee.
- Oratorios and Cantatas: The development of these major forms from the Baroque era onwards.
- Modern and Contemporary Works: Selections from the 20th and 21st centuries by composers like Bernstein, Whitacre, and Rutter.

**Textbook & Instructional Materials**

Jorgensen, N. S., & Pfeiler, C. (1995). *Things They Never Taught You In Choral Methods*. Hal Leonard.

Shrock, D. (2009). *Choral Repertoire*. Oxford University Press.

Wilkinson, E., & Rush, S. (2017). *Habits of a Successful Choral Director*. GIA Publications, Inc.

- Paperback and e-book (if available) can also be used.
- Other resources include octavos and readings from various sources may also be used.

**Student Handbook**

Refer to: [Student Handbook](#)

**Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

**Moffett Library**

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help

students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

### Grading Overview

Assignments	Points
Semester Assignments	400
Semester Projects	250
Discussion Prompts / Collaboration	260
Midterm Project	200
Listening / Playlist	140
Final Project	250
Total Points	1500

Grade	Points
A	1350 - 1500
B	1200 - 1349
C	1050 - 1199
D	900 - 1049
F	Less than 900

### Assignments / Discussions / Projects

All assignments, unless otherwise specified, must be completed and uploaded to the designated D2L link by 11:59 PM on the assigned due date. An in-class workshop will be provided for each assigned project with more details about each assignment. Submissions will be utilized for class collaboration, discussion, and activities during the following class meeting, so timely completion is essential for full participation. Students can expect 4 assignments (100 pts each), 4 discussion prompts (65 points each) and 2 semester projects (125 points each).

### Midterm and Final Projects

Please see above information concerning assignments, discussions, and projects. The midterm and final project will appear on the Course Schedule in more detail. As with other projects, a workshop will be provided for more details about the assignment. Students can expect a midterm project (200 pts) and a final project (250 points).

### Extra Credit

Extra credit opportunities, if offered, will be at the discretion of the instructor and announced to the entire class. These opportunities are designed to **enhance learning**, not to replace missed work or compensate for poor performance on required assignments.

### Late Work Make-Up Work

Please see the below Attendance policy.

### Important Dates

Last day for term schedule: **December 12th.**

Check the date on the [Academic Calendar](#).

Deadline to file for graduation: Check the date on the [Academic Calendar](#).

Last Day to drop with a grade of "W:" **November 24th.**

Check the date on the [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

### **Attendance**

Because attendance is an essential component of success in this course, your instructor will be taking roll each class meeting, so students are expected to attend all meetings of the classes in which they are enrolled. This class relies heavily on discussion, collaboration, and in-class application of concepts, therefore, regular attendance and active participation are expected. Participation points, group activities, and collaborative discussions cannot always be replicated outside of class, so consistent attendance is critical for your success. Students are responsible for obtaining missed content and completing assignments by the posted deadlines. A student with excessive absences may be dropped from a course by the instructor. Any student in jeopardy of being dropped from class due to excessive absences will be given a verbal or written warning in advance.

### **Instructor Class Policies**

Students are expected to remain attentive and actively engaged in every class session, contributing thoughtfully to discussions and course activities. Mobile devices should only be used for approved instructional purposes, such as research or accessing class materials; all other usage is prohibited during class time.

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

## **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

## **College Policies**

### *Campus Carry Rules/Policies*

Refer to: [Campus Carry Rules and Policies](#)

### *Smoking/Tobacco Policy*

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated smoking areas at each location.

### *Alcohol and Drug Policy*

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### *Campus Carry*

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

### *Active Shooter*

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

## **Grade Appeal Process**

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

**\*Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### Course Schedule:

The course schedule outlined in this syllabus is subject to change at the discretion of the instructor to accommodate the needs of the class or unforeseen circumstances. Any changes will be communicated in a timely manner through D2L and/or class announcements.

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 - 8/26	Course Introduction	All discussion prompts will be due no later than 11:59PM on the due dates listed.
Week 2 - 9/2	<p>Habits... Ch. 1 &amp; 2 <i>Let's Start at the Very Beginning</i></p> <p>Things... Ch.1 <i>Ownership</i></p> <p><b>Assignment 1:</b> <i>Developing A Professional Mission Statement (Ch.2 pgs. 16-24)</i></p> <p><b>Discussion Prompt 1:</b> Based on this week's reading from <i>Habits and Things</i>, what qualities do you believe are essential for success as a choral conductor? Which habit resonated most with you and why? What role does ownership play in the success of a choral program?</p> <p><b>MEET THE TEACHER/ MENTOR WORKSHOP</b></p>	<p><b>Discussion Prompt 1, Assignment 1 &amp; Playlist Entry 1&amp;2 (2 entries):</b> <b>9/8</b></p>
Week 3 - 9/9	<p>Habits... Ch. 3 <i>Working With Parents, Principals, Faculty &amp; Staff</i></p>	<p><b>Meet-the-Teacher / Mentor Due &amp; Playlist Entry 3:</b> <b>9/15</b></p>
Week 4 - 9/16	<p>Habits... Ch. 4 <i>Managing the Classroom</i></p> <p><b>MIDTERM ASSIGNMENT / TMEA WORKSHOP</b></p>	<p><b>Playlist Entry 4:</b> <b>9/22</b></p>
Week 5 - 9/23	<p>Habits... Ch. 5 <i>The Importance of the Warm-Up</i></p> <p><b>Assignment 2:</b> <i>Create / share 3 vocal warm-up exercises to present to the class. For each exercise, include a written explanation describing its purpose and how it benefits vocal development and ensemble singing.</i></p>	<p><b>Midterm Grades Due:</b> <b>9/29-9/30</b></p> <p><b>Playlist Entry 5:</b> <b>9/29</b></p>

Week or Module	Activities/Assignments/Exams	Due Date
Week 6 - 9/30	Habits... Ch. 6 <i>Teaching the Components of Singing</i>	<b>Assignment 2 Due Playlist Entry 6: 10/6</b>
Week 7 - 10/7	Habits... Ch. 7 <i>Music Literacy</i> <b>REHEARSAL STRATEGIES PLAN WORKSHOP</b>	<b>Research Topic Submission Due &amp; Playlist Entry 7: 10/13</b>
Week 8 - 10/14 Independent Research NO CLASS	Habits... Ch. 8 <i>Effective Rehearsal Strategies</i> <b>Assignment 3: Choral Repertoire / Rehearsal Strategies Plan</b>	<b>Independent Reading &amp; Research - Rehearsal Strategies Plan Due &amp; Playlist Entry 8: 10/20</b>
Week 9 - 10/21	Habits... Ch. 9 <i>Quality Repertoire is the Key to Success</i> Things... Ch.3 <i>Selecting Literature for Performance</i> <b>Discussion Prompt 2: Based on this week's reading, what non-musical factors (text, voicing, difficulty, cultural relevance) should guide repertoire choices? Share an example of a piece you would program and why.</b>	<b>Discussion Prompt 2 &amp; Playlist Entry 9: 10/27</b>
Week 10 - 10/28	Habits... Ch. 10 <i>The Importance of Appropriate Assessment</i> Things: Ch. 5 <i>Building the Adolescent Voice</i> Things... Ch.9 <i>All That Glitters Isn't Gold</i> <b>Topics:</b> <i>Choosing literature for developing voices (middle/high school) / Gender-inclusive and changing-voice considerations</i> <b>Class Collaborative Activity: Evaluate PML pieces for varying ability levels.</b> <b>UIL C&amp;SR PROJECT WORKSHOP</b>	<b>Playlist Entry 10: 11/3</b>

Week or Module	Activities/Assignments/Exams	Due Date
Week 11 - 11/4	<p>Habits... Ch. 11 <i>Building Student Leadership</i></p> <p>Things... Ch.10 <i>All for One! One for All!</i></p> <p><b>Discussion Prompt 3:</b> <i>Student leaders such as section leaders, officers, or ensemble representatives play a crucial role in building choir culture and supporting the director. What qualities make an effective student leader in a choral setting? How do we avoid cliques and favoritism? What are some strategies / systems that can be implemented to assist in student ownership?</i></p>	<p><b>Discussion Prompt 3 &amp; Playlist Entry 11:</b> <b>11/10</b></p> <p><b>UIL C&amp;SR Project Due:</b> <b>11/17</b></p>
Week 12 - 11/11	<p>Habits... Ch. 12 <i>A Myriad, Plethora, and Cornucopia of Other Things Necessary for Success</i></p>	<b>Playlist Entry 12:</b> <b>11/17</b>
Week 13 - 11/18	<p>Habits... Ch. 13 <i>Continuing Education &amp; Professional Development</i></p> <p><b>CONTINUING EDUCATION WORKSHOP</b> <b>FINAL PROJECT WORKSHOP</b></p>	<b>Playlist Entry 13:</b> <b>11/24</b>
Week 14 - 11/25 Thanksgiving Week	<p><b>Assignment 4:</b> STUDENT CONTINUING EDUCATION PLAN &amp; JUSTIFICATION</p> <p><b>Discussion 4: "Preparing For Your First Job" / "Looking Back &amp; Looking Ahead"</b> <i>How will your professional development priorities shape your teaching practice? Why is lifelong learning important in education?</i></p>	<p><b>Discussion Prompt 4 &amp; Playlist Entry 14:</b> <b>12/8</b></p> <p><b>CONTINUING EDUCATION PLAN DUE:</b> <b>12/1</b></p>
Week 15 - 12/2	<p>Habits... Ch. 14 <i>Work and Quality of Life Issues</i></p>	<b>FINAL PROJECT DUE:</b> <b>12/8</b>
Week 16 - 12/9	<p>LAST DAY OF CLASS Semester wrap-up</p>	All assignments complete and submitted no later than... 12/10 - 11:59PM