



CAMPBELLSVILLE UNIVERSITY

COURSE SYLLABUS

PLEASE TYPE.

DATE _____

ACADEMIC UNIT _____

FACULTY _____

Discipline	Course# Section	Title of Course	Credit Hours	Cross Reference (if applicable)
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TEXTBOOK Required Not Required

Author _____ Title _____

Publisher _____ Date of Publication _____

WORKBOOK

Author _____ Title _____

Publisher _____ Date of Publication _____

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)
3. COURSE OUTLINE: Outline the topics/units that are to be taught.
4. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
5. REQUIREMENTS:
 - a. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
 - b. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
 - c. Supplemental reading assignments or outside work required.
 - d. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
6. BOOKLIST

DEAN

Date Copy Received _____

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Date Copy Received _____

I. COURSE TITLE: VOCAL PEDAGOGY AND LITERATURE

Catalogue Number: Music 442

Hours of Credit: Three (3)

II. DESCRIPTION OF LITERATURE PART OF CLASS: This portion of the course is devoted to a basic survey of solo vocal literature through history with an emphasis on art song, opera, and oratorio.

A. Course Objectives for Vocal Literature:

- 1. Students will develop an awareness and appreciation of solo vocal music literature through history with special attention given to art song, opera, and oratorio.**
- 2. Students will develop an awareness and appreciation of historical performance practices in art song, opera, and oratorio.**
- 3. Students will develop techniques for critical analysis of solo vocal literature.**
- 4. Students will develop an awareness of the various compositional techniques and styles of art song, opera, and oratorio composers.**
- 5. Students will develop skills in recital construction and in providing formal program notes for recitals.**
- 6. Students will demonstrate the ability to communicate musical ideas and concepts in writing.**

B. Course Outline for Vocal Literature Part of Class:

- 1. Students will be introduced to the historical development of opera, oratorio, and art song.**
- 2. Students will be introduced to performance practices used in opera, oratorio, and art song singing.**
- 3. Students will be introduced to a systematic method for critically analyzing solo vocal literature.**
- 4. Students will be introduced to the compositional techniques and styles of some major solo vocal literature composers.**
- 5. Students will be introduced to a systematic approach to recital construction and writing formal program notes for recitals.**

C. EVALUATION: This part of the course will be 50% of the grade.

- 1. Students will take two major tests.**
- 2. Students will prepare an analytical paper**

III. VOCAL PEDAGOGY PART OF CLASS: This portion of the course primarily deals with the science of vocal production and in the numerous viable approaches to the teaching of voice.

A. Course Objectives for the Vocal Pedagogy Part of Class:

- 1. Students will develop a working knowledge of the anatomy and physiology of the voice.**

2. Students will have an awareness of the basic tenets of good vocal health and longevity.
3. Students will have an awareness of the theories and the major research dealing with vocal resonance.
4. Students will have an awareness of the theories and major research dealing with vocal registers.
5. Students will have an awareness of the theories and major research dealing with vocal acoustics.
6. Students will have an awareness of the theories and practice regarding voice classification.
7. Students will be familiar with general trends in voice teaching as practiced in America, England, France, Germany, and Italy.

B. Course Outline for Vocal Pedagogy Part of Class:

1. Students will be introduced to major aspects of the anatomy and physiology of the voice.
2. Students will be introduced to the basic tenets of good vocal health and longevity.
3. Students will be introduced to major theories and current research dealing with vocal resonance.
4. Students will be introduced to major theories and current research dealing with vocal registers.
5. Students will be introduced to major theories and current research dealing with vocal acoustics.
6. Students will be introduced to ideas about voice classification.
7. Students will be introduced to general trends in the teaching of voice in America, England, France, Germany, and Italy.

C. Evaluation for the Vocal Pedagogy Part of the Class: This portion of the course will represent 50% of the student's grade.

1. Students will be required to observe a total of 6 voice lessons being taught by the voice instructors of the university (2 per teacher).
2. Each student will be required to teach five (30-minute) voice lessons to a person that has not had prior voice instruction.
3. There will be two major tests administered during the vocal pedagogy portion of the class.

IV. ATTENDANCE REQUIREMENTS: The university attendance policy will be in effect, but there are additional considerations. More than three absences will result in a lowering of the student's grade by ½ letter grade per absence. Three tardy(s) will be considered as an absence. Punctuality in attendance and turning assignments in to the teacher is expected.

- V. **TEXTBOOKS:** Students will be required to purchase the book below that has an (*). The other books will have assigned readings with availability at the library on my reserve.
- A. Appelman, Ralph. The Science of Vocal Pedagogy. Indiana University Press, Bloomington, 1967.
 - B. Coffin, Berton and Werner Singer. Singer's Repertoire (Program Notes for the Singer's Repertoire.
 - C. Emmons, Shirlee and Stanley Sonntag. The Art of the Song Recital. Schirmer Books, New York, 1979.
 - D. Hall, James Husst. The Art Song. Fifth Printing. University of Oklahoma Press, Norman, 1979.
 - * E. Miller, Richard. The Structure of Singing. Schirmer Books, New York, 1986.
 - F. Miller, Richard. English, French, German, and Italian Techniques of Singing. Scarecrow Press, New Jersey, 1977.
 - G. Orrey, Leslie and Rodney Milnes. Opera. Thames and Hudson, London, 1991.
 - H. Stevens, Denis, editor. A History of Song. W.W. Norton & Co., New York, 1970.
 - I. Vennard, William. Singing, the Mechanism and the Technique. Revised Edition. Carl Fischer, Inc., New York, 1967.

VI. Attendance Policy

Students are expected to attend all class meetings. Absences are not excused but work may be made up if the absence meets the criteria listed in the University Attendance Policy as printed in the Student Handbook.

Disability Services/Security

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at (270) 789-5192 to inquire about services.

Academic Integrity

Students are expected to be the creator of their work and to maintain academic integrity in all aspects of the course. Cheating is the violation of classroom rules of honesty on examinations and assignments. Any student found guilty of cheating may receive a failing grade of "F" for any assignment, project, or exam, and may result in failure of the course.

Plagiarism is defined as representing or repeating the words or ideas of someone else as one's own in any academic exercise. All writing you do for any course must be your own and must be exclusively for that course alone. Any student found guilty of plagiarism may receive a failing grade of "F" for any academic exercise and may result in failure of the course. (Policy adopted March 2010, rev. Feb. 2011, rev. Aug. 2016)

Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter
1 University Drive
UPO Box 944
Administration Office 8A
Phone – 270-789-5016
Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

Campus Security numbers: Office: (270) 789-5556; Cell Phone: (270) 403-3611.

