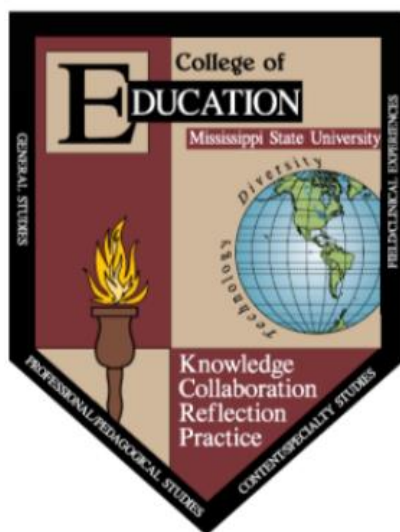


MISSISSIPPI STATE UNIVERSITY COLLEGE OF EDUCATION
DEPARTMENT of MUSIC COURSE SYLLABUS

Course Prefix and Number: MUE 8102
Course Title: Advanced Vocal Pedagogy
Credit Hours: 2 credit hours
Method of Instruction: Lecture

Catalogue Description

Two hours lecture. (Prerequisite: Admission to the MME Degree Program) Body alignment, respiration, phonation, resonance, articulation, vocal health, and the developmental stages of the voice. Concepts and topics addressed can be applied to both one-on-one teaching (voice lessons, vocal coachings) and group situations (class voice, choral ensembles).



College of Education Conceptual Framework

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives

Upon completion of the course, students will be able to:

1. Discuss and explain concepts relating to vocal technique and pedagogy. (CFPO #3, InTasc #4)
2. Collaborate clearly and effectively with individuals of varying backgrounds and experiences via mock teaching and class presentations. (CFPO #5, InTasc #1)
3. Identify strengths as well as areas that require improvement in the singing voice. (CFPO #10, InTasc #2 and #8)

4. Describe, explain, and communicate pedagogical techniques to others. (CFPO #11 and #12, InTasc #8)
5. Identify historic and current literature on vocal pedagogy (CFPO #14, InTasc #7)
6. Design and possess an annotated bibliography of books on this topic (CFPO #7, #9, and #13, InTasc #3, #7, and #8)

Detailed Course Outline

- I. Traditional Lectures on Required Text Materials (15 contact hours)
 - A. Breathing and Breath Support (2 hours)
 - B. Laryngeal Anatomy and Phonation (3 hours)
 - C. Vocal Health (1 hour)
 - D. Acoustics and Resonance (3 hours)
 - E. Voice Analysis (2 hours)
 - F. Registration (2 hours)
 - G. Hearing (1 hour)
 - H. Listening to Singers (1 hour)
- II. Exams (4 contact hours)
 - A. Exam 1 (1 hour)
 - B. Mid-term exam (1 hour)
 - C. Exam 3 (1 hour)
 - D. Final Exam (1 hour)
- III. Mock Teaching (10 contact hours)
 - A. Demonstration of mock teaching for classroom vocal instruction (5 hours)
 1. Group vocalises/warm-ups (2 hours)
 2. Group vocal instruction (3 hours)
 - B. Demonstration of mock teaching for applied vocal instruction (5 hours)
 1. Individual vocalises/warm-ups (2 hours)
 2. Individual vocal instruction (3 hours)
- IV. Class Presentations (1 hour)
 - A. Presentation of research materials comprising collaborative annotated bibliography

Text(s)

McCoy, Scott. (2016). **Your Voice: the Basics**, Gahanna, OH: Inside View Press. ISBN: 978-0-9905073-5-2 (print edition) or 978-0-9905073-1-4 (e-textbook).

Description of Instruction

Lecture. Instruction will include the following: 1) traditional lectures pertaining to topics of vocal pedagogy and voice science; 2) interactive and collaborative efforts between students and teacher demonstrating acquisition and implementation of pedagogical skills necessary for applied and/or classroom vocal instruction; 3) student presentations of assigned research material in the form of a lecture with accompanying PowerPoint or similar presentation software; 4) the distribution of an annotated bibliography combining the research efforts of all students.

Academic Integrity – Honor Code

The honor code states: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the honor code, to accept responsibility for learning, and to follow the

philosophy and rules of the honor code. Ignorance of the rules does not exclude any member of the MSU community from the requirements or consequences of the honor code.

For additional information please visit: <http://www.honorcode.msstate.edu>

Technology

Students will be required to have regular access to a computer, the Internet, and presentation software (PowerPoint, Google Slides, etc.). Many assignments will be completed/submitted via myCourses or email. The required textbook also contains numerous video, audio, and high-resolution images in digital format to support the text. (CFPO #7, InTasc #8)

Diversity

Diversity is a crucial component to this course, as we will address the unique characteristics inherent in the singing voice. The voice is an instrument of nature; thus, the vocal teacher must possess an arsenal of diverse pedagogical strategies and methodologies for successful communication of ideas. Although each voice is similar anatomically and physiologically, quality and timbre are unique to the individual. Additionally, voice teachers typically work in diverse environments (community music schools, secondary schools, colleges/universities) and should embrace diversified instructional strategies. (CFPO #2 and #12, InTasc #1, #2, and #3)

Field Component

There is no field component required for this course.

Evaluation of Student Progress

Student Activities:

Exams (Objectives 1 & 4)

- Students will take four written exams during the course of the semester covering varying topics from the required text and in-class lectures:
 - Exam 1—Chapters 2, 3, & 4 of the text: basic vocal anatomy, breathing and breath support/respiratory anatomy, laryngeal and vocal fold structural anatomy, intensity and pitch control.
 - Mid-term Exam—Chapters 5 & 6 of the text: resonance, formants, male **passaggio**, female **passaggio**, the **Singer's Formant**, voice analysis via acoustic and physiologic measures (power spectrum, spectrogram, bandwidth of the **Singer's Formant**, vibrato assessment, onset/release of tone, and EGG).
 - Exam 3—Chapters 7 & 8 of the text: vocal health and hygiene, voice disorders (pathological and neurological), lifestyle affects in singing, registration (modes 1 & 2 glottal source and vocal fold vibratory interactions with vocal tract resonance).
 - Final Exam—Chapters 9 & 10 of the text: articulation (tongue and jaw movements for speech and singing), the pharynx and soft palate, hearing (how the ear and brain monitor and control phonation), anatomy of the ear, hearing loss in singers.

Mock-teaching/Class participation (Objectives 3 & 4)

- Students will regularly participate in class discussions and group activities. Additionally, students will complete mock teaching exercises spanning both classroom and applied settings—assessing each other's singing and communicating effective pedagogical strategies under the guidance and supervision of the instructor.

Class Presentation (Objective 5)

- Students will prepare and present a presentation not to exceed 10 minutes in length on additional text resources relating to vocal pedagogy, which will be assigned during the first class meeting with expected due dates for presentation given.

Annotated Bibliography (Objectives 2 & 6)

- Students will complete an annotated bibliographic reference citation of the assigned text for which the class presentation was given, submit the annotated bibliographic citation to the instructor, who will then compile them into a collective course annotated bibliography for students to possess as additional resources relating to the topic of vocal pedagogy.

The final grade will be determined as follows:

Mid-term exam: 20%

Final exam: 20%

Two additional exams (10% each): 20%

Mock teaching/participation: 20%

Annotated bibliography: 10%

Class presentation: 10%

Grading Scale:

A	90.00%-100.00%
B	80.00%-89.99%
C	70.00%-79.99%
D	60.00%-69.99%
F	0.00%-59.99%

Attendance Policy: In accordance with university policy (AOP 12.09), students should attend all classes. For each unexcused absence beyond the first, the final average will be lowered by 2% (2 points). No make-up exams will be given.

Course Policies Relative to Student Evaluation: Exam material will be taken from the required text as well as in-class discussions.

Accommodations for Students with Disabilities

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335 (phone), and <http://www.sss.msstate.edu>.

Title IX Policy

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.

Bibliography

Bozeman, Kenneth W. (2013). **Practical Vocal Acoustics: Pedagogic Applications for Teachers and Singers**. Pendragon Press, Hillsdale. NY. ISBN: 978-1-57647-240-8.

Dayme, Meribeth and Cynthia Vaughn. (2008). **The Singing Book**, 2nd edition. Norton, New York. NY. ISBN: 978-0-393-93052-8.

McCoy, Scott. (2006). **Your Voice: An Inside View**, 3rd edition. Inside View Press, Princeton. NJ. ISBN: 978-0-97553-072-6.

McKinney, James C. (2005). **The Diagnosis and Correction of Vocal Faults: a manual for teachers of singing & for choir directors**. Waveland Press, Long Grive. IL. ISBN: 978-1-57766-403-1.

Miller, Donald Gray. (2008). **Resonance in Singing: Voice Building through Acoustic Feedback**. Inside View Press, Princeton. NJ. ISBN: 978-0-9755307-5-7.

Ware, Clifton. (1998). **Basics of Vocal Pedagogy: The Foundations and Process of Singing**. McGraw-Hill, Boston. MA. ISBN: 978-0-07068-289-4.