I. COURSE DESCRIPTION:

For prospective voice teachers. An intensive study of the materials and methods of voice training.

This course will focus on understanding the voice, providing techniques for teaching good vocal habits, and identifying and correcting vocal faults.

II. COURSE OBJECTIVES:

A. The objectives of this class are:

1. To provide knowledge of the vocal mechanism:
   a. the larynx and vocal instrument;
   b. correct posture;
   c. breath management;
   d. quality tone production;
   e. mind, body, energy and the voice in singing;

2. To provide an understanding of respiration, phonation, resonation, and articulation
3. To provide teaching experiences relative to healthy vocal production and voice building

4. To provide opportunities to diagnose and correct vocal faults

B. At the end of the semester, the student will be able to identify, demonstrate, define and/or discuss:

1. healthy posture versus unhealthy posture
2. healthy breathing versus unhealthy breathing
3. healthy vocal production versus unhealthy vocal production
4. resonant singing (vocal resonators)
5. voicing pure vowels, diphthongs, and consonants
6. the muscles used in breathing
7. methods of breathing
8. phonation
9. the anatomy and physiology of the larynx
10. vocal registers
11. tone and jaw placement
12. vocal registration
13. vocal exercises for healthy vocal development in adults and children
14. techniques for working with adult singers and children

III. METHODS:

The methods used for the course will include lecture-demonstration, class discussion, audio/visual instruction, student demonstration/mock teaching, class performance and critique.

IV. EVALUATION:

The student will be evaluated on the basis of his/her performance on/in:

1. 1 written and 1 oral examinations (5% each = 10% total)
2. class assignments and demonstrations (10%)
3. class discussions and participation (10%)
4. announced and/or unannounced quizzes (10%)
5. class presentations and mock teaching assignments (10%)
6. midterm (10%) and final examinations (20%)
7. attendance (see attendance policy)
8. home assignments (10%)
9. student teaching (10%)

V. PROCEDURE:

There will be assigned readings, including discussion questions, to be completed, comprehended and learned prior to each class. At each class, excluding exam days, class demonstrations and mock
teaching assignments will be presented by the student. Prior to or after class demonstrations and mock teaching assignments, there may be a quiz to assess the students’ reading comprehension and efforts in learning the material. The readings may be taken from the required texts, NATS journals, handouts, WEBCT.

Students will be required to demonstrate a level of reading comprehension necessary to be excellent teachers. This will require students to read with the goal of understanding the material and disseminating it proficiently to others. The reading material will be discussed, demonstrated or clarified by the instructor only after presentations and quizzes demonstrate that the students have assumed responsibility for learning the material. Students will make evident such by passing quizzes with at least a C average, demonstrating an ability to disseminate the knowledge read and comprehended at a basic level, or asking lucid questions of the professor that indicate the student’s active quest for attaining knowledge and understanding. (The professor will not assume responsibility for the student’s attainment of knowledge by answering questions that reveal that the student has not read, studied, or attempted to comprehend the reading material.) The instructor’s lectures or demonstrations will have as a goal to strengthen weaknesses in the students’ knowledge or teaching skills.

In class, students must demonstrate active learning and participation by critiquing student mock-teaching experiences, taking notes, answering questions in an informed manner put forth by the professor, learning from the professor’s interactions/critiques of other students and such like. Students who demonstrate passive listening and a disconnect from the activities of the class (i.e., not paying attention) may be penalized by receiving low daily grades even when they are not making a presentation, demonstrating, or mock teaching.

There will be written and oral examinations to demonstrate an understanding and acquisition of the reading material and knowledge disseminated by the instructor. Students must be capable of expressing themselves formally in a written manner and orally. In order to best serve the students and assist them in learning the material, the professor will answer any intellectually-sound questions, concerns, or such like, during or after class (as time permits), via e-mail, or during an office visit (by appointment). Questions or concerns should be addressed to the professor as early as possible prior to an exam, quiz, or class demonstration rather than the day of or within the hour of such. Allow 24-hours for questions or concerns submitted via e-mail. Weekend requests submitted via e-mail on Friday or during the weekend may not be viewed until the following Monday.

VI. CLASS PREPARATION:

In order to be prepared for each class, grow intellectually, gain the optimal level of knowledge, and receive a grade of at least C, each student should plan to spend a minimum of six hours per week, consistently, that includes the class sessions and in preparation for the class sessions. The preparation time should be spent on specific materials and readings assigned by the instructor, as well as reviewing the material that has been covered previously. Such preparation will assure the student of have a challenging, yet pleasurable, learning experience. Cramming for this class
will, most likely, yield very little fruit in the goal of obtaining knowledge and will, most likely, produce a frustrating experience and low to marginal grades. Students who wish to receive an A or B in this course must earn it by preparing in advance for each class with more than the minimum one hour per day study time and putting forth more than marginal effort. Secondly, they must listen well, following closely the directives of the professor, and have a positive attitude toward hard work.

WEBCT Class Outline Updates: Students should visit WEBCT for revisions in the class outline weekly, especially if told to do so by the professor. Students will be responsible for any and all class assignments, and such like, due upon the revision of a class outline.

**VII. GRADING POLICY:**

*Students who have an accumulative average of 59 or less at midterm will fail the course.* Students may withdraw from the course up to midterm. Written exams may be comprised of objective and subjective items, such as multiple choice, fill-in-the-blank, true-false, and discussions. An exam may be comprised of objective items, discussion, or a combination of both.

Note: Exams will be made up for excused absences only (see Excused Absence below, under Attendance). Quizzes (announced and unannounced) will be made up only for those students with excused absences. It is the responsibility of the student to contact the instructor to arrange to make up assignments, quizzes, and exams no later than one week after the absence. All make-up work should be completed within one week of the time the student contacts the instructor. Students who miss a quiz or exam without an excused absence will receive a grade of zero.

**Final grades will be based on the following:**

1. attendance (see attendance policy)
2. student teaching (10%)
3. 1 written and 1 oral examinations (5% each = 10% total)
4. class assignments and demonstrations (10%)
5. class discussions and participation (10%)
6. announced and/or unannounced quizzes (10%)
7. class presentations and mock teaching assignments (10%)
8. midterm (10%) and final examinations (20%)
9. home assignments (10%)

A = 90-100% *An excellent student.*
B = 80-89% *A good student.*
C = 70-79% *The average student.*
D = 60-69%
F = 59% or less

ATTENDANCE POLICY:

Attendance will be taken at each class. Students are expected to be present and on time at every
class. Students will not be allowed to enter the class after 11:05, and will be regarded as absent if
they arrive after 11:05. After two unexcused absences, the student’s final grade will be lowered one
letter grade. Students with four unexcused absences will have their final grade lowered by 2 letter
grades. In order to be considered excused, students should contact the professor in advance of the
class(es) to be missed.

Excused Absence: illness (with written verification from doctor or nurse), serious illness (written
medical personnel verification required), death of a student's immediate family member (written
verification on funeral home, church, or coroner's letter head), participation in University-sponsored
activities (with appropriate official notification no later than one week after the absence, religious
holidays, military orders to report for duty, and subpoena for court appearances. Written verification
should be on professional letterhead or stationery and include a telephone number at which the
person can be reached. Note: Activities associated with sororities and fraternities are not excused
activities.

FINAL EXAM:

There is no official final examination date and time listed for this class in accordance with the university
Final Examination Schedule. (See the website below.) As directed in paragraph I of the schedule, “Final
examinations in …subjects carrying fewer than three hours credit may be administered on the last lecture
day…” Thus, the final exam date for this class is Wednesday, Dec. 5, during the class hour.

ACADEMIC HONESTY:

All students in this class are expected to follow the Student Academic Honesty Policy found in Section 5
of The Tiger Cub Student Handbook

VII. AUBURN UNIVERSITY POLICY ON CLASSROOM BEHAVIOR

The goal of Auburn University and its faculty and students is to foster a dynamic environment of higher
learning where all students develop analytical skills, learn to think critically and communicate effectively,
promote inquiry, pursue knowledge, and prepare for productive careers. Behavior in the classroom that
impedes teaching and learning and creates obstacles to this goal is considered disruptive and therefore
subject to sanctions.
1. When confronted with disruptive behavior, the instructor may ask the disruptive student to leave the class immediately for the remainder of the class session. The student will be penalized for any exams, quizzes, or classroom work given during the student’s absence. If the disruptive behavior continues in future classes, the professor may file charges of a violation of the Auburn University Discipline Code with the Vice President for Student Affairs.

2. The instructor may notify the Auburn University Department of Public Safety immediately if the student refuses to leave when dismissed from the class because of disruptive behavior; if threats have been made; or, if physical violence appears to be imminent.

Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to, the following: repeatedly arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking, including cell phone usage; audio or video recording of classroom activities or the use of electronic devices; without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.

VIII. AMERICANS WITH DISABILITIES ACT

Students who need special accommodations, as provided for by the Americans with Disabilities Act, should make an individual appointment with the professor as soon as possible. Bring the Accommodation Memo and Instructor Verification Form to the meeting. Discuss items needed in this class. If you do not have an Accommodation Memo but need special accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT) or email: haynemd@auburn.edu. Those students who do not inform the professor within the first two weeks of class (or as soon as they become aware of a need for special accommodations when it occurs after the first two weeks) will not be given special accommodations.

CLASS OUTLINE:

Week | Subject/Activity
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1 | Terms and McKinney, Chapter 1: Diagnosing Vocal Faults
2 | McKinney, Chapter 2: A Basic approach in Vocal Sound
3 | McKinney, Chapter 3: Posture
4 | McKinney, Chapter 4: Breathing and Support
5 | McKinney, Chapter 4: Breathing and Support
8 | McKinney, Chapter 6: Registration.
9 | McKinney, Chapter 7: Voice Classification.
10 | McKinney, Chapter 8: Resonation.
11 | McKinney, Chapter 8: Resonation.
Phillips, Chapter 1: Vocal Pedagogy for Young Singers. on pg. 19.
Phillips, Chapter 3: Vocal Parameters.
Phillips, Chapter 4: The Child and Adolescent Singer.