



MUS 403/MUS 531
Vocal Pedagogy
Course Syllabus: Spring 2024

Instructor Information

Instructor:	Dr. Barrett Radziun
Classroom Location:	MUS 158
Office Location:	MUS 233
Office Hours:	Posted Outside of Office
University E-mail:	barrett.radziun@tamuc.edu
Preferred Form of Communication:	Email
Communication Response Time:	24 hours

Course Information

Course Description

MUS 403: An examination of techniques relating to vocal registration, resonance adjustments, and breath management for the singer. Includes age specific physiological developments and instructional needs of people from childhood through senior adults.

MUS 531: Pedagogy. One to three semester hours. Approved subtitles will include Levels I and II in each of the following areas: low brass, high brass, woodwinds, double reeds, percussion, piano, voice, elementary (i.e. Orff, Kodaly, etc.). May be repeated for credit when subtitles vary.

Student Learning Outcomes

In this course, all students will:

1. Gain knowledge pertaining to the anatomy and physiology of the voice.
2. Gain knowledge pertaining to the following areas of vocal production: posture/body alignment, breathing, phonation, vocal registers, resonance, articulation, and coordination.
3. Gain knowledge pertaining to the psychology and physiology of singing.
4. Gain knowledge pertaining to vocal health (singing and speaking).
5. Gain knowledge and skills pertaining to teaching in the *bel canto* style through exploratory lessons with a student.

Graduate students (MUS 531) will also:

1. Gain knowledge and skills pertaining to pedagogical methods and resources for singing instruction in studio settings, including the use of vocalises, concepts, and activities.
2. Gain knowledge pertaining to analyzing singers, including diagnosing vocal faults.

Required Textbook

The Basics of Voice Science and Pedagogy by Scott McCoy

Recommended Course Materials

The Diagnosis and Correction of Vocal Faults by James C. McKinney

Course Requirements

Instructional Methods

This class will meet twice weekly for lectures and discussion. Topics of discussion will include assigned readings, demonstrations, interactive and group activities, and audio-visual presentations pertaining to singing.

Assessments

Assessment will be based on the quality of written assignments and essays, quizzes and exams, active engagement during class time, and a portfolio of organized resources collected throughout the course of the semester.

Grading

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Final grades will be based on the following:

1. Attendance and participation – 20%
2. Quizzes – 20%
3. Vocal Pedagogy Portfolio – 15%
4. Assignments – 30%
5. Final Exam – 15%

Assignment Descriptions

Voice Lesson Observations: 3 hours of voice lesson observations. Get teacher and student permission first. Attend the whole lesson, even if it goes longer than the planned time. Fill out the Voice Lesson Observation Form given in class. Attend the equivalent of 3 hours of lessons. Attend at least 1 hour of lessons by a non-TAMUC voice teacher (off campus). Attend single lessons of students to add up to the final total of 3 hours of lesson observations.

Off-Campus Voice Recital: Attend an off-campus voice recital (ex. UNT, SMU, TWU, etc.), and write a 2-page review of the singer's vocal technique and expression. Attach the recital program to your review.

"Opposite Gender" Exploratory Lesson: Pick a student of the opposite gender who has had voice lessons, preferably a voice major. Give the student, with his/her teacher's permission, a 30-minute exploratory voice lesson/discussion. Use vocalises and song material in an exploratory way to learn about the voice. Ask questions of the student to help inform you about what he/she/they experiences in singing. Write a 1-page typed summary of your activities.

Practice Teaching Project: Recruit a voice student of your own gender (one who has never had voice lessons, who agrees to practice about 60 minutes/week, and who can come to our class once. Provide means for your student to audio-record the lesson. Do the following activities with the student:

1. Give 3 45-minute lessons
2. Bring the student to class and present a mini-lesson in front of our class (20-minute)
3. After you have completed the above, met with the student for a 15-30 minute wrap-up and evaluation discussion. This should include an evaluation of both you and your student to benefit both of you in the future. During this session give your student the evaluation form handed out in class for the student to fill out and return to Dr. Radziun.
4. Audio-record each lesson. Listen to the audio after each lesson to evaluate yourself and your student.
5. Keep lesson plan records on the form provided in class to include:
 - a. Initial assessment of student
 - b. Plans for each lesson (goals to accomplish, activities and vocalises written out)
 - c. Results of each lesson (record what actually happened in the lesson, evaluate the results in the student, evaluate your own teaching)

Final Essay: After you have finished all of your lessons and wrap-up session with your student, write a 2-3 pages summarizing what you have learned from this experience. Be reflective and honest. Include in your essay information you discussed and learned in your wrap-up session.

Philosophy of Teaching: Create a document (1-2) pages that details your philosophy of teaching.

Vocalises, Concepts, and Activities: These are due periodically throughout the semester. For each of the vocalises, concepts, and activities, do the following, using the form given in class: Write out what vocal goal/s the vocalise/concept/activity may function to accomplish. Give instructions for how to use it. Cite your source for each selection.

1. 10 Vocalises: On staff paper, write out musical notation of 10 vocalises. Be specific about what words, vowels, and/or consonants are used in the vocalise. Include different types of

vocalises. 5 of the vocalises should be original. The remaining 5 can be taken from a variety of sources.

2. 10 Concepts: Types of imagery or activities for the mind. Describe these clearly. These should be from a variety of sources.
3. 10 Activities: Types of body movement or things to do. Describe these clearly. These should be from a variety of sources.

Vocal Pedagogy Portfolio: Organize a binder (you can get creative/artistic if you'd like) of all of your resources/assignments/quizzes/articles/etc. from this course. Make sure it is user-friendly and intuitive to use. This will be a resource for you to use in your future as a teacher of singing.

Course and University Procedures / Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance

Attendance Policy

Attendance and participation are required in order to insure that the course objectives will be met. One unexcused absence will be permitted. Attendance will be taken at each class. Extenuating circumstances regarding absence must be communicated to the instructor in advance. In the case of absence, it is the student's responsibility to find out what they missed. Each unexcused absence beyond the first will result in the lowering of the final grade by five percent. Missed exams and quizzes will only be made up if prior arrangements are made with the instructor.

Late Assignments or Work

Late work is accepted but will result in a 50% deduction

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures: [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation

requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, contact the Office of Student Disability Services at 903-886-5150, 903-886—5835; email studentdisabilityservices@tamuc.edu; online at [Office of Student Disability Resources and Services](#); or in-person in Room 162 of the Velma K. Waters Library.

Tenets of Common Behavior

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook);

Campus Concealed Carry Statement

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedure/s/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf> and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Course Calendar

Week	Content
Week 1: January 11	January 11: Syllabus and Introduction to Vocal Pedagogy Assignment (Due January 16): Read McCoy Chapter 1: Listening and Chapter 2: Anatomy, Read "Alexander and Voice" article by Alexander Farkas
Week 2: January 16 and 18	January 16: Discuss McCoy Chapter 1, "Vocal Technique Analysis Guide" by Carol Eikum with Listening Excerpt January 18: Discuss McCoy Chapter 2: Discuss "Alexander and Voice" Assignment (Due January 23): Read McCoy Chapter 3: Breathing and Breath Support and Chapter 4: Larynx and Vocal Folds, Read "The Mechanics of 'Singing on the Feeling of Inspiration" by Thomas F. Cleveland, Read "In Search of the Tenth Rib" by Richard Miller: Read "Vocal Fold Valving Continuum" by Thomas Cleveland
Week 3: January 23 and 25	January 23: Discuss McCoy Chapter 3: "The Vocal Process: Building Block Activities for Effective Singing" by Carol Eikum: Discuss article by Cleveland: Discuss article by Miller January 25: Discuss McCoy Chapter 4: Discuss "Vocal Fold Valving Continuum" article

Week	Content
	Assignment (Due January 30): Read McCoy Chapter 5: Resonance and Chapter 6: Voice Analysis: Read "Boosting the Singer's Formant in a Concert Hall" by Ingo Titze
Week 4: January 30 and February 1	January 30: Discuss McCoy Chapter 5: Discuss article by Titze February 1: Discuss McCoy Chapter 6 Assignment (Due February 6): Voice Lesson Observation No. 1
Week 5: February 6 and 8	February 6: Quiz No. 1 February 8: NO CLASS - TMEA Assignment (February 13): Read McCoy Chapter 7: Vocal Health and Chapter 8: Registration: Read "Vocal Hygiene for Singers" from the Lions Voice Clinic
Week 6: February 13 and 15	February 13: Discuss McCoy Chapter 7, Discuss "Vocal Hygiene for Singers" February 15: Discuss McCoy Chapter 8 Assignment (Due February 20): Read McCoy Chapter 9: Articulation and Chapter 10: Hearing, Read "Applying Chiaroscuro to Your Art and Your Life" by Neil Semer
Week 7: February 20 and 22	February 20: Discuss McCoy Chapter 9: Discuss article by Semer February 22: Discuss McCoy Chapter 10 Assignment (Due February 27): 10 Vocalises , Read "The Young Singer: Infancy Through Adolescent Voice Change," Read "Chapter IX" from The Voice of Singing by Esther Andreas and Robert M. Fowells
Week 8: February 27 and 29	February 27: The Changing Voice, Discuss "The Young Singer: Infancy Through Adolescent Voice Change" February 29: Discuss "Chapter IX" by Fowells Assignment (Due March 5): Voice Lesson Observation No. 2
Week 9: March 5 and 7	March 5: Review for Midterm March 7: Quiz No. 2 (Mid-term) Assignment (Due March 19): Read "The Beginning Voice Teacher" by Robert Barefield, Opposite-Gender Exploratory Voice Lesson Report
Week 10: March 12 and 14	March 12: NO CLASS – SPRING BREAK March 1: NO CLASS – SPRING BREAK
Week 11: March 19 and 21	March 19: Getting Started and Lesson Planning, Discuss article by Barefield March 21: Popular and Commercial Singing Assignment (Due March 26): 10 Activites , Read "A Visit with Three Students: M.G. Katie, and Gregg" by Carolyn Sloan, Read "Psychology of Singing" by Clifton Ware and Carol Eikum
Week 12: March 26 and 28	March 26: Voice Care and Disorders, Discuss "Psychology of Singing" by Ware and Eikum March 28: Philosophy and Psychology of Singing, Discuss article by Sloan Assignment (Due April 2): Practice Teaching Project Lesson No. 1 Report , Read "On the Ethics of Teaching Voice" by Jean Westerman Gregg
Week 13: April 2 and 4	April 2: Ethics of Voice Teaching, Discuss article by Jean Westerman Gregg April 4:

Week	Content
	Assignment (Due April 9): 10 Concepts, Philosophy of Teaching Due , Read excerpts from Dr. Radziun's Dissertation
Week 14: April 9 and 11	April 9: Quiz No. 3 April 11: Practicing, Discuss Dr. Radziun's Dissertation Assignment (Due April 16): Voice Lesson Observation No. 3 , Read "Lessons are Not Enough" by Joan Wall/Ricky Weatherspoon: Off-Campus Voice Recital Report
Week 15: April 16 and 18	April 16: Discuss article by Wall/Weatherspoon April 18: In-Class Teaching Observations Assignment (Due April 23): Practice Teaching Project Lesson No. 2 Report Due
Week 16: April 23 and 25	April 23: In-Class Teaching Observations April 25: In-Class Teaching Observations Assignment (Due April 30): Practice Teaching Project Lesson No. 3 Report, Final Essay
Week 17: April 30 and May 2	April 30: Review for Final Exam May 2: NO CLASS – Study Day Assignment (Due at the Final Exam): Vocal Pedagogy Portfolio Due
Week 18: Finals Week	Thursday, May 9 1:15-3:15 p.m.