

MUE 310 Vocal Pedagogy Syllabus Fall 2016

"It's a very ancient saying, But a true and honest thought, That if you become a teacher, By your pupils you'll be taught."

Oscar Hammerstein



Department of Music
MUE310 Vocal Pedagogy
2 Units

Fall 2016

Meeting days: Tues/Thurs	Instructor title and name: Assoc. Professor John Craig Johnson, D. M. A.
Meeting times: 12:25 – 1:20	Phone: 619.955.3695 text is best
Meeting location: CMC 118	E-mail: jcjohnso@pointloma.edu
Final Exam: (day/time)	Office location and hours:
Additional info:	Additional info:

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

This course is designed to provide a framework for students to develop a conceptual understanding and methodology for the teaching of singing. The course includes an examination of principles in the art of teaching and singing, an anatomical study of the vocal mechanism, and elementary acoustics. Students will be required to teach a private voice student, 30 minutes per week for six weeks toward the end of the semester.

2 Units

Prerequisites: A sufficient understanding and mastery of singing technique to demonstrate and guide a new student to sing healthily and confidently. A desire to master one's own technique and artistry in the service of helping others do the same.

COURSE LEARNING OUTCOMES

- The student will investigate the anatomy and physiology of the vocal mechanism and develop an ear for diagnosing vocal strengths and weaknesses as witnessed by their writing assessment on journals, quizzes, and exams and ultimately by their teaching practicum.
- The student will demonstrate confidence as a studio teacher as demonstrated by their in-class role playing and teaching practicum by becoming the best singers they can be in the service of their students.
- The student will develop and compose a written philosophy of studio teaching based upon their observations of class readings, activities, and their own teaching and singing.
- The student will study, assess, and create a working list of appropriate vocal repertoire for beginning studio teaching.
- The student will intentionally hone their own skills as a singer, recording and analyzing their practice and study to inform both their authority and camaraderie as a teacher and fellow singer.

COURSE SCHEDULE AND ASSIGNMENTS

Note: For each assignment, provide the following things:

- Description: Clear explanation of the assignment
- Requirements: Clearly identify all evaluation requirements for each assignment, including rubrics, if any, for assignments.
- Style standard: APA, Chicago, etc, if applicable.

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

www.vocapedia.info and various other online tools.

The First Book of Soprano [**your** voice type and **another gender** voice type of your choosing] *Solos, part I, II, or III* by Joan Boytim.

Blue Tree Publishing identification apps for the larynx and vocal folds.

Larynx and Vocal Folds ID, iBook Blue Tree Publishing

ASSESSMENT AND GRADING

Assignment distribution by percentage: <ul style="list-style-type: none">• Writing Assignments 15%• Singer Practice and Reflection Journal 25%• Studio Teaching Philosophy 5%• Quizzes 5%• Mid-term Exam 10%• Final Exam 15%• Teaching Project 25%	Grade scale: <table><tr><td>A=93-100</td><td>C=73-76</td></tr><tr><td>A-=92-90</td><td>C-=70-72</td></tr><tr><td>B+=87-89</td><td>D+=67-69</td></tr><tr><td>B=83-86</td><td>D=63-66</td></tr><tr><td>B-=80-82</td><td>D-=60-62</td></tr><tr><td>C+=77-79</td><td>F=0-59</td></tr></table>	A=93-100	C=73-76	A-=92-90	C-=70-72	B+=87-89	D+=67-69	B=83-86	D=63-66	B-=80-82	D-=60-62	C+=77-79	F=0-59
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INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

NOTE: The following policies are to be used without changes:

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.