Course Description, Credit Hours, and Time Requirement

For music majors in music degree program. Placement audition required. Instruction in voice. May be repeated for credit. May not be taken for audit.

Applied Instruction – MUP 119/319: Two semester hours credit, one hour instruction per week plus one hour studio class or collective seminar weekly. Students are expected to practice assigned materials individually that may include exercises, daily routines, assigned solos, translating, IPA transcription, and/or memorization two hours daily, five days per week for a total of ten hours of outside preparation each week for fifteen weeks. Students are also expected to attend and perform in required collective seminars, recitals, and/or upper-level barriers, which is typically an additional five to ten hour time requirement during the fifteen-week semester.

Applied Instruction – MUP 129/329: Three semester hours credit, one hour instruction per week plus one hour studio class or collective seminar weekly. Students are expected to practice assigned materials individually that may include exercises, daily routines, assigned solos, translating, IPA transcription, and/or memorization three hours daily, five days per week, for a total of fifteen hours of outside preparation each week for fifteen weeks. Students are also expected to attend and perform in required collective seminars, recitals, and/or upper-level barriers, which is typically an additional five to ten hour time requirement during the fifteen-week semester.

Applied program learning outcomes:
The student will demonstrate knowledge of applicable solo materials, an orientation to the fundamentals of pedagogy as pertaining to the instrument or area of study, and comprehensive capabilities in preparing and performing a solo at a high level.

Student learning outcomes:
1) Through private lessons, individual practice sessions and performances in studio and collective seminars, students will acquire and demonstrate ever-increasing knowledge and in each successive semester in the areas of:
   a) intonation
   b) rhythmic precision
   c) good singing diction
   d) good singing posture
   e) proper breath management for singing
   f) vocal registration
   g) a well-formanted tone quality

2) Students will acquire and demonstrate a growing knowledge of standard vocal repertoire by:
   a) learning a minimum of 3-5 songs and/or arias from the Western classical tradition, having learned a minimum of 16-20 songs by the fourth semester barrier and a minimum of 35-40 songs by graduation, representing various languages and stylistic periods

       b) performing selections of same during lessons, studio and collective seminars.
   c) attending vocal recitals
   d) self-directed listening
Attendance
Attendance is required at the events below:

- Lessons: You will have 50 minutes of private instruction per week divided into two 25 minute lessons.

- Studio Class: Mondays at 1:00 pm in M152

- Choral Concerts/Opera Performances

- Degree recitals of your studio colleagues. (In addition, supporting your colleagues across the School of Music by attending their recitals and concerts is strongly suggested).

- If you must be absent for your lesson, studio class or a required event, call me IN ADVANCE OR ASAP! Someone else may be able to use that lesson time. Avoid scheduling doctor’s appointments, make-up tests, etc. during lessons or studio class.

- I must have a doctor’s note if you miss lessons for appointments.

Assignments
A. As repertoire is assigned, all IPA transcriptions and word by word translations are due IN YOUR SCORE at the following lesson.
B. While you perfect the notes, rhythms and diction of several pieces, at least ONE piece should be prepared to sing at every lesson. This may take some students longer than others so start early and INVEST TIME IN YOUR VOICE.
C. Students who are not prepared for their lessons will be dismissed to a practice room. I will not teach you notes and rhythms.
D. YouTube IS NOT a young musician’s friend. Those who try to learn their repertoire from YouTube are spending three to five times more effort than simply sitting down at the keyboard and/or sight-reading the notes. The “YouTube Method” is learning by rote as kindergarteners are taught and a detriment to becoming musically literate. Again, take the TIME for your major – VOICE.
E. Record your lessons!

Grading
Grades are based on mastering the skills listed in the Learning Outcomes, attendance at required events, completion of assignments (lesson reflections, diction, translations, listening, and learning of repertoire), and performances in Studio Class/Collective Seminar. You are expected to sing on at least 3 Studio Classes and 1 Collective each semester.

Course Calendar:
Studio – M152; Collective – MRH; Mondays 1:00 – 1:50 pm
Jan 28 – Studio
Feb 4 – Studio
Feb 11 – Studio
Feb 18 – Collective
Mar 4 – Studio
Mar 11 – Collective
Mar 18 – NO Seminar – Spring Break
Mar 25 – Studio
Apr 1 – Collective
Apr 8 – Studio
Apr 15 – Studio
Apr 22 – Collective
Apr 29 – Studio
May 6 – Studio
May 15 – Final Collective: Wednesday 1:00 – 3:00 pm
Required Materials
You must purchase original scores of assigned repertoire or check them out from the library. Reproductions of scores under copyright is ILLEGAL! The purpose of owning scores is to build your music library for the future, to support composers and publishers so they will continue to produce vocal music and to do the right thing. Music scores are your textbooks for this course.

Optional

Accompanists
Although piano students from the accompanying class play for a few students, the majority of voice students provide their own pianists. YOU must make arrangements with Dr. Petti, Dr. Pitts, Dr. Oh, Dr. Nixon, or Mrs. Cooper to play for your assigned performances. Arrange for an accompanist THIS WEEK! Mrs. Cooper needs your schedules and contact information NOW in order to schedule a weekly coaching time. All students who have a regular accompanist should have scheduled times each week for rehearsal. DO NOT MISS THESE!

Academic Integrity:
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic dishonesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty:
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification of or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Withheld Grades Semester Grades Policy:
Ordinarily, at the discretion of the instructor of record and with the approval of the Academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade will automatically become an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities:
To obtain disability related accommodations, alternate format and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Rm. 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Excerpts from "Claiming an Education" Commencement Speech offered by Adrienne Rich (with slight editing by Dr. Jamie Weaver for classroom purposes)

You cannot afford to think of being here to receive an education; you will do much better to think of yourselves as being here to claim one. One of the dictionary definitions of the verb "to claim" is: to take as the rightful owner; to assert in the face of possible contradiction. On the other hand, "to receive" is to come into possession of; to act as receptacle or container for; to accept as authoritative or true. The difference is that between acting and being acted upon.

To claim an education is to take responsibility for yourself. Responsibility to yourself means refusing to let others do your thinking, talking and naming for you; it means learning to respect and use your own brains and instincts; hence, grappling with hard work. Responsibility to yourself means that you don't fall for shallow and easy solutions -- predigested books and ideas, bluffing at school and life instead of doing solid work. It means that you refuse to sell your talents and aspirations short, simply to avoid conflict and confrontation.

Claiming an education means that you have the right to expect your faculty to take you seriously. Many teachers trained in a racist, sexist, homophobic, elitist tradition are still handing the ideas and texts of that tradition on to students without teaching them to criticize its attitudes. Too often all of us fail to teach the most important thing, which is that clear thinking, active discussion, and excellent writing are necessary for intellectual freedom, and that these require hard work.

In order to be taken seriously, you must take yourself seriously by seeking out criticism, recognizing that the most affirming thing anyone can do for you is demand that you push yourself further, show you the range of what you can do. It also means assuming your share of responsibility for what happens in the classroom, because that affects the quality of your life.

Evaluation Criteria

Average (C) Represents achievement that meets the course requirements in every respect. This score does not indicate any shortcoming. All the work was done adequately and completely, and the work showed basic understanding and mastery of the course material.

Above Average (B) Represents achievement that is significantly above the level necessary to meet course requirements. Not only were all the basic expectations met, it exceeded minimum expected quality levels. This work probably showed one or more of the following characteristics: excellent understanding of the class material, excellent application of theory to practice, unusual thoroughness in thought and preparation.

Superior (A) Represents achievement that is outstanding relative to the level necessary to meet course requirements. This work is superior in every respect, and represents the highest level of achievement. Its quality is so good that it would be unreasonable to ask a college student to improve upon it.

Below Average (D) Represents achievement that is worthy of credit even though it does not fully meet course requirements. While there was merit to what was done, there were also deficiencies that meant the work did not fully meet the minimal expectations.

Failure (F) Represents performance that fails to meet the course requirements and is unworthy of credit. This work shows serious deficiencies in regard to the expectations for the assignment.

Some people do not work hard enough to earn the grade they want. This is your responsibility. Some people have to work harder than others to earn a certain grade. This may not be fair, but it is a fact of life.

A grade is not a gift from the instructor. A grade is earned based on the degree of accomplishment of various tasks.