

STMM 592-01: Vocal Production

Two Credit Hours

M/W (3:45-4:35) Fine Arts121

I. Course Information

This is a studio class – the voice work is done a group setting. Class work deals with improving vocal tone: the range, expressivity, openness, and flexibility of the voice.

II. Instructor Information

Ann Wopat, Fine Arts Room 113
Office phone: 206-296-5366 Office hours: T (2:30 – 3:30)
E-mail: wopata@seattleu.edu

III. Course Objectives

Students will learn a time-efficient vocal workout to develop the vocal instrument-exercises that are productive and fast-working.
Students will develop body and breath awareness.
Students will develop new physical habits that will benefit the voice.

IV. Required Reading:

Jones, Chuck. Make Your Voice Heard. Back Stage Books, 2005.

V. Evaluation of learning

As the class proceeds, students will be evaluated by the professor. In-class readings, speeches, story-telling, sermons, etc. will demonstrate students' vocal progress, as well as body and breath awareness.
(See Grading below)

VI. Class Voice Review

This class is about developing the vocal instrument. As we learn the skills needed to release the sound, you may be called upon to comment on fellow student's vocal production and expression. Respect of our vocal differences is expected at all times. All comments and criticisms should be given in the tolerant and supportive spirit of academic discourse.

VII. Grading

There are a total of 500 points available. You receive as follows:

- | | |
|---|------------|
| 1. Class work: this includes commitment, concentration, attitude, vocal growth, mastery of vocal exercises as evidenced, in part, by the two audiotapes made at the beginning and end of the quarter, and vocal diary | 200 points |
| 2. One research paper on a vocal health topic to be assigned | 50 points |
| 3. Voice Analysis of homilist or public official | 50 points |
| 4. Midterm exam | 100 points |
| 5. Final Videotaping: vocal performance (50%), analysis (50%) | 100 points |

About attendance:

- Your attendance is vital to your own vocal growth and development. Absenteeism and lateness are discouraged. More than one absence will result in lowering of the student's score by 10 points. Extenuating circumstances (family emergency or serious illness) will be dealt with on an individual case-by-case basis. While I would not encourage students to come to class when they are very ill, if you have a minor sore throat, etc., we can arrange for you to sit apart from classmates.

About Vocal Diary:

- A vocal diary is a document that includes notes about readings, recordings, critiques, et cetera. You should work on this throughout the quarter, making three to four per week, and turn it in the last day of class. This needs to be a typed, hard copy.

The grading scale is as follows:

A	93-100%	465-500	C	73-77%	365-389
A-	90-92%	450-464	C-	70-72%	350-364
B+	88-89%	440-449	D+	68-69%	340-349
B	83-87%	415-439	D	63-67%	315-339
B-	80-82%	400-414	D-	60-62%	300-314
C+	78-79%	390-399	F	0-59%	001-299

VIII. Course policies

CLASS ATTENDANCE

Attendance is critical for vocal development to occur. Our work together is guided by process, and you cannot build on exercises and knowledge that you missed. Absences affect not only your progress through the course, but your classmates, as well.

If you have a sore throat, do not assume you should not attend. Please come to class, and we will assess the situation together to determine if you should participate.

You are allowed one sick day for the quarter. For each additional absence your grade will be lowered by a half-grade increment. *At the end of the quarter, 5% may be added to any assigned and graded assessment or paper for the unused sick day.*

DISABILITIES AND HEALTH ISSUES

If you have or think you may have a disability (including an "invisible disability" such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange special support services and/or accommodations through Disabilities Staff in the Seattle University Learning Center (Loyola 200, tel. 206-296-5740). You should also let me know at the beginning of the course.

LATE WORK

In this class, you are expected to conduct yourselves as professional, courteous and well-organized individuals – this is what any organization will expect of you when you complete your degrees. Acting in this way helps give Seattle University graduates a reputation as excellent and reliable colleagues, and in turn it means that your degree is worth more in a competitive marketplace. One of the most important ways you will demonstrate these behaviors in class is by ensuring that your work is ALWAYS ON TIME.

Equally, I have allocated specific times in my own daily plan for grading and will not be able to accommodate late assignments. Due to my additional responsibilities at SU and my commitments as a musician outside of the University, I have less flexibility than many other faculty. Assignments will only be accepted at the BEGINNING OF CLASS. If you hand them in anywhere else at any other time, they will not be graded. Late or missing assignments will be noted by your instructor and will negatively impact your grade.

If there is a SIGNIFICANT change in your circumstances during the quarter, please let me know, and I will do my best to accommodate you.

USE OF LAPTOPS AND CELL PHONES IN CLASS

Cell phones should be switched off or on silent mode throughout the class. If you absolutely need to keep your phone on, you must notify the instructor at the start of class. Examples would be: You have child-care commitments, you are looking after a frail relative, or a close relative is in hospital. Please be respectful of other students' time and commitment to their studies by not breaching this policy.

Using laptops can be a distraction, both for other students and for the instructor. Please keep your laptop closed and tucked away during class.

CIVILITY STATEMENT

To achieve our educational goals and to encourage the performance, expression, and creation of a variety of ideas and opinions, respect must be shown to everyone. People who disrupt this performing community by their words or actions will be removed from the class.

LEARNING CENTER

The University's Learning Center provides academic support and study skill enhancement for all students. Experienced staff explore specific academic needs with students in individual consultations. The Learning Center also provides tutors, learning strategy workshops, learning styles assessment and assistance with improving time management, reading comprehension, test preparation and test taking. All services are free. YOU WON'T GET OPPORTUNITIES LIKE THIS IN THE OUTSIDE WORLD! Take advantage of as many as possible while you're a student at Seattle University! Additional resources are located on the Learning Center's website at www.seattleu.edu/sas. To make an appointment, stop by Loyola 100 or call (206) 296-5740.

WRITING CENTER

The Writing Center offers a free service to discuss writing projects in a friendly environment. At the Writing Center, located in Lemiex 204, students work on all stages of writing, including brainstorming, organizing, drafting, revising, and editing. To make an appointment, call (206) 296-6239 and check the Center's website at www.seattleu.edu/writingcenter

PLAGIARISM AND CHEATING

Cheating and plagiarism are defined in your student handbook under "Academic Honesty Policy." To review the policy, please check Seattle University's Student Development website at:

<http://www.seattleu.edu/studentdevelopment/page.aspx?id=17>

If I suspect that you have cheated or plagiarized, I will follow the procedures outlined in the University's policy.

COURSE CALENDAR: *P - preparation* *C - class content* *A –assignment*

WEEK 1 – Mar. 31-Apr. 2

M – Opening discussion of the **syllabus**/policies and trying out three exercises

W – *P: Read MYVH (pp.8-29)*

C: How the voice works

A: choose or write 50 – 100 word excerpt for individual readings

WEEK 2 – Apr. 7- 9

M – *P: Read MYVH (pp. 30- 46)*

C: Breathing and relaxation techniques

A :Begin regular voice work – 20 minutes per day

W – *P: Review pp. 30-46 cont. reading MYVH (pp. 47-53)*

C: Breathing and relaxation techniques

A: Regular voice work – 20 minutes per day

WEEK 3 – Apr.14 – 16

M – *P: Read MYVH (pp. 54-62) and Ch.12 (pp.133-138)*

C: Vocal workout

A : Prepare 10-15 lines poetry for taping

Regular voice work – 20 minutes per day

W - *P: Review MYVH (pp.54-62)*

C: Tape Minimum 15 lines of poetry

A: One page self evaluation of audio tape due 4/19

Begin research on vocal health topic

Saturday Workshop - April 19 10:00 – 11:30AM

This workshop will be an intensive vocal workout incorporating new exercises for agility and expressive use of the voice. Focus will be on relaxation and body work which helps to free the voice and the mind.

WEEK 4 – Apr. 21 - 23

M – P: Read MYVH (pp. 64-86)

C: Deeper workout

A: STMM students choose a vocal health topic for future class presentation

Outline and resource list due 4/23

Regular voice work – 20 minutes per day

W – P: Read MYVH (pp. 89-105)

C: Breathing power / The center:

A: Regular voice work – 20 minutes per day

Saturday Workshop - April 26 10:00 – 11:30AM

This session will begin with a deeper vocal workout – focusing on range, resonance, and projection. In-class work will include “cold” readings and story-telling.

WEEK 5 – Apr. 28 – 30

M - P: Read MYVH (pp.106-119)

C: Vocal Power

A: Regular voice work – 20 minutes per day

W – P: Research a speech and prepare for taping

C: Vocal Power

WEEK 6 – May 5 (May 7 class cancelled)

M – P: Read MYVH (pp. 120-125) review (pp.54-62)

C: Audio tape II

A: One page self evaluation of tape due 5/19

WEEK 7 – classes cancelled

WEEK 8 – May 19 – 21

M – P: Read MYVH (pp.126-131) review (pp.132-138)

C: Vocal health presentations

W – P: Observe and critique a homilist or live commentator

C: Application to speech/readings

A: Regular voice work – 20 minutes per day

WEEK 9 – May 28 (no class May 26)

M – P: Read MYVH (pp140-149)

C: Expressivity in Speech

A: Regular voice work – 20 minutes per day

WEEK 10 – June 2 – 4

M – Individual readings

W – Individual readings

WEEK 11 – June 9M - **Final Video Tape** / Reading discussion / Vocal Diaries due**Final Exam: Date TBA****Short Quiz / Discussion of Final Video / Personal Voice Critique Due**

*This syllabus serve as an outline of the objectives and materials that we will cover.
It is subject to revision at the discretion of the instructor.*

PARTICIPATION GRADING RUBRIC

	4	3	2	1
CRITERION:	Positive attributes			
1. Finds ways to connect own comments to the comments made by other students in class	Frequently	Occasionally	Seldom	Almost never
2. Answers questions in class posed by the professor or by other students OR offers helpful explanations when another student is confused	Frequently	Occasionally	Seldom	Almost never
3. Uses language that is appropriate for the classroom and is courteous towards other students and the professor	Frequently	Occasionally	Seldom	Almost never
4. Demonstrates that s/he is doing the reading through questions, answers and comments in class	Frequently	Occasionally	Seldom	Almost never
	Negative attributes			
5. Misses class	Almost never	Seldom	Occasionally	Frequently
6. Shows up late to class	Almost never	Seldom	Occasionally	Frequently
7. Exhibits disruptive behavior (i.e. interrupts others, falls asleep, dominates conversation, does not adhere to class-generated guidelines, etc.)	Almost never	Seldom	Occasionally	Frequently

