

Syllabus for
MUS 325—Vocal Pedagogy and Repertoire
1 Credit hour
Fall 2008

I. COURSE DESCRIPTION

A lecture-discussion-demonstration course that acquaints students with the main elements involved in human sound production and basic vocal faults. Involves Teaching and diagnostic techniques, including those of classroom management, for practical application.

Prerequisites: MUS 029 - Voice

Recommended: MUS 241 - Phonetics

MUS 242 - Diction for Singers

II. COURSE GOALS

This course will enable the student to do the following:

- A. Begin formulating an approach to teaching voice.
- B. Study material pertaining to vocal function and training.
- C. Learn factual information.
- D. Interject their personal feelings and experiences in singing to the entire class.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

- 1. Identify and diagnose vocal problems.
- 2. Explain a basic approach to vocal sound.
- 3. Demonstrate good and poor posture and give corrective procedures.
- 4. Demonstrate good breathing techniques.
- 5. Describe the phonatory process and the characteristics of good vocal sound.
- 6. Describe the vocal registers.
- 7. List the criteria for establishing voice classifications.
- 8. Describe the vocal resonators and their adjustments.
- 9. Describe the articulatory process and good articulatory habits.
- 10. Explain speech levels and common vocal faults.
- 11. Describe the process of developing the voice.

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies:

General Competencies 3, 5, 9, & 10 and Subject Competencies 3, 4, 5, 6, & 7.

General Competencies:

- #3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.
- #5. The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.
- #9. The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.
- #10. The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.

Subject Competencies--Vocal/General

- #3. Has knowledge of effective methodologies and practices for encouraging self-analysis and musical independence.
- #4. Understands proper breathing techniques and tone production techniques.
- #5. Has a knowledge of quality literature (collection of written music), both choral and solo, as well as folk songs appropriate for children.
- #6. Understands the changing voice, both male and female.
- #7. Has knowledge of where to locate professional consultants and printed music resources, such as music stores, music publisher catalogues, and textbook companies.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

- 1. Textbooks
 - McKinney, James C. The Diagnosis and Correction of Vocal Faults. 1982.
- 2. Other
 - MUE majors: Wong, Harry. The First Days of School.**
 - Supplemental Reading for Book Reports:
 - a. Appelman, D. Ralph. The Science of Vocal Pedagogy. 1967.
 - b. Burgin, John Carroll. Teaching Singing. 1973.
 - c. Christy, Van. Expressive Singing. 2 vols. 3rd ed., 1975.
 - d. Christy, Van. Foundations in Singing, 4th ed. 1979.
 - e. Coffin, Berton, The Sounds of Singing. 1977.
 - f. Garcia, Manuel, Hints on Singing. 1894.
 - g. Greene, Margaret C. L. The Voice and Its Disorders. 3rd ed., 1972.
 - h. Kagen, Sergius. On Studying Singing. 1950.
 - i. Klein, Joseph J. Singing Technique. 1972.
 - j. Miller, Richard. English, French, German, and Italian Techniques Proctor of Singing . 1977.
 - k. Proctor, Donald F. Breathing, Speech, and Song. 1980.

- l. Reid, Cornelius. Bel Canto: Principles and Practice. 1950.
- m. Stevens, Dennis. A History of Song, revised ed. 1960.
- n. Vennard, William. Developing Voices. 1973.
- o. _____, Singing: The Mechanism and the Technique, Revised ed. 1967.

B. Optional Materials

1. Textbooks
None
2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
3. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures – see the Music Department Student Handbook.

C. Course Policies and Procedures

1. Evaluation/Assessment of Competencies
The Teacher Candidate will be able to do the following:
 - a. report to the class and successfully exams in diagnosing, and giving possible resolutions, to vocal problems, including natural occurrences, such as the hanging voice. (Gen. Comp. #3 and Subj. Comp #3)
 - b. explain a basic approach to vocal sound. (Gen. Comp. #3 and Subj., Comp. #4)
 - c. relate specific voices and vocal faults to appropriate repertoire. (gen. Comp. #5 and Subj. Comp. #3 & 4)
 - d. demonstrate good breathing techniques, good and poor posture with corrective procedures. (gen. Comp. #3 & 4)
 - e. write acceptable class (vocal ensemble) lesson teaching procedures,

- including techniques to prevent and correct behavioral problems.
 * (Gen. Comp. #5 and Subj. Comp. #3)
- f. demonstrate self-instruction of vocal techniques in preparation for ongoing, progressive vocal performance. (Gen. Comp. #9)
 - g. write a complete discipline plan for a vocal ensemble, including rules, consequences, and rewards. * (Gen. Comp. #10)
 * MUE students must address items "e" and "g" with the Wong text as reference.
2. Grading consists of the following:

a. Teacher Observations	25%
b. Semester Exams	25%
c. Class Paper	20%
d. Final Exam	30%
 3. Grading scale computed as follows:

90% or above = A
 80% or above = B
 70% or above = C
 60% or above = D
 59% or below = F
 4. **Required/Recommended PORTFOLIO item(s) include the following:**
 - a. Resource list of books and other material concerning the changing voice, male and female.
 - b. Lists of repertoire for each voice classification.
 - c. A copy of class (vocal ensemble) lesson teaching procedures and the discipline plan for a vocal ensemble.
 5. Other Policies and Procedures
 1. The various aspects of vocal performance and pedagogy demand separate treatment and study before they are assembled to form a complete entity.
 2. Students will be required to demonstrate through either written or oral means the specific materials covered in each unit to formulate a complete point of view regarding pedagogical techniques and their derivation.
 3. Class attendance will affect the final grade.
 4. A missed exam or assignment can only be made up by advance arrangement and approval of the instructor. In case of illness, the exam or assignment must be made up by the next class period.

VI. COURSE CALENDAR

Week

1&2	Diagnosing Vocal Faults I
3-5	Posture, Breathing, and Support
6-7	Basic Approach to Vocal Sound
	Spring Break
8	Phonation
9	Voice Classification
10	Resonation
11-12	Articulation and Diction
13	Coordination

14	The Speaking Voice
15-16	Repertory

Course Inventory for ORU's Student Learning Outcomes

Vocal Pedagogy & Repertoire Fall 2008

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle	X			
3B	Physically disciplined lifestyle	X			
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity	X			