

**MUE 3750: VOCAL METHODS****0-2-1****Days/Time: TR 1:00 – 1:50      Classroom: FAB 150****Instructor: L. Corbin      Email: lcorbin@valdosta.edu      Phone: 333.5741****Office Room: FAB 259      Office Hours: Arr****COURSE FORMAT:** Two periods per week for one hour credit.**CATALOG DESCRIPTION:** Techniques of performance and methods of teaching vocal music. Music or Music Education majors only.**TEXT:** Ware, C. (2008) *Adventures in Singing*, fourth ed. New York: McGraw-Hill.**COURSE OBJECTIVES:** Upon successful completion of this course the student will:

1. Learn and apply basic knowledge concerning voice classification, the changing voice, as well as basic skills and techniques of vocal production. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV, Assessment, V Planning and Instruction**
2. Demonstrate functional knowledge of the voice. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning**
3. Develop personal musicianship through solo singing. **COE-CFS: I Content and Curriculum**
4. Demonstrate the ability to direct a basic choral ensemble and assist students with vocal production. **I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV, Assessment, V Planning and Instruction**

**DEPARTMENT OF MUSIC - EDUCATIONAL OUTCOMES:** Students will:

2. Develop skills in and functional knowledge of conducting, rehearsing, and wind, string, and percussion instruments and/or voice performance.
3. Develop the ability to apply analytical and historical knowledge of curriculum development, lesson planning, and daily classroom and performance activities.
4. Develop skills in assessment and evaluation strategies.
5. Acquire the ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings.

**College of Education  
Valdosta State University  
Department of Music  
Conceptual Framework: Guiding Principles  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher  
Framework)**

**Dispositions Principle:** Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity Principle:** All learners deserve high expectations and support.

**Process Principle:** Learning is a life-long process of development and growth.

**Ownership Principle:** Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support Principle:** Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact Principle:** Effective practice yields evidence of learning.

**Technology Principle:** Technology facilitates teaching, learning, community building, and resource acquisition.

**Standards Principle:** Evidence-based standards systematically guide professional preparation and development.

**COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- V. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

**COURSE REQUIREMENTS:**

Note the coded COE Conceptual Framework Standards listed following each requirement. Consult the key to find out how each assignment relates to the Standards, Knowledge, Dispositions, and Performances demonstrated by effective classroom teachers.

Evaluation is based upon performance and evidence of attained knowledge manifested by active discussion and class participation. Attendance is one of the strong key factors since much of the work is conducted in class. Grades will be based on the following.

**ARTICLES:** Five articles from the National Association of Singing Journal (NATS) or the Choral Journal (ACDA) or any other professional music periodical or journal. The articles must pertain to vocal subjects. Articles should be a synopsis, two-three pages typed, using the style below for entering the bibliography reference. 25 points each article. **COE-CFP : I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV, Assessment, V Planning and Instruction, VI Professionalism**

Example: Johnson, David Lee "William Levi Dawson: The Tuskegee Heritage." Choral Journal 65(May 1993): 67-80.

**TESTS:** Two tests. 25 points each.

**COE-CFP : I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV, Assessment, V Planning and Instruction, VI Professionalism**

**CLASS PROJECT:**

Student will select a university student with no background in singing. The vocal method student will have six weeks with his/her student, a total of three hours. At the end of the semester each VM student will present a demonstration with his/her student to the class to show a portion of the work that has been done over the course of six weeks.

There will be a pre-test and a post-test to assist in evaluating the progress of the students. Students will be video taped prior to teaching and during the final presentation to indicate what progress, if any, was made during the lessons. Notes used for teaching will be turned in the day of the demonstration. 125 points.

**COE-CFP : I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV, Assessment, V Planning and Instruction, VI Professionalism**

**EVALUATION:**

You will receive a letter grade and one semester-hour credit for MUE 3750. A minimum passing grade of “C” is required for teacher certification.

**Final Grade Point System**

<b>300-285</b>	<b>A</b>
<b>284-269</b>	<b>B</b>
<b>268-253</b>	<b>C</b>
<b>252-237</b>	<b>D</b>
<b>236 below</b>	<b>F</b>

**ATTENDANCE:**

On the third absence the final grade will be lowered by one letter. Extra credit will be awarded for perfect attendance. Tardiness is not accepted. Two unexcused tardies will constitute one absence. The university requires that any student who misses more than 20% of a class be subject to receiving a failing grade in the course.  
**COE-CFP : VI Professionalism**

**POLICY STATEMENT ON PLAGIARISM AND CHEATING**

The full text of this policy is available in the College of Education Dean’s Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a “0” on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade “F” for the course.

THIRD OFFENSE: The student will earn the letter grade “F” for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

**SPECIAL NEEDS STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

