



**The University of Texas at El Paso School of Music**

**COURSE NUMBER AND TITLE: MUSA 5396 001**  
*Fall 2019 CRN 13151*

**Pedagogy of Voice Music**

**COURSE DESCRIPTION/COURSE OVERVIEW:** Methods of voice development through voice-building and song literature. The study of psychological and physiological vocal problems, including the changing voice, the monotone and registers of all voice classifications. Attention also given to training voices for choral singing and solo performance. A study of pedagogical materials and methods for use in teaching vocal music at various instructional levels.

**COURSE RATIONALE:** To go beyond the basics of vocal pedagogy with a focus on advanced research and teaching.

**COURSE RESTRICTIONS:**

Must be enrolled in one of the following Levels:

- Special Professional
- Post Baccalaureate
- Doctoral
- Graduate

Must be enrolled in one of the following Majors:

- Music Education/MM
- Music Performance

Must be enrolled in one of the following Campuses:

- Main Campus

**CREDIT ALLOCATION:** 0 Lab Hours, 0 Lecture Hours, 3 Other Hours. (3 total contact hours)

**FACULTY INFORMATION**

- **Phillip D. Hill, DMA**                      **Office location: FFA M405**
- **Phone extension: 915-747-8756**      **Email: pdhill@utep.edu**
- **Office Hours : Tuesdays 10-11am & Thursdays 4-5pm**

**REQUIRED TEXTBOOKS:** "Your Voice: The Basics" by Scott McCoy (<https://books.apple.com/us/book/your-voice-the-basics/id1025033594>); "Larynx & Vocal Folds ID" by Blue Tree Publishing, Inc. (<https://books.apple.com/us/book/larynx-vocal-folds-id/id867932186>); "The Diagnosis and Correction of Vocal Faults" by James C. McKinney ([https://www.amazon.com/Diagnosis-Correction-Vocal-Faults-Directors-ebook/dp/B07G9LXLC2/ref=tmm\\_kin\\_swatch\\_0?encoding=UTF8&qid=&sr=](https://www.amazon.com/Diagnosis-Correction-Vocal-Faults-Directors-ebook/dp/B07G9LXLC2/ref=tmm_kin_swatch_0?encoding=UTF8&qid=&sr=))

**RECOMMENDED TEXTBOOKS:** "The Structure of Singing" by Richard Miller <https://www.amazon.com/Structure-Singing-System-Vocal-Technique/dp/0534255353>



**COURSE OBJECTIVES:**

1. **Vocabulary of the voice**
2. **References for Teaching**
3. **Anatomy and physiology of the vocal instrument**
4. **Resonance, Breathing, Alexander Technique**
5. **Problems in teaching voice**
6. **Vocal problems**
7. **Formant tuning**
8. **The changing male voice**
9. **The Vocal Lab**

**TEACHING METHODOLOGIES:** Textbook, Articles/News Items, Video, Blackboard, Discussion Board, Quizzes, Reflection Journals, My Learning

**GRADING POLICY AND STRUCTURE**

**You will need to secure a voice student during the first week and teach them one 1-hour lesson per week. Video record these lessons and submit a flash drive at the student recital.**

**GRADING SCALE:**

90 - 100 = A; 80 – 89 = B; 75 – 79 = C; 60 – 74 = D; < 60 = F

**Graded Work \*total 1000 points\***

100 points	Cumulative pop quizzes, scheduled quizzes, and unscheduled assignments
100 points	Test 1 - McCoy 1-4, 9
100 points	Test 2 - McCoy 5, 7-8, 10
100 points	Test 3 - McCoy 6
100 points	Voice lesson 1 - Warm-ups and Vocalises
100 points	Voice lesson 2 - Warm-ups and Vocalises add song 1
100 points	Voice lesson 3 - Warm-ups and Vocalises add song 2
100 points	Voice Recital - Student sings one song
100 points	Recorded voice lessons on a flash drive (15 lessons)
100 points	Final Exam - Cumulative



**COURSE SCHEDULE:**

AUG	27	3-3:50pm FFA 102	Syllabus and Introduction
	29	3-3:50pm FFA 102	Major Pedagogy Authors
SEPT	3	3-3:50pm FFA 102	Listening <i>Read Chapter 1 McCoy</i>
	5	3-3:50pm FFA 102	Basics and Terms / Basic Skills of Students <i>Read Chapter 2 McCoy</i>
	10	<b>6-9:30pm FFA 102</b>	Lesson 1 with volunteer voice student (Vocalize student) <i>sign up for 15 mins. and stay for 2 peer evaluations</i>
	12	3-3:50pm FFA 102	Anatomy of Larynx <i>Read Chapter 4 McCoy</i>
	17	3-3:50pm FFA 102	Actions of the Laryngeal Muscles <i>Read Chapter 3 McCoy</i>
	19	3-3:50pm FFA 102	Inhalation and Exhalation
	24	3-3:50pm FFA 102	Alexander Technique
	26	3-3:50pm FFA 102	Schools of Breath Management
OCT	1	3-3:50pm FFA 102	Articulation <i>Read Chapter 9 McCoy</i>
	3	3-3:50pm FFA 102	Test 1
	8	<b>6-9:30pm FFA 102</b>	Lesson 2 with volunteer voice student (song 1 of 2) <i>sign up for 15 mins. and stay for 2 peer evaluations</i>
	10	NO CLASS	Leeds Trip - Lecture and quiz on BlackBoard <i>The Three Brains</i>
	15	NO CLASS	Leeds Trip - Lecture and quiz on BlackBoard <i>Nature of Expertise</i>
	17	NO CLASS	Leeds Trip - Lecture and quiz on BlackBoard <i>The Complexity of Singing</i>
	22	3-3:50pm FFA 102	Physics of Sound
	24	3-3:50pm FFA 102	Phonation <i>Read Chapter 10 McCoy</i>
	29	3-3:50pm FFA 102	Resonation <i>Read Chapter 5 McCoy</i>
	31	3-3:50pm FFA 102	Registration <i>Read Chapter 8 McCoy</i>
NOV	5	3-3:50pm FFA 102	Vocal Health <i>Read Chapter 7 McCoy</i>
	7	3-3:50pm FFA 102	Test 2
	12	<b>6-9:30pm FFA 102</b>	Lesson 3 with volunteer voice student (song 2 of 2) <i>sign up for 15 mins. and stay for 2 peer evaluations</i>
	14	3-3:50pm FFA 102	Vocal Lab <i>Read Chapter 6 McCoy / SonaMatch</i>
	19	3-3:50pm FFA 102	Vocal Lab <i>1st 1/2 of students sing portions of a song (all present)</i>
	21	3-3:50pm FFA 102	Vocal Lab <i>2nd 1/2 of students sing portions of a song (all present)</i>
	26	3-3:50pm FFA 102	Test 3
	28	NO CLASS	Thanksgiving Holiday
DEC	3	<b>7-8:30pm FFA 102</b>	Volunteer voice student recital <i>stay for the entire recital</i>
	5	3-3:50pm FFA 102	Final Exam Review
	12	<b>4-6:45pm FFA 102</b>	<b>Final Exam</b>



## **Extra Work for Graduate Credit**

You will read 10 articles and write a short paper about what you have read. Check Blackboard.

## **Expectations of the Class**

### **What should you expect from me as the Lead Faculty?**

- I will provide you clear instructions on class expectations
- I will check my **Blackboard course email** at least once a day and will get back to you within 24 hours.
- I will provide graded feedback on your performance within 7 days of the due date.
- I will keep you informed about your graded progress in the class at all times and will make time to discuss your needs.
- I will leave myself open to suggestions about improvement of the class and class related activities.
- I will do all I can to ensure your learning and success in this class.
- The course calendar is a living document and may be adjusted due to events occurring during the class timeframe. If any changes in the course are to be implemented, I will ensure that the class is notified via announcements in a timely manner.

### **What Faculty expect of their Students:**

- At the beginning of each course, students should review the syllabus, calendar, and other items located in Blackboard. Students will be expected to sign a syllabus form that acknowledges their understanding of the course expectations.
- This course is over a 15-week period and consist of different credit levels (1 credit, 2 credits, 3 credits). For academic success, we recommend that students plan to study a minimum of 6 hours per credit hour each week of the course (including lectures, readings, research, student lessons, and assignments).
- This course is designed to ensure that students have access to all the information needed to complete their course work. If you have a question, before contacting the faculty, please take a few moments and try the “Ask a Question” discussion board, to find the answer to your question within the course. Then, if you still have a question about the course, please post it to the “Ask a Question “Discussion board. Please indicate in the subject line what topic your question relates to. Then, other students who may have a similar question will be able to find it.
- All written assignments are to be written in **APA 6th edition style**. Refer to the APA manual and/or Purdue OWL website for guidance. To get started, go to: <http://owl.english.purdue.edu/owl/resource/560/01/>. Posts made to the discussion board should contain citations from the course content or your research, within the body of the



discussion post (unless clearly stated otherwise). Include a reference list, if the reference is not a part of the course.

- All students are to review the rules of netiquette and follow in their interaction with fellow students and faculty.

## **COURSE POLICIES:**

**Academic Regulations:** Review in UT El Paso Undergraduate Student Catalog and the **School of Music Student Handbook** for the following policies: *Religious Observance, Ethical and Responsible Use of Social Media, Policy on Academic Integrity, Progression Policy, and Effective Teaching Practice Policy, Statement on Disability.*

**Attendance:** Required

### **Blackboard:**

- Students are required to subscribe to and access the course Blackboard site. Blackboard is the main source of communication between faculty and students. Students are encouraged to access this site daily. Course syllabus, calendar, topical outline of scheduled lectures, and assigned readings are posted on this site. Grades will be made available ONLY through this site. **Email messages will be sent through the Blackboard course site— link labeled “Course Messages”. Please check this email (at minimum) every day for any communication.**

### **Communication:**

- Communication is the responsibility of both students and faculty. The faculty will keep students informed of progress in theory. Students with questions or concerns should:  
*-First go to the appropriate faculty member.*  
*-If not resolved, then follow the appropriate chain of command in the sequence as identified below:*  
*Course faculty*  
*Chair of the Music Department*  
*Dean of Liberal Arts*

### **Grievances:**

- Challenges to grades may be pursued only on the basis of malice, bias, arbitrary or capricious grade determination or impermissible discrimination. In no event shall a challenge be pursued only on the basis of the standards employed in setting grades, so long as those standards are employed impartially. Grievances MUST be in WRITING and filed through the course faculty member, the Chair of the Music Department, and the Dean of Liberal Arts. If the student is not satisfied with the outcome after using the chain of



command, the student may consult with and/or file a challenge with the Chairperson of the University Student Welfare and Grievance Committee.

### **Policy on Scholastic Dishonesty:**

- Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the School of Nursing and/or university. Scholastic dishonesty includes but is not limited to reproducing test or quiz materials from memory, copy/paste or Xerox, cheating, plagiarism, collusion, the submission for credit or any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22.
- Since scholastic dishonesty harms the individual, all students, and the integrity of the School of Nursing and the university, policies on scholastic dishonesty will be strictly enforced. See detailed procedure in the Handbook of Operating Procedures (HOP) available in the Office of the Dean of Students.
- Use a consistent citation method for your written work. The APA Style of citation is preferred for your final paper (see Guidelines on citing according to the APA citation style on Blackboard).

### **Policy relating to Disability / Pregnancy/ CASS:**

- **Disability:** In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. Written guidelines r/t accommodations from CASS must be submitted to the course manager PRIOR to the start of the course. If you have a disability and need classroom accommodations, please contact CASS at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass). *CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.*



- **Pregnancy:** It is the responsibility of the student to inform the instructor of pregnancy limitations. Written guidelines r/t accommodations from The Center for Accommodations and Support Services (CASS) must be submitted to the course manager PRIOR to the start of the course.

#### **Professional Behavior:**

- Students are expected to behave professionally *at all times* with faculty, peers, preceptors, and clients **and** in any setting in which the student is a representative of UTEP. Bullying, verbal abuse, insubordination, or personal attacks will not be tolerated in any form. Any behavior deemed inappropriate by faculty and/or preceptors will result in faculty conference(s), and completion of a Student Opting for Success (SOS) plan that addresses the student's areas of needed improvement. Possible activities available to assist the student in attaining the SOS objectives include stress and/or anger management counseling sessions. Inappropriate behaviors may result in an administrative withdrawal from the course and/or dismissal from the program.

#### **Retention: Students Opting for Success (SOS):**

- When a student is not progressing in the course as expected, or is not successful on an examination, they will be required to meet with the instructor to discuss strategies for success as outline on the SOS form. The SOS plan will identify recommendations for improving the student's success potential and will specify time lines for completion of these recommendations. The SOS form (with all recommendations completed and all signatures in place) must be submitted to the course manager by due date. *Students who are not successful in the course should be aware that non-compliance with SOS recommendations jeopardizes eligibility for the opportunity to repeat the course in the subsequent semester.* See respective Blackboard home page for SOS form.

**ONLINE POLICIES** - *This class is not an online course however this information is helpful.*

#### **Being Successful in an Online Class**

Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can, so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- Ask questions: If you don't know the answer, someone else will. The discussion board is the area for asking questions related to content OR any problems (related to the class) you are having. Make sure that you have clearly indicated the subject of your message.
- Reach out to others: Offer a fact, article, link, or other item that can help others learn something you can share.



- **Be appropriate:** The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior can be subject to disciplinary action, as well.
- **Be diplomatic:** When sending messages on emotionally charged topics, I recommend that you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.
- **Stay focused:** Stay on topic to increase the efficiency of your learning.

### **Effective Electronic Communication Guidelines**

Keep your messages concise and clearly written. Most ideas can be stated in a couple of paragraphs, although sometimes a longer message may be needed to develop your thoughts adequately. Keep in mind that people are more apt to read and digest shorter messages than long ones.

1. Be respectful of other's ideas, opinions, and beliefs. It's fine to disagree with someone, but please respect his or her right to think differently.
2. Avoid posting simple two or three-word statements such as "I agree" or "Good point". If you think someone has made an especially strong point and you want to say so, and then explain why by adding a few sentences describing your response or adding to the original point.
3. A message that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:
  - a. **Reflection about meaning:** Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
  - b. **Analysis:** Discusses relevant themes, concepts, main ideas, components, or relationships among ideas. Or, identifies hidden assumptions or fallacies in reasoning.
  - c. **Elaboration:** Builds on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.
  - d. **Application:** Provides examples of how principles or concepts can be applied to actual classroom situations, or discuss the implications of theory for practice.
  - e. **Synthesis:** Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
  - f. **Evaluation:** Assesses the accuracy, reasonableness, or quality of ideas.

### **Netiquette**

- At this point in the course, it is also important to share a word of caution, so we can become wiser about interpersonal distance learning communications. As you may know, when communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendoes is far more difficult. Only what is written, or drawn, carries the message. Often excitement can easily be misinterpreted as anger or an insult. It





is important that everyone keep this in mind when communicating electronically. Words in print may appear harmless; however, they can emotionally injure the person reading them. More information can be found at <http://www.albion.com/netiquette>.

### **Social Media:**

- Student enrolled in the UTEP SoM must practice and behave in a manner that protects voice students by exercising reasonable judgment when using social media technologies whether in their personal life or in their professional life. Inappropriate use of Electronic/Social Media can lead to disciplinary action including but not limited to formal reprimand, suspension or dismissal from the program which is contingent upon the nature of the infraction. Student enrolled in the UTEP SoM can also be held personally liable. Such violations may result in civil and criminal penalties including fines or possible jail time in accordance with state and federal laws. <http://admin.utep.edu/Portals/1805/PDF/UTEP%20Social%20Media%20Standards.pdf>

### **Computer Requirements**

Use the browser checker to ensure you have all of the necessary plugins installed on your computer that you will need in order to access all the content in this course. This browser checker will test browser compatibility, cookies, JavaScript, pop-up and other Java features.

#### **Browser Performance Hints**

- Clear browser cache
- Allow pop-ups
- Make sure your Java is up-to-date
- Follow the steps at [Blackboard Learn browser checker](#)

### **Software Requirements**

When creating documents, slide presentations, spreadsheets, etc., you must use Microsoft Office or a compatible program (see [10 Free MS Word Alternatives](#)). If you are using Windows Vista or Office 2007, you may have compatibility problems and others in the course may not be able to view your work. Go to the UTEP-IT website's "[Patches & Updates](#)" area to download a "compatibility toolkit" (it is listed under the "Patches and Updates" column). Also check your course syllabus for specific software instructions from your instructor.

#### **Recommended software**

[Adobe Acrobat](#)

[Adobe Flash Player](#)

[Java](#)

[QuickTime](#)

[Windows Media Player](#)

[Supported Browsers](#)

### **Learning Resources:**

UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks



on the right-hand side of the Blackboard student portal (visible before entering into a course) as well as the resources below.

- [UTEP Library](#) - access to a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [RefWorks](#) - bibliographic citation tool; check out the RefWorks [tutorial](#) and [Fact Sheet and Quick-Start Guide](#)
- [University Writing Center \(UWC\)](#) - submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources available here
- [Math Tutoring Center \(MaRCS\)](#) - ask a tutor for help and explore other math resources available here
- [History Tutoring Center \(HTC\)](#) - submit papers here for assistance with writing history papers, ask a tutor for help and explore other history resources available here
- [Illuminate](#) - online virtual classroom/conference room with multiple features including audio, video, instant messaging, interactive whiteboard, application sharing, file transfer, and session recording/playback with synchronized audio/chat/notes.
- [Safe Assign](#) - online submission of paper compares your work to published papers and checks for plagiarism
- [Netiquette](#) - "Netiquette" stands for "Internet Etiquette", and refers to the set of practices developed over the years to make the Internet experience pleasant for everyone. Please review some of the **Netiquette** rules and take the Netiquette Quiz (Non-Graded) to see how your personal knowledge of Netiquette is.

#### **UTEP Virtual Private Network:**

UTEP's electronic resources (i.e. Library resources) are available to registered students when working from outside the campus network. In order to access these resources, you will need to set up a Virtual Private Network (VPN) that basically recognizes you are a UTEP student and can look for journals and use subscriptions UTEP/You have paid for. Setting up a VPN is simple, click on the following link to see a visual tutorial: [UTEP VPN](#).

#### **Other BB Learn Student Resources**

##### **Technical Assistance**

This online class is hosted by UT El Paso. If you have computer, Blackboard problems, or any other kind of technical questions, please contact the UTEP Help Desk via email at [helpdesk@utep.edu](mailto:helpdesk@utep.edu) or by phone at (915) 747-5257. The HELP desk hours are: Mon-Fri 7:00am - 8:00pm (Mountain Time), Sat 9:00am - 1:00pm (Mountain Time), Sun CLOSED.

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