

**Course Syllabus**  
**Independent Study in Music: Vocal Pedagogy**

**College of Music**

**4963 Section 101**

**Spring 2025**

**Contact Information Instructor: Dr. Darla Diltz Office: Hardin 101**

**Office hours: by appointment**

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**Textbook & Instructional Materials**

All materials are available through D2L Each student will be responsible for purchasing one text from the Textbook resource list for class review and individual project assignments,

**Course Description**

Students will learn the foundations for teaching voice, starting with an introduction to human physiology focused on the vocal mechanism and followed by a study of acoustics as related to singing. Students will gain the necessary skills and knowledge for training singers of all ages through individual instruction.

**Learning Outcomes**

Students will gain an understanding of the anatomy and physiology of the human voice.

Students will gain an understanding of the principles of healthy vocal production.

Students will gain an understanding of the essential principles of singing.

Students will develop a variety of tools and resources to support effective voice teaching.

Students will be able to address topics of vocal pedagogy through effective use of literary, non-print, and online resources.

Students will demonstrate their understanding of essential principals of singing and teaching by instructing an individual student.

Students will be able to diagnose vocal faults and teach appropriate vocal exercises to address these faults.

Student Handbook Refer to: Student Handbook-2021-22

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the

submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

### **Grading/Assessment**

Teaching Resource Folder 30%

Teaching Demonstration 15%

Student Presentation 15%

4 quizzes 20%

Midterm Exam 10%

Final Project 10%

Points allocated to each assignment.

Quizzes (4 at 50 pts each) 200

Teaching resource folder 200

Private teaching Demonstration 150

Midterm Exam 200

Book Reports 50

Final Project/Exam 200

Total Points =1000

Table 2: Total points for final grade.

The grade is based on a points system.

A = 900

B = 800 to 899

C = 700 to 799

D = 600 to 699

F = Less than 600

### **Quizzes**

There will be 4 quizzes during the semester. Two quizzes will be traditional multiple choice or essay questions. Two quizzes will be presentations and demonstrations based on the course material.

### **Exams**

The midterm test will be a video teaching demonstration with written feedback explaining the preparation process and outcome.

The final exam will be an individual project on a voice pedagogy topic. Your topic must be approved and in progress by Friday, March 8th. (before spring break) The final project will be presented to the class.

### **Privacy Statement**

Federal law prohibits the instructor from releasing information about students to parties outside the university without the signed consent of the student. Thus, in almost all cases the instructor will not discuss a student's academic progress or other matters with his/her parents without the proper release from students.

### **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 individuals 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 4 matthew.luttrell@msutexas.edu agree to disagree. The professor's expectation is that ALL students consider the classroom a safe environment.

### **Campus Carry Policy**

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. Campus Closure Policy If Midwestern State University authorizes campus closing procedures, rehearsals for this course will be canceled. If the campus is closed for the date of a concert, the concert will be rescheduled to a later date.

### **Weather Delays and School Cancellations**

In the event of delayed openings or campus closure, we will NOT go to an online model. Wear your pajamas, drink some coffee/tea/cider/cocoa, and get some rest. We'll start up again on the next meeting time.

### **Hearing Loss Statement**

As a musician, your hearing is one of your most valuable assets. Unfortunately, high exposure to sound producing activities can lead to noise-induced hearing loss. While this can be temporary, it can lead to tinnitus (ringing in the ears), permanent loss of hearing (particularly in the higher frequencies), and deafness. In addition to affecting a student's enjoyment of music, it also may render them incapable of continuing as a professional musical or music educator. Musicians are also susceptible to musculoskeletal and vocal injury, particularly overuse injury. Failure to take adequate precautions can greatly shorten a student's performing career. Means to minimize risks associated with hearing loss and performance-related injuries will be discussed during applied lessons and/or master classes. Faculty

## **Communication**

You are welcome to contact me at any time via email. I check messages regularly. If you do not get a response within 24 hours, please text me. Technically, you may text at any time. However, please observe basic etiquette and do not text very early or very late in the day unless it is an emergency.

If you have issues with your assignments, do not wait until your next lesson to resolve the issue. Please reach out for help.

## **Other Information:**

### **Academic Success Accommodation Policies**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services. <https://msutexas.edu/student-life/disability/>

### **Important Dates**

Please refer to the official university academic calendar:

<https://msutexas.edu/registrar/calendars.php>

Refer to: Drops, Withdrawals & Void

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester. 8/27/24

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request)

### **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.

## Graded Repertoire and Vocal Literature Resources for Singers

Texas UIL Solo and Ensemble 2024-2025 Prescribed Music List <https://www.uiltexas.org/pml/>

### Teaching Musical Theater Songs: A Graded Repertoire List *Journal of Singing*

1996 Jan/Feb (volume 52 issue: 3. Page 25)

\*A scan of this article will be provided in the studio and via D2L

### The Royal Conservatory. Vocal Series, 2019 Edition

This set of books includes 11 volumes of standard repertoire for all classical voice types.

### General Bibliography

Coffin, Berton. *Singer's Repertoire*, v. 1-5, Scarecrow Press, 1960.

Doscher, Barbara. *From Studio to Stage: Repertoire for the Voice*. Crouch Books, 2002.

Emmons, Shirley. *The Art of the Song Recital*. Prospect Heights: Waveland Press, 2002.

Espina, Noni. *Repertoire for the Solo Voice: A Fully Annotated Guide to Works for the Solo Voice Published in Modern Editions*. Scarecrow Press. 1977.

Espina, Noni. *Vocal Solos for Christian Churches*. 3<sup>rd</sup> Edition. Scarecrow Press, 2016.

Gleeke, Tom. *Literature for Voice: An Index of Songs in Collections and Source Book for Teachers of Singing*, v. 1-2. Scarecrow Press, 2000.

Hames, Elizabeth and Michelle Blumsack. *Progressive Vocal Repertoire*. EM Music Publishing, 2013.

Kagen, Sergius. *Music for the Voice, Revised Edition: A Descriptive List of Concert and Teaching Material*. Indiana University Press, 1969.

Kimball, Carol. *Song: A Guide to Art Song Style and Literature*, revised edition. Milwaukee: Hal Leonard Corporation, 2005

Lentini, Dana. **Teaching the Child Singer: Pediatric Pedagogy for Ages 5-13**. Hal Leonard, 2020.

Lust, Patricia. *American Vocal Chamber Music, 1945-1980: An Annotated Bibliography*. Greenwood Publishing, 1985.

McTyre, Ruthann Boles. *Library Resources for Singers, Coaches, and Accompanists: An Annotated Bibliography, 1970-1997*. Greenwood Publishing, 1998.

Vaccari, Nicola. *Method Books in volumes: high soprano, soprano, tenor; mezzo-soprano, alto, baritone*. Schirmer, 1986.