

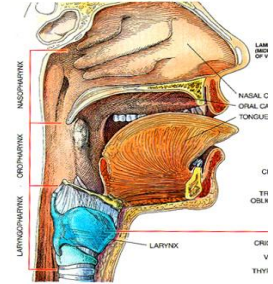
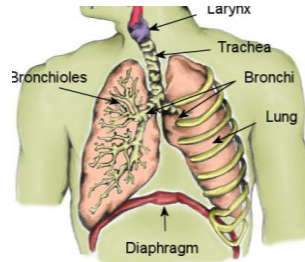
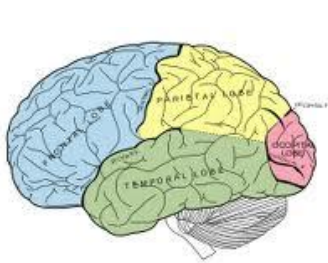
# Syllabus

## Music 466B: Vocal Pedagogy

### Winter 2014

Instructor Dr. Amber Sudduth Bone, Amber.Bone@wwu.edu

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## COURSE OVERVIEW

This course will provide a scientific basis for teaching the art of singing, beginning with vocal anatomy and the physics of sound. Specific components studied will include alignment, respiration, phonation, resonance, registration, and vocal development and health. Current research findings on vocal production, perception, and cognition will be integrated throughout with practical considerations such as lesson planning, principles of vocalise design, problem-solving, and effective instructional methods and assessment.

## Objectives

*Upon completion of this course, students will be able to:*

1. Identify and describe the acoustic and physiological properties of the vocal instrument.
2. Explain how these function in efficient tone production in a variety of genres, depending on the performer's intention.
3. Diagnose vocal issues aurally and articulate prescriptive solutions.
4. Demonstrate effective application of instructional strategies.
5. Relate findings from research in voice science and educational psychology to music teaching and learning.

## COURSE MATERIALS

### Reading (required texts)

McCoy, Scott. *Your Voice: an Inside View*. 2<sup>nd</sup> edition. Princeton, NJ: Inside View Press, 2012. With accompanying CD-ROM. Be sure to check for the typos listed here <http://www.voiceinsideview.com/Corrections.html> and fix them if necessary! It will help make everything much more clear. I'm proud to say that I am the nerd who found and notified him about several of these. ☺ Also please note that on his IPA chart in Figure 4-15, "E"= /ɛ/ and "O"= /ɔ/

Additional readings (articles, book chapters, web materials) will be posted on Canvas at least a week before they are due. Some of these will also be found as reserve items in the library.

## FORMAT

This course is primarily experience- and discussion-based, supplemented with guided listening and reading. Expectations for successful students in this class include:

- ✓ Study each reading assignment thoroughly, along with other materials as indicated on the Course Schedule (follows) before coming to class.
- ✓ Participate enthusiastically in class discussions and activities, and be supportive of classmates.
- ✓ Actively communicate with me when you need clarification or help. This is a pedagogy class: if you have ideas about how the format can better enhance your and others' learning, this is the place to try them out. I will welcome your comments and suggestions.

## EVALUATION AND GRADING

Your grade will be based on your work on class activities and assessments (including exercise teaching demonstrations, discussions and presentations, peer reviews, and several quizzes TBA), two midterm exams, and a collaborative wiki of vocal information and exercises. Details about these evaluations can be found on Canvas.

### Schedule and Weighting

<u>Assessment</u>	<u>Due Date</u> (see Course Schedule)
Class Activities and Assessments (40%)	as assigned
Technique Wiki Contributions (30%)	as scheduled on Canvas
Exam One (15%)	February 18
Exam Two (15%)	March 11 (cumulative)

### Leave of Absence and Due Date Policy

This class builds skills and concepts sequentially and utilizes peer learning frequently. Students are expected to attend class primed to participate effectively in activities and discussions and to study indicated readings as though preparing to teach the content.

An excess of two class absences will lower a student's final grade by one full letter. Each student will receive one "free" emergency tardy. Additional tardies will be treated as absences.

No late assignments will be accepted. Make-ups for assignments or exams will require documentation and are only available for extraordinary circumstances (e.g. hospitalization) and are rarely given.

### Academic Integrity

I expect you to complete the coursework with fairness and integrity. For WWU's definition of plagiarism, as well as policies and links to further information, see <http://www.library.wvu.edu/ref/plagiarism.html>. Please note that according to WWU policy, consequences for academic dishonesty can include a grade of zero for an assignment or even the entire course.

### disAbility Resources for Students

I will welcome requests to arrange, on a flexible and personalized basis, reasonable accommodations which students may require due to a disability. WWU's assistance information for students: *Students with academic accommodation needs must initiate a request for services through disAbility Resources for Students (DRS). Students with disabilities are required, by law, to provide written documentation of their disability (from a qualified professional) before services can be provided.* For further information, please refer to the University website at <http://www.wvu.edu/depts/drs/>.

### Office Hours and Contact Information

I enjoy teaching, and I am always happy to talk about music. If you have questions or just want to explore an idea, please send me an email at ([Amber.Bone@wwu.edu](mailto:Amber.Bone@wwu.edu)) or contact me via Canvas. I will generally respond within a day, except for certain weekends.

### Looking Ahead to Spring Quarter

Keep in mind that next quarter will give you the opportunity to apply these materials and skills in a teaching practicum. You will be asked to find two students to teach half-hour lessons to each week and to build a portfolio about your experiences, as well as to submit short video excerpts of your lessons to Canvas from time to time. One of these students must be available and willing to come in and do a 15-minute demo lesson for the class near the end of Spring Quarter. These should be people who are able to match pitch and who are fairly new to singing. I will help to generate a list of volunteers, but if you have friends who would be interested, **now** is the time to start thinking about that and talking to people!

## COURSE SCHEDULE

In the corresponding module on Canvas for each session listed below, you will find the readings and materials which are to be studied *before* attending that class. Expect to have your attention to this matter assessed frequently through class activities – bringing assigned readings to class on the days indicated is strongly suggested.

Week	Monday	Wednesday
1		1/7 <b>Introduction to Pedagogy</b> Skill Acquisition and Problem Solving Five Kinds of Knowledge <b>Wiki Author Color Choices Due by Midnight</b>
2	1/12 <b>The Vocal Instrument</b>	1/14 <b>Posture and Alignment</b> <b>Posture Exercise Wiki Contributions Due</b> <b>Posture Teaching Demonstrations</b>
3	1/19 <b>Holiday: Martin Luther King Day</b>	1/21 <b>Respiration I</b>
4	1/26 <b>Respiration II</b> <b>Breathing Exercise Wiki Contributions Due</b> <b>Breathing Teaching Demonstrations</b>	1/28 <b>Phonation I</b>
5	2/2 <b>Phonation II</b> <b>Onset Exercise Wiki Contributions Due</b> <b>Onset Teaching Demonstrations</b>	2/4 <b>Resonance I</b>
6	2/9 <b>Resonance II</b> <b>Resonance Exercise Wiki Contributions Due</b> <b>Resonance Teaching Demonstrations</b>	2/11 <b>Review</b>
7	2/16 <b>Holiday: President's Day</b>	2/18 <b>Midterm Exam 1</b>
8	2/23 <b>Articulation I</b>	2/25 <b>Articulation II</b> <b>Vowel and Consonant Exercise Wiki Contributions Due</b> <b>Articulation Teaching Demonstrations</b>
9	3/2 <b>Registration I</b>	3/4 <b>Registration II</b> <b>Registration Exercise Wiki Contributions Due</b> <b>Registration Teaching Demonstrations</b>
10	3/9 <b>Review</b>	3/11 <b>Midterm Exam 2</b>