

Vocal Pedagogy I

Mondays and Wednesdays, 3:00 p.m.—3:50 p.m.

Faculty Information

Instructor Name: Miss Judith Morehouse, MMus

Office: Hickman 149, Columbia Campus

Phone Number: 931-540-2873

Email Address: jmorehouse@columbiastate.edu

Course Information

The Course Catalog's Description:

This 2 credit class is an introduction to vocal pedagogy. Students will learn to apply their accumulated knowledge of anatomy, physiology, basic acoustics, and vocal techniques scientifically within a monitored studio setting. They will build upon their understanding of the delicate mechanics of the body and expand their ability to recognize correct and incorrect vocal techniques and the effect of such on the vocal mechanism. Prerequisite(s) for this course include completion of Vocal Anatomy and Vocal Diction I along with a major in voice performance, voice education, or the last semester in a voice minor.

The Instructor's Description:

This course provides the basic knowledge all vocal instructors need to be informed, health-conscious studio teachers. The human voice is a wondrously delicate instrument that requires meticulous care born of an intimate knowledge of human anatomy, physiology, acoustics, vocal technique, and diagnostic skill. All of this knowledge will be cultivated through active discussion, collaboration, reading, modeling, studio observation, and application in private instruction. We will approach the pedagogical paradigm from both traditional and non-traditional views, allowing each student to develop their own studio style.

Inclusivity Statement

Your instructor supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. Students, faculty, administrators, and staff at this school are all expected to respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own. This mutual respect and understanding will grow our classroom community and build support for inclusivity across the school's community.

Course Materials

Textbook:

Ware, Clifton. Basics of Vocal Pedagogy: the Foundations and Process of Singing. New York, NY: McGraw-Hill, 1998.

All other readings will be in Online Campus or available via the school or instructor's library.

A 3-ring binder is required.

Course Purpose and Expectations

The purpose of Vocal Pedagogy I is student success in the studio.

Students can expect:

- clear instructions for every activity;
- activities that marry prior knowledge to new material;
- guidance in applying the course material;
- and instructor availability and willingness to assist in all course concerns.

Students are expected to:

- be early to class with all materials required;
- be professional and respectful to all and active in discussions and activities;
- and be responsible to turn in all classwork promptly.

Class Format

- This hybrid course meets regularly on campus, and all written assignments are due Sunday evening at midnight of their assigned week (in Online Campus). No late submissions will be accepted.
- Throughout the semester, students will be randomly grouped for collaborative learning. These groups will change with each assignment.
- This class is approached from a lecture, discussion, and lab format. As the semester progresses, the format for the class will evolve from lecture and discussion sessions to discussion and lab sessions. In the first, the students will avail themselves of opportunities to read, ask questions, and discuss their findings within the classroom. In the second, students will take the lead in a laboratory/studio format that allows them to workshop their own students before the class and ask for suggestions from their instructor and peers.
- Discussions in Online Campus will explore broader themes and questions from the readings and class. Original posts within the discussion board will be expected on a weekly basis on the topic of the instructor's choice. Replies to posts must be well thought out and move the discussion.
- Each student is required to write a five page report on a pedagogy or vocology book and create a video presentation of the material for Online Campus. Books can be sourced from the instructor's private library or from the school's library. If sourcing from the school library, the student must get the instructor's approval of the material.
- Each student must source a student outside of the music program for vocal instruction. Turn the names of these students in to the instructor by the fourth week of class. Furthermore, these students must attend, at least, two in-class applied studio sessions.
- Three exams assess student knowledge of anatomy, physiology, and acoustics.

Course Attendance

Attendance for this class is mandatory. Any student who misses three classes will have their grade lowered by one letter (A to B, B to C, etc.).

To assure an accurate account of a student's absence or presence, attendance will be recorded at each class session. If the student comes into class after the roll has been called, it is the responsibility of the student to inform the instructor of their attendance at the end of that particular class session. Otherwise, the student will be counted as absent for that day.

Students must notify the instructor, at least, 24 hours in advance if they know they will be either absent or late to class.

Learning Outcomes

Ultimate

Equip voice students with the tools to be successful vocal pedagogues and prepares them for Vocal Pedagogy II. These tools include the ability to (a) apply diagnostic techniques based on anatomy, physiology, and acoustics of the voice; (b) articulate desired outcomes to private students; and (c) assign proper material to students.

Medial

- Read and discuss the methodologies of current and past studios (readings and discussions)
- Observe active vocal pedagogues within the college and comparatively apply to private instruction methods (observations, discussions, private teaching, in-class studio)
- Demonstrate effective pedagogical skills that showcase the ability to adjust to individual needs (private teaching, in-class studio, discussions)
- Develop a personal teaching style and structure for private lessons through application of class materials (discussion, private teaching, in-class studio, readings)
- Understand what makes repertoire appropriate for beginners of all voice types (discussions, private teaching, in-class studio, binder)
- Produce a resource binder of all materials accumulated throughout the semester for use in future studio (readings, discussions, lectures, private teaching, in-class studio, essay)

Basic

- Anatomy & Physiology
- Phonation & Respiration
- Registration & Acoustics
- Repertoire & Vocalizes
- Teaching Techniques

Assignment Procedures

The student is to complete all assignments by the designated date and time restrictions announced in class.

Students must submit every major assignment in order to pass this course.

In order to complete assignments, the student is responsible for purchasing the required materials for the course at the beginning of the semester, as indicated in this syllabus under the heading: Course Materials.

It is the student's responsibility to utilize a computer compatible with the systems requirements for Online Campus located on the log-in page of Online Campus.

You are responsible for all material covered and all assignments given, regardless of personal illness, family emergency, computer system failures or inclement weather. Active participation in this class is required.

Assignments

Reading and Discussion Posts (60 points total)

Each week, the student will be responsible for assigned reading in either the book or an article made available in Online Campus. Students will be required to create an appropriate post in response to one of the topics within the reading as chosen by the instructor. Students are also required to respond to, at least, two other students' posts. All discussions are due by midnight on Sundays.

Exams (60 points total)

There will be three exams on vocal anatomy, physiology, and acoustics, respectively.

Book Report and Presentation (50 points total)

Students are required to choose a book on either vocal pedagogy or vocology from the instructor's personal collection or the school library and write a five page report and response to the techniques discussed, including takeaways to apply to your private instruction method. This paper will be presented in Chicago style in Word format (.doc or .docx.). You must submit the document by midnight on Sunday, week 7. Additionally, students will present their findings in a 5-8 minute presentation video posted to Online Campus.

Applied Private Teaching and In-class Studio Teaching (80 points total)

Students are required to recruit a fellow student from outside the Music Department. This student must have no experience with voice lessons and must be able to attend two in-class applied studio sessions. The Pedagogy Student will give 6 private lessons outside of class to the student of their choice and keep separate logs of both their teaching progress and student's progress. (The logs will be placed in the binder.) Twice, each class member will teach their student during a ten minute in-class session. These sessions will provide valuable feedback for teaching improvement to the entire class.

Studio Observations (30 points total)

Students must attend and observe 6 private lessons given by teachers other than their own private instructor. Be mindful of the instructor's time, and submit a request to observe early to

allow them to choose the lesson they wish students to observe. Students will keep a log of observations for application to their own teaching. (The log will be placed in the binder.)

Binder (36 points total)

Students must keep a three-ring binder of all their notes and accumulated resources. The binder will be collected the last week of class for a grade. Included in the binder will be all student lesson logs, teacher lesson logs, observation logs, vocalizes, book suggestions, class articles, typed personal notes, and a copy of the graded book report.

Grading/Evaluation

This course is designed so that students can earn up to 320 points. Students will receive a letter grade based on where their cumulative point total falls at the end of the semester.

Overall Course Grading Scale

288 to 320 = A

256 to 287 = B

224 to 255 = C

191 to 223 = D

0 to 190 = F

Assignment Tracker and Class Schedule (subject to change)

Due Dates	Topics	Assignments	Total Weekly points
Week 1	Vocal Process	Reading & Discussion Ch. 4	5
Week 2	Vocal Process Cont.	Reading & Discussion Ch. 4 Exam 1	25
Week 3	Respiration	Reading & Discussion Ch. 5 Observation 1	10
Week 4	Phonation	Reading & Discussion Ch. 6	5
Week 5	Registration	Reading & Discussion Ch. 7 Observation 2	10
Week 6	Teaching Singing & Discussion about Report Topics	Reading & Discussion Ch. 13 Private Teaching Starts Exam 2	25
Week 7	Teaching Singing Class Discussions	Book Report & Presentation Private Lesson Logs 1	58
Week 8	Resonation	Reading & Discussion Ch. 8 Observations 3 & 4 Private Lesson Logs 2	23
Week 9	Articulation	Reading & Discussion Ch. 9 In Class Studio	21
Week 10	Coordination	Reading & Discussion Ch. 10 Observation 5 Private Lesson Logs 3 Exam 3	38

Week 11	Pathology	Reading & Discussion Ch. 11 Observation 6 Private Lesson Logs 4	18
Week 12	Psychology	Reading & Discussion Ch. 2 In Class Studio	21
Week 13	Solo Repertoire and Performance Choices	Reading & Discussion Ch. 12 Private Lesson Logs 5	10
Week 14	Body-Mind Integration	Reading & Discussion Ch. 3 Private Lesson Logs 6	10
Week 15	Philosophy	Reading & Discussion Ch. 1 Binder	41
Possible Total Points			320

External Links

The appearance of external hyperlinks do not constitute endorsement by the Institution web site or the information, products, or services contained therein. The external links will let you leave the course site. The linked sites are not under the control of the Institution.

This Institution is not responsible for the contents of any linked site or any link contained in a linked site, or any changes or updates to such sites and is not responsible for web casting or any other form of transmission received from any linked site. These links are provided only as a convenience, and the inclusion of any link does not imply endorsement by the Institution.

Technical Support

Helpdesk Information: If you are having computer or technology problems, contact the Helpdesk, not the instructor. The instructor will not be able to address technical difficulties related to your computer. The contact information for the Helpdesk is located in Online Campus on the log-in page.

Make sure your computer meets the Systems Requirements for Online Campus. Refer to this link on the Online Campus log-in page: [Systems Requirements for Online Campus](#)

Use a browser that is compatible with Online Campus. Check Systems Requirements, located on the home page when you log into Online Campus, for acceptable browsers.

Behavior

The student is expected to conduct himself or herself in a professional manner. Students are held to the standards set forth in the catalog and student handbook.

Students who engage in disruptive or inappropriate behavior in class will be removed from the class for that day. Continued inappropriate behavior will result in the student being permanently removed from the class. Disruptive behavior includes any dangerous, threatening, or otherwise illegal behavior. It also includes rude, impolite, or offensive behavior. Other behavior that will not be tolerated in class includes talking during class, use of cell phones or other electronic devices, sleeping, and engaging in any other activities that disrupt the class. Any form of disruptive behavior results in a point deduction from the final grade for each infraction.

Program/institutional expectations for professionalism, confidentiality, and mutual respect extend to Internet and social networking settings. Discipline and grade consequences may be applicable to inappropriate virtual behavior.

The student is expected to participate in all classroom activities (student engagement activities) as designated by the instructor.

Code of Conduct and Academic Integrity

It is the expressed policy of the Institution that every aspect of academic life—not only formal coursework situations, but all relationships and interactions connected to the educational process—shall be conducted in an absolutely and uncompromisingly honest manner. The Institution affirms its commitment to academic integrity and expects all members of the Institution community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the Institution's Student Conduct Policy published in the Student Handbook (<https://www.memphis.edu/osa/pdfs/csrr.pdf>). Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this Institution policy.

Please visit and review the Institution's online guide to understanding and avoiding plagiarism: <https://libguides.memphis.edu/academicintegrity>

The essence of academic integrity is that you must never represent another person's work as if it were your own, whether that person is another student in the class, the author of a published book or article, or the creator of a website. In some types of assignment, you may consult another person's published work, but you must indicate clearly where you found your information, and if you copy the actual words, you must put them in quotation marks and state exactly where they came from in a way that would enable your reader to find that passage in the source you used.

Accommodations for Students with Disabilities

This Institution is committed to providing reasonable academic accommodations for all students with disabilities. Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible—preferably before the drop/add deadline—so that we may work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

Students must take the following actions to obtain disability accommodations and services:

- Register with Disability Resources for Students (<https://www.memphis.edu/drs/>) and provide appropriate qualifying medical or psycho-educational documentation that establishes the existence of a qualifying disability and provides a rationale for reasonable accommodation, if applicable.
- Make their disability related needs and specific requests known in a timely manner to the appropriate people, such as their Student Disability Services Coordinator, their professors, or other relevant staff; and

- Follow the established procedures of the Institution for acquiring needed services, reasonable accommodations, and adjustments.

The Institution is not responsible for providing services or making academic accommodations or adjustments until the above conditions have been met. Disability accommodations are not retroactive but go into effect at the point these conditions have been met.

Additional Helpful College Resources

[Columbia State Tutoring Services](#)

[Columbia State Counseling and Other Support Services](#)

Discrimination and Harassment Complaints and Investigation

TBR Guideline P-080 – Discrimination and Harassment Complaint and Investigation Procedure: This Tennessee Board of Regents guideline provides for investigation and resolution of complaints of discrimination or harassment on the basis of race, color, religion, creed, ethnic or national origin, sex or sexual orientation, gender identity/expression, disability, age (as applicable), status as a covered veteran, genetic information and any other category protected by federal or state civil rights law. Any student or employee, who believes s/he has been subjected to, or is aware of, discrimination or harassment, should use the procedure for reporting and resolution of discrimination or harassment complaints. Students and employees are required to be knowledgeable of policies and guidelines, report suspected violations to the director of human resources, and cooperate with investigations. Employees or students found to have violated this Guideline are subject to disciplinary action including dismissal, termination, or other appropriate sanction. A link to this guideline and a complaint form is on myChargerNet (myCN).

Suicide Prevention and Resources

The Institution is committed to and cares about all students. Support services are available for any person at Columbia State who is experiencing feelings of: being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the National Suicide Lifeline Number at 1-800-273-TALK(8255) or Text “TN” to 741741 or the Trevor Lifeline at 1-866-488-7386. Veterans may also wish to contact the Veterans Crisis Line at 1-800-273-8255 (press 1) or Text 838255.

Syllabus Changes

The instructor reserves the right to make adjustments to the syllabus according to the needs of the class. Any necessary changes to the course syllabus will be posted as an Announcement and updated in the Course Home Tool (or News Tool) in Online Campus.