

SYLLABUS
School of Music
University of Florida

Voice Skills

MUS 2430

Fall 2024
T/Th (Period 5)
11:45am-12:35pm

Professor: Michelle Z. Gibson

Office: 358 Music Building
Office Hours: As posted or by appointment
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Course Description:

This course is designed to familiarize students with basic vocal skills and techniques, including the use of the vocal instrument and approaches for working with beginning vocal students. Topics will include vocal physiology, fundamentals of singing, an introduction to vocal and choral repertoire, vocal health, music literacy, and other issues related to vocal and choral music.

Course Goals:

1. Students will demonstrate sound fundamental vocal technique in solo and group settings.
2. Students will develop an awareness of best practices related to vocal health and will implement these in their own practice.
3. Students will demonstrate an ability to effectively use the voice as a model for students in both vocal and instrumental settings.
4. Students will demonstrate effective pedagogical approaches to teaching basic vocal and choral techniques.
5. Students will develop an understanding of common vocal faults and challenges as well as effective means of helping students prevent and correct these issues.
6. Students will develop an awareness of pedagogical materials and repertoire for beginning vocalists.
7. Students will demonstrate a thorough understanding of vocal music literacy through the use of solfège and other literacy systems.

Required Text:

Vaughn, C. & Dayme, M. (2024). *The singing book* (4th ed.). Rowman & Littlefield.

**** This is a different textbook from prior years. Please secure a copy of the textbook no later than August 29th.**

University Statements:

Students Requesting Accommodations due to Disabilities

“Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honor Policy

It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

UF students are bound by The Honor Pledge which states, “*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.*” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Course Evaluations

“Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Campus Resources

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392- 1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>
- University Police Department: 392-1111 or 9-1-1 for emergencies. <http://www.police.ufl.edu/>
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Expectations:

Attendance

Prompt and consistent attendance is a fundamental aspect of professionalism and essential to the success of both students and teachers. University policies regarding excused absences in cases of illness, serious family emergency, military obligation, severe weather, religious obligation, official University activities, and court-imposed obligations will be followed in this course. Anticipated absences must be documented and approved by the instructor in advance. **Any unexcused absence will result in a 3% penalty applied to the final course grade.** Class will begin promptly on time, and students are expected to be prepared in advance. Students who miss more than 30% of a class period will be marked as absent for that day. In accordance with University policy, students will be afforded a reasonable amount of time to make up work missed due to an excused absence only. It is each student's responsibility to make arrangements to complete missed work. Any student who is absent for more than 30% of total course meetings (10 course meetings), for any reason, will receive a failing grade for that course. Exceptions may be made at the instructor's discretion for exceptional circumstances, with documentation. Students who must be absent from more than 30% of course meetings for medical reasons are encouraged to pursue a medical withdrawal. Additional information regarding University attendance policies is available at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Class Participation

The activities that will occur during class meetings are essential to meeting the course objectives. Your growth in the course will be directly affected by the quality, quantity, and appropriateness of your class contributions and participation. The dynamics of this course and its ultimate value to you necessitate that you to come to each class prepared (having read assignments, when applicable), contribute questions and comments to stimulate discussions, and fully engage in the content and activities of each class meeting. Students who are mildly ill may be excused from singing at the instructor's discretion, but will still be expected to participate in class activities to the extent possible and demonstrate full mental engagement with the material.

Email

Your UFL email account is the official email address used by the University, where official correspondence is sent. Important communication regarding this course may also take place via

email, and your UFL email address is what will be used. All students need to regularly check their email, at least one time per day. Make checking it part of your daily routine. Likewise, unless there are extenuating circumstances, when you send me an email during the week (M-F) you can expect a reply within 24 hours. I will reply on weekends as I am able.

Participation Rubric

<i>Criteria</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Preparation	Unprepared for class with assignments and required class materials.	Minimally prepared for class with assignment and required class materials	Partially prepared for class with assignments and required class materials.	Mostly prepared for class with assignments and required class materials.	Fully prepared for class with assignments and required class materials.
Verbal Contributions	Does not verbally contribute to the class or contributions are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., “I love it”, “I hate it”, “It’s bad” etc.	Verbal contributions are minimal, but do show occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Verbal contributions are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Verbal contributions are mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Verbal contributions consistently insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms, or contributions.
Musical Engagement	Does not participate in musical activities (e.g., singing, listening, playing instruments) in small and large groups. Exhibits a lack of interest in the activities.	Limited participation in musical activities (e.g., singing, listening, playing instruments) in small and large groups.	Moderate participation in musical activities; student may rely on others to “cover” their participation.	Active participation in musical activities (e.g., singing, listening, playing instruments) in small and large groups, but may have occasional lapses in participation.	Active participation in musical activities (e.g., singing, listening, playing instruments) in small and large groups throughout the entire instructional episode.

Assignments:

All assignments are due on the date specified. Grades for late assignments will be lowered by 10% for each day they are late. No credit will be given for assignments received later than two weeks following the due date. An exception to this policy is if the student is personally ill (doctor's excuse required) or has a death in his/her immediate family. The student should see the instructor immediately upon his/her return to make arrangements to complete missed assignments at the earliest possible date.

Performance Evaluations

Students will be evaluated throughout the course on their ability to demonstrate appropriate vocal technique, literacy, and performance practice. Each evaluation will focus on different elements of vocal production, aligned with the topics that have been covered in the course. Rubrics for these evaluations will be provided to students in advance.

Peer Teaching Exercise

Students will prepare and teach a brief lesson to a peer acting as a beginning vocal student. For students with a primary instrument other than voice, these lessons will focus on warm-up exercises and vocal fundamentals. For voice students, these lessons will include individual coaching on repertoire pieces being covered in the course. More information about the peer teaching exercises will be provided in class.

Quizzes

Students will take several quizzes over material covered in class. These quizzes will be taken through the Canvas course management system, and will be timed. Students may use notes or course materials during the quizzes but are not permitted to consult with other students.

Concert Reflection/Evaluation

Students are required to attend one vocal performance during the semester. The performance should be at least 50 minutes in length, and should be exclusively or near-exclusively made up of vocal music. The performance should focus on choral (i.e., group) singing or solo singing. The performance should be of a “classical” nature and should be presented by professional musicians or students studying directly under professional musicians. Examples of appropriate performances include UF choir concerts, voice area recitals, and UFPA events focused on classical vocal music. For the performance, the student should write a 3-4 page reflection that responds to the prompts on the “Concert Reflection/Evaluation” form. The reflection/evaluation paper is due no later than the last class meeting.

Class Recital

At the end of the semester, students will present a class recital as a culminating demonstration of their vocal work throughout the semester. This recital will be open to the public and will take place during the final normal class meeting time. Students who have voice as their primary instrument will be required to present at least one solo song during the recital. Students who have a primary instrument other than voice will be required to participate in small and/or large

group songs, and may choose to present a solo song if they wish. Further details about the recital will be provided in class.

Grading:

Assignment Type Weights:

Class participation—30%

Performance Evaluations—30%

Peer Teaching Exercise—10%

Quizzes—10%

Concert Reflection/Evaluation—10%

Class Recital—10%

Grading Scale

A...93-100

A-...90-92

B+...88-89

B...83-87

B-...80-82

C+...78-79

C...73-77

C-...70-72

D+...68-69

D...63-67

D-...60-62

E...59 and below

The formula for assigning grade points at the University of Florida can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Tentative Course Calendar: (Subject to change)

<u>Week</u>	<u>Topic</u>	<u>Readings (always due Tuesday)</u>
1 8/22	Getting to Know Your Voice	
2 8/26-8/30	Posture, Breathing & the Vocal Mechanism	V & D Ch. 1, 7 & 8 (Canvas)
3 9/2-9/6	Phonation	V & D Ch. 9
4 9/9-9/13	Phonation (cont) & Repertoire Selection	V & D Ch. 3, 4, 5 & 6 (p. 11-19)
5 9/16-9/20	Resonation	V & D Ch. 10
6 9/23-9/27	Diction <i>**asynchronous class Sept. 26</i>	V & D Ch. 11
7 9/30-10/4	Vocal Health	V & D Ch. 12
8 10/7-10/11	Music Literacy	Takadimi Article (Canvas)
9 10/14-10/18	IPA	V & D Appendix E
10 10/21-10/25	IPA	IPA Handbook (Canvas) – Read pp. 3-12 (up to “suprasegmentals”) and review examples on pp. 17-20 (focus on English examples)
11 10/28-11/1	Common Vocal Faults & Singing Styles	<ul style="list-style-type: none"> • V & D- p. 53-54; p. 136-138; p. 195-197 • Stanton – Lesson 25 (Canvas)
12 11/4-11/8	Adolescent Singers	Phillips Ch. 7 (Canvas)
13 11/11-11/15	Choral Administration & Conducting	Choral Classroom Article (Canvas)
14 11/18-11/22	Wrap Up & Recital Preparation <i>**asynchronous class Nov. 21</i>	
Thanksgiving Break 11/25- 11/29		
15 12/2-12/4	Wrap-Up	Class Recital Dec. 3
Final Exam Period	Final Exam	

This syllabus is a guide. It may be varied as needed.