

Master Class in Vocal Pedagogy (*MUS 746*)  
University of Nevada, Las Vegas

## Course Syllabus

This course in graduate vocal pedagogy will address several issues related to singing and to the teaching of singing.

### LEARNING OBJECTIVES:

Students will:

- Survey historical vocal pedagogy sources
- Review the anatomy and physiology of the vocal mechanism
- Focus on the science of the singing voice
- Conceptualize terminology related to the field of singing
- Utilize current voice analysis technology
- Explore several techniques in teaching voice

### LEARNING OUTCOMES:

The successful student will:

- Demonstrate an ability to diagnose vocal issues
- Employ effective teaching strategies
- Choose appropriate vocal repertoire for use in the studio
- Possess requisite skills for further voice research
- Be conversant in the pedagogical language of our craft

### Required text and lab equipment for Graduate Vocal Pedagogy:

Primary Text: McCoy, Scott. Your Voice: An Inside View. 2<sup>nd</sup> ed. Delaware, Ohio: Inside View Press, 2012.

On Reserve: Miller, Richard. The Structure of Singing. CA: Schirmer Publishing, 1996.  
Boldrey, Richard. Guide to Operatic Roles & Arias. Seattle: Psst...Inc., 1994.  
Doscher, Barbara. From Studio to Stage. Lanham, MD: Scarecrow Press, 2002.  
Miller, Donald. Resonance in Singing. Princeton: Inside View Press, 2008.  
Miller, Richard. On the Art of Singing. Oxford: Oxford University Press, 1996.  
Potter, John. The Cambridge Companion to Singing. Cambridge University Press, 2000.  
Rushmore, Robert. The Singing Voice. New York, Dodd, Mead & Co., 1971.

Lab Equipment: 1. Computer that will run Windows software program VoceVista.  
2. SPL/dB Meter.  
3. Microphone for recording into your computer.  
4. Bound lab notebook.

Grading:

Quizzes	20
Mid-term:	15%
Assignments:	20% (5 assignments x 4% each)
Poster Paper:	10%
Final:	<u>15%</u>
	100%

IMPORTANT GRADING POLICY: Assignments submitted late will not receive a grade credit.

## Class Meeting Semester Schedule

### **Week 2 (January 25) Pedagogical Introduction**

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- Discussion: Course goals, review syllabus. Brief pedagogical knowledge assessment exam.  
Introduction to graduate-level pedagogy. Anatomical names and directions. Fluid flow in respiratory airways. Terminology list & Bibliography distributed.

### **Week 3 (February 1) Breathing**

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- Discussion: Anatomy for Singing & Breathing for Singing.  
- Read: Miller, *The Structure of Singing*, Chapter 2 & Appendix 2.  
Miller, *On the Art of Singing* Articles 70, 71 & 73. [On Reserve]

### **Week 4 (February 8) Larynx**

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- Discussion: Phonation. Anatomy and physiology of the larynx.  
- Read: Miller, *The Structure of Singing*, Chapter 1 & Appendix 1.  
Miller, *On the Art of Singing* Articles 23, 24 & 25. [On Reserve]  
- Lab Assignment #1: Create your own Voice Range Profile.

### **Week 5 (February 15) NO CLASS**

### **Week 6 (February 22) Articulation, Resonance, Vocal Folds**

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- **Voice Range Profile due**  
- Discussion: Articulatory anatomy, resonance.  
- Read: Miller, *The Structure of Singing*, Chapter 4 & Appendices 3 & 4.  
Miller, *On the Art of Singing* Articles 15, 16 & 17. [On Reserve]  
- Lab Assignment #2: Construct a model larynx.

### **Week 7 (February 29) Acoustics, Harmonic-Formant Interaction, Registration**

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- **Model Larynx due**  
- Research Poster Paper Discussion.  
- Discussion: Acoustics and voice production. Introduction to VoceVista spectrographic analysis software.  
- Read: Miller, *The Structure of Singing*, Chapter 5, 10 & 11.

McCoy, *Your Voice: An Inside View*, Chapters 4 & 5. [On Reserve]

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**Week 8 (March 7) Voice Analysis**

- **Mid-Term**

- **Submit abstract for poster paper**

- Discussion: Becoming proficient in basic voice analysis.
- Read: Miller, Donald. *Resonance in Singing*. Chapter 4. [On Reserve]
- Lab Assignment #3: Create an individual vowel chart.

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**Week 9 (March 14) Aspects of a trained voice**

- **Vowel Chart due**

- Discussion: Range, Dynamic Control & Vibrato. Voice types.
- Read: Miller, *The Structure of Singing*, Chapters 12, 13, 14.  
Boldrey, Richard. *Guide to Operatic Roles & Arias*, pp. 1-30. (Introduction) [On Reserve]  
Rushmore, Robert. *The Singing Voice*, pp. 29-108. (Part II) [On Reserve]

**SPRING BREAK** (no class on March 21)

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**Week 10 (March 28) Health and wellness**

- **Mini-presentation of Poster Paper research due**

- Discussion: Ear and Vocal Health. Pharmacological effects on voice. Role of Physical Fitness.
- Read: Miller, *The Structure of Singing*, Chapters 15, 16, 17.

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**Week 11 (April 4) Studio logistics and repertoire**

- Discussion: Studio building and repertoire.

- Read: Doscher, *From Studio to Stage*, read the Introduction by John Nix. [On Reserve]
- Assignment #4: Create your own private studio policies.

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**Week 12 (April 11) Teaching and learning**

- **Studio Policies due.**

- Discussion: Motor Learning Principles: How to Practice. Psychological factors. Modes of teaching: case studies.
- Read: Miller, *The Structure of Singing*, Chapters 6, 7, 8.

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**Week 13 (April 18) Egos and ethics of voice teaching**

- **2<sup>nd</sup> Mini-presentation of research for Poster Paper due**

- Discussion: Modes of teaching: case studies. Ethics of Voice Teaching. Break-out groups.
- Read: No reading.

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**Week 14 (April 25) History of Vocal Pedagogy**

- Discussion: Comparative Vocal Pedagogy.
  - Read: Potter, John. *The Cambridge Companion to Singing*. [On Reserve]
  - Assignment #5: Voice Analysis
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**Week 15 (May 9) Study Week**

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- **Voice Analysis Assignment #5 due**
- Discussion: Comparative Vocal Pedagogy. Review.
- Take-home final

**Week 16 (May 12) Finals Week**

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**Final: Monday, May 19. 6:00-8:00 PM.**

- Poster Paper Presentation.
- Take-home final due.

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

### Library Resources

Students may consult with a librarian on research needs. For this class, the subject librarian is

[https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Any other class specific information**—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)