

**Course Syllabus: Applied Voice
Voice Spring Semester 2023**

AMUS-1201-202

AMUS-2201-202

AMUS-3201-202

AMUS-4201-202

Midwestern State University, Burns Chapel

Contact Information

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Course Description

This syllabus serves as the guide for all sections of applied studio voice lessons.

Credit Hours

Varies by course number

Course materials

Sheet music that is in the public domain may be provided to you by the instructor. Sheet music under copyright restrictions must be obtained by the student. You are responsible for providing appropriate copies for your assigned pianist.

All assigned music must be organized in a 3-ring binder and stored digitally in an online folder.

Attendance

Students are expected to attend class meetings regularly. It is important that you communicate with your instructor prior to an absence. To cancel or reschedule a lesson, you must contact your assigned teacher a minimum of 24 hours before the scheduled time. Make-up lessons are not guaranteed but may be accommodated with some prior communication. You are also welcomed to communicate with other students in your studio to switch times with advanced notice.

One unexcused absence is allowed but will not be given a make-up lesson. Attendance and class participation are the primary criteria for the final grade. Each absence after the first unexcused absence will result in a lower final grade.

Collaborative Pianist Rehearsals

Each student is required to rehearse with the assigned collaborative pianist a minimum of 6 times. It is your responsibility to be proactive and schedule these rehearsals in advance. Each singer is required to bring an extra copy of the assigned repertoire to the rehearsal.

Course Objectives

Demonstrate healthy vocal technique and development of performance skills.

Develop effective communication skills through acting, diction and the understanding of assigned texts.

Apply vocal and performance techniques to assigned repertoire,

Build a working knowledge of repertoire for young singers in all vocal categories through studio participation.

Develop healthy and consistent practice strategies and habits.

Practice regularly with a collaborative pianist to build performance skills.

Student Assessment

Grades will be based on the following criteria:

Performance in the final jury performance.

Regular attendance and participation in lessons.

Scheduling and attending a minimum of 6 rehearsals with your assigned collaborative pianist.

Organization of assigned repertoire (in binder, digital folder, copies give to assigned pianist)

Attendance and participation in studio classes and departmental recitals.

Improvement and attention to assigned repertoire and discussed vocalizes throughout the semester.

Communication

You are welcomed to contact me at any time with questions or concerns. If you do not hear back from me via email within 24 hours, please do not hesitate to contact me again by email or phone/text.

Other Information:

Disability and Accommodations

If a student (1) needs class accommodation(s) because of a documented disability, (2) has an emergency medical condition that may interfere with class performance, or (3) requires special handling in case the building must be evacuated, he/she is encouraged to contact the office of Disability Support Services in room 168 Clark Student Center (940) 397-4140 and make an appointment with the professor as soon as possible.

Student Conduct

Behavior that interferes with either the instructor's ability to conduct the class or the ability of other students to benefit from the instruction will result in the instructor removing the disruptive student(s) from the class, either temporarily or permanently (instructor drop), and assigning a final lower grade, up to and including an F. In addition, and depending on the nature of the behavior or conduct, the student(s) may be subject to further disciplinary actions as per MSU policies.

Privacy Statement

Federal privacy law prohibits the instructor from releasing information about students to certain parties outside of the university without the signed consent of the student. Thus, in almost all cases the professor will not discuss a student's academic progress or other matters with his/her parents. Please do not have them call. Regardless of these important legal considerations, the professors' general policy is to communicate with the students, not their parents, even when a student has signed a consent form. College students are adults and are expected to behave accordingly.

Academic Dishonesty

Academic dishonesty including plagiarism and giving or receiving unauthorized assistance is prohibited. Plagiarism is (1) the use of source material of other persons (either published or unpublished, including the Internet) without following the accepted techniques of giving credit or (2) the submission for credit of work not the individual's to whom credit is given. If a student in the class plagiarizes material, appropriate disciplinary action will be taken. The Student Honor Creed developed and adopted by the MSU Student Government reinforces the discouragement of plagiarism and other unethical behaviors. The first statement of the creed reads, "As an MSU student, I pledge not to lie, cheat, steal, or help anyone else do so." Plagiarism is lying, cheating, and stealing.

Social Justice

Social justice is one of Midwestern State University's stated core values, and the professor considers the classroom a place where students are treated with respect as human beings, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Moreover, diversity of thought is appreciated and encouraged, provided the students can agree to disagree. The professor's expectation is that ALL students consider the classroom a safe environment.

Campus Carry

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at MSU Campus Carry Rules/Policies.

COVID-19 Vaccinations and Face Coverings

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age

groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbot's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional.

Appendix A:

Course Objectives and Student Learning Outcomes:

Specific learning objectives for the course derive from the Texas SBEC Standards/Test Frameworks for [EC-12 Music](#) and the [Pedagogy and Professional Responsibilities Standards \(EC-Grade 12\)](#). This course provides music education students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

1. Demonstrate proficiency through performance of common repertoire and etudes. (SBEC Pedagogy & Professional Responsibilities Standard I, III; SBEC Music Domain IV Competency 009)
2. Discuss the historical relevance of each musical selection and where the repertoire they are performing exists in the historical timeline. (SBEC Pedagogy & Professional Responsibilities Standard I; SBEC Music Domain IV Competency 009)
3. Integrate concepts learned in other areas to their performance of the literature. These other areas could include, but are not limited to music theory, music history, aural skills, world history, and music education. (SBEC Pedagogy & Professional Responsibilities Standard II, IV; SBEC Music Domain IV Competency 009)

Domain IV-Music Classroom Performance (Standards I-II, V-VII, IX-X)

Standard I and II Competency 009- The teacher demonstrates knowledge of methods and techniques for playing musical instruments.		
A. Understands performance skills and appropriate playing techniques (e.g., bowing, fingering, embouchure, rudiments) for a range of instruments (e.g., band, orchestral, classroom).	Develop	Assessed weekly during applied lessons as well as at the culminating jury performance. See attached jury rubric below.
B. Understands proper health techniques to use during instrumental rehearsals and performances (e.g., posture, hand position, instrument maintenance).	Develop	Discussed weekly during applied lessons and demonstrated through healthy performance practice at each lesson and the culminating jury performance. See attached jury rubric below.
C. Selects appropriate instrumental literature to enhance technical skills and provide musical challenges.	Develop	Discussed at the beginning of each semester when choosing repertoire to perform. Assessed by performing level-appropriate materials at the culminating jury.
D. Understands standard terminology used in communicating about students' musical skills and performances.	Develop	Demonstrated weekly at the applied lesson through conversation with the instructor. Assessed in item III (Practice, Rehearsal, and Performance Reflection) of the jury sheet (see below)

E. Knows how to offer meaningful prescriptions for correcting performance problems and errors (e.g., intonation, vibrato, articulation, tone production) and understands the constructive use of criticism when evaluating musical skills or performances.	Develop	Demonstrated weekly at the applied lesson through conversation with the instructor. Assessed in item III (Practice, Rehearsal, and Performance Reflection) of the jury sheet and through the culminating jury performance. See attached jury rubric below.
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TAC 228.30 Alignment

Code	Description
(4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;	The students are instructed in all aspects of vocal performance and pedagogy. This includes performance demonstration and observation and evaluation of performances.
(7) appropriate relationships, boundaries, and communications between educators and students;	Communication between the teacher and student is addressed through weekly instruction. Each one-on-one interaction between the instructor and student offers insight into ways to communicate effectively with students.

TAC 149.1001 Alignment

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.	Course Objectives #1, 3 Assessed through classroom discussion of appropriate teaching materials and weekly demonstration of performance practices, culminating in the final jury performance of the semester.
(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.	Course Objectives #1, 3 Assessed through classroom discussion of teaching practices and weekly demonstration of performance skills, culminating in the final jury performance of the semester.
(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.	Course Objectives #1, 2 Assessed through weekly vocal performance culminating in the final jury performance of the semester.
(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally	Course Objectives #1, 3

<p>safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.</p>	<p>Assessed through weekly interactions with the instructor of the course and discussed when appropriate during lessons.</p>
<p>(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.</p>	<p>Course Objective #1 Students are instructed through self-assessment of performances and the “Practice, Rehearsal, and Performance Reflection” submitted at the end of the semester. See attached jury sheet below.</p>

Midwestern State University Music Department

Lamar D. Fain College of Fine Arts

Voice Jury

Student _____

Applied Instructor _____ Semester _____

Degree: Performance Education BA Minor

Barrier: Upper Level _____

I. Semester Repertoire, composer (place an * next to prepared jury selections)

II. Semester Technical Exercises

III. Practice, Rehearsal and Performance Reflection

In addition to completing the information on this sheet, attach a typed reflection detailing what you have learned this semester in regard to practicing, rehearsing in ensemble, working with an accompanist, and performing both as soloist and in ensemble. The suggested length of this reflection is 300-500 words.

Midwestern State University Music Department

Voice Jury Rubric

	Superior (A)	Excellent (B)	Good (C)	Fair (D)	Poor (F)	N/A
Musicianship	Highest level of musicianship with well-shaped phrases, observed dynamics, and style	High level musicianship: most phrases well-shaped, dynamics observed, and appropriate styles	Moderate level of musicianship with inconsistent phrasing, dynamics, and style	Limited level of musicianship: limited phrasing, dynamics, and style	Lack of musicianship: little or no observation of phrasing, dynamics, and style	
Collaboration	Student collaborated well with the accompanist		Student collaborated moderately with the accompanist			
Tone	Tone is consistent, full, clear, and centered in all registers	Tone is consistently full, clear and centered in most registers	Inconsistent tone produced in some registers	Inconsistent tone produced in all registers	Tone is inconsistent and uncentered in all registers	
Tempo and Rhythm	Tempos are consistent and rhythms accurate	Most tempos approach indicated markings and most rhythms are accurate	Tempo varies from markings. Many rhythmic patterns are correct	Tempo is inaccurate. Many rhythmic patterns are incorrect	Tempo is mostly inaccurate. Most rhythm patterns are incorrect	
Pitch Accuracy and Intonation	Pitches are accurately performed with notes centered and in tune	Most pitches are accurately performed and in tune	Many pitches are accurately performed and in tune	Numerous pitch inaccuracies and inconsistent intonation	Most pitches are inaccurate, consistent intonation errors	
Articulation, Diction, and Pronunciation	Highest level of articulation, diction, and pronunciation	High level of articulation, diction, and pronunciation	Moderate level of articulation, diction, and pronunciation	Limited level of articulation, diction, and pronunciation	Poor articulation, diction, and pronunciation	
Memorization	Memorization is accurate	Memorization is mostly accurate	Memory is inconsistent with few lapses	Many lapses in memory	Major lapses in memory	
Presentation	Highest level of stage presence	High level of stage presence	Moderate level of stage presence	Limited level of stage presence	Lack of stage presence	
Attire	Professional Attire		Moderately Professional Attire		Inappropriate Attire	

Comments:

Grade _____ Faculty Signature _____ Date _____