

# University of Central Florida

## *Voice Pedagogy*

**Course Number:** MVV 4640 [2 credit hours]  
**Class time and location:** MWF 12:30-1:20 M263  
**Instructor:** Dr. Hunt

### **Contact Information:**

**Instructor's Office:** PAC 124  
**Instructor's Phone:** (407) 823-3366  
**Instructor's E-Mail:** [Jeremy.Hunt@ucf.edu](mailto:Jeremy.Hunt@ucf.edu)  
**Instructor's Office Hours:** Posted on office door

### **Catalogue Listing:**

PR: Major in Music or C.I. The study and application of voice pedagogy. CAH 2 (2,0)

### **Course Description:**

This course will consist of a study of vocal function, anatomy, pedagogical methodology and will focus on the application to the voice teacher and performer.

### **Course Objectives:**

In this course we will discuss numerous approaches to teaching voice and the advantages and disadvantages of these approaches. Through study of the pedagogical literature, application of ideas, videos, and numerous discussions, the student will gain insight into the many approaches to vocal pedagogy.

### **Required text:**

*The Diagnosis & Correction of Vocal Faults; a manual for teachers of singing & for choir directors.* James C. McKinney, Reissued 2005.

### **Attendance:**

Attendance is expected at every class session and a student will be considered 'tardy' if he or she should arrive more than 5 minutes late. Two 'tardy' classes will equal one absence. **More than three unexcused absences will result in the lowering of your grade by one letter grade per subsequent absence.**

**Discussion:**

Reading will be assigned at every class and will be discussed by all during class. Failure to participate in discussions will result in a lowered participation grade.

**Teaching:**

Each student will teach a private student during the course of the semester. Please see the professor if you are having difficulty finding a student. A minimum of **10** lessons will be taught and you will keep a journal detailing every lesson. Write about exercises used, what worked, repertoire studied (if any), ideas, complications and any other subject encountered pertaining to vocal pedagogy. *Journals are due at the final class period.* During the second part of the semester, each student will be given approximately ten minutes to teach during the class. This exercise will give the student the opportunity to be evaluated on his or her teaching by the professor.

**Great Singer Paper:**

Each student will be assigned a singer/chapter from Jerome Hines' book *Great Singers on Great Singing*. The student will write a report on the singer and focus on the technical information presented. Every chapter is very different, but you should look for ideas on breathing, posture, phonation, resonance, diction, etc. A copy of the book will be on reserve in the library.

**Comparative Singer Paper:**

Each student will write **two** 800-word (include word count) papers comparing one song/aria as sung by two different singers (from my singer list). The student will analyze the performances by these two singers and discuss the vocal techniques we have studied during the course of the semester. You might choose a song/aria you have studied in order to be more familiar with the music.

Do not write two pages of biographical information on two singers. Discuss breathing, phrasing, vocal color, resonance balancing, ease of production, diction, interpretation, etc. Use the score to make sure the singers are following the dynamics, phrasing, text, even notes of the written score. This is an exercise for you to thoroughly analyze what you are hearing and what you would like to hear in a good vocal technique. Use any resource available (iTunes, youtube, etc.).

**Teaching Philosophy:**

Each student will write a personal teaching philosophy (500-700 words) pertaining to studio voice instruction. If you apply for a job, you will most likely be required to include your teaching philosophy. Use this as an opportunity to create a professional yet personal teaching philosophy.

**Grading:**

3 Tests 30%  
Great Singers paper 10%  
Comparative singer papers 15%  
Teaching and journal 20%  
Class participation 5%  
Teaching Philosophy 10%  
Final Comprehensive Written Exam 10%

**Financial Aid:**

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete your Webcourse Survey by the end of the first week of classes, or as soon as possible after adding the course.

Failure to do so will result in a delay in the disbursement of your financial aid.

**Academic Integrity:**

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

<http://www.academicintegrity.org/ica/assets/FVProject.pdf>

*UCF Creed:* Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources comes from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9>> and has been adopted by UCF's Department of Writing & Rhetoric.

*Plagiarism*

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

### *Misuse of Sources*

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

### *Responses to Academic Dishonesty, Plagiarism, or Cheating*

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

### *Unauthorized Use of Class Materials*

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

### *Unauthorized Use of Class Notes*

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

### *In-Class Recording Policy*

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

### **Course Accessibility Statement:**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as

accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

**Campus Safety Statement:**

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

**Deployed Active Duty Military Students:**

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

This syllabus is subject to revision at the discretion of the instructor.  
Changes will be discussed in class and/or via email.

1/7 - Intro, syllabus, what is vocal pedagogy, good singing examples, read chapter 1

1/9 – vocal anatomy and function

**1/11 – no class, FMEA, read chap 1**

1/14 - discuss chap 1,

1/16 - discuss chap 1, read chap 2

1/18 - discuss chap 2

**1/21 – MLK, no class**

1/23 - discuss chap 2, read chap 3

1/25 - discuss chap 3

1/28 - discuss chap 3, read chap 4

1/30 - discuss chap 4

2/1 - discuss chap 4

**2/4 - Test 1 chapters 1-4, read chap 5**

2/6 - discuss chap 5

2/8 – discuss chap 5, read chap 6

2/11 - discuss chap 6

2/13 – discuss chap 6, read chap 7

2/15 - discuss chap 7

2/18 - discuss chap 7, read chap 8

2/20 - discuss chap 8

2/22 - discuss chap 8

**2/25 - Test 2 chapters 5-8, read chap 9**

2/27 - discuss chap 9

3/1 - discuss chap 9 read chap 10

3/4 - discuss chap 10

3/6 - discuss chap 10, read chap 11

3/8 - vocal anatomy and function

Spring Break!!

3/18 - discuss chap 11

3/20 - discuss chap 11

**3/22 - Test 3 chapters 9-11**

3/25 - mock teaching (students will teach each other in class)

3/27 – TBA

3/29 – TBA

4/1 - vocal health

4/3 - mock teaching (students will teach each other in class)

4/5 - listening day, **Comparative Paper 1 Due!!**

4/8 - in class teaching, **Great Singer Paper Due!!**

4/10 - in class teaching

4/12 - in class teaching

4/15 - in class teaching, **Comparative Paper 2 Due!!**

4/17 - in class teaching, **Teaching Philosophy Due!!**

4/19 - in class teaching

4/22 - in class teaching, **Teaching Journal Due!!**

**4/26 - 10:00 Final Cumulative Written Exam**