Course: 561/7330   Vocal Mechanism
Credits: 2 for section 561 and 3 for section 7330
Spring 2022
Instructor: Angela Presutti Korbitz     E-Mail: apresutti@vandercook.edu
Office Hours: Saturdays at 9:30 am or by appointment

Student Engagement Statement: Each hour of credit implies two hours of homework outside of the optional weekly class meeting.

This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.

Course Description: This course is designed to teach students about the function of the singing voice as an instrument by studying the physical and acoustic aspects of the voice. The information studied in this course will improve the students’ ability to teach vocal technique with a focus on students in grades kindergarten through twelfth grade.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>Investigate the function of the singing voice</td>
<td>Lectures, videos, discussion, quizzes, reading assignments</td>
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<tr>
<td>Analyze the application of improving body awareness and how it positively influences the vocal sound</td>
<td>Class activities, student demonstrations, articles</td>
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<td>Evaluate the specific effects of vocal exercises on vocal production</td>
<td>Video examples of students singing, online class activities</td>
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<tr>
<td>Explore ways to integrate vocal technique to the study of vocal literature</td>
<td>Students create exercises and select vocal repertoire for building specific vocal skills</td>
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<tr>
<td>Examine causes of vocal pathology and remedies to improve vocal function</td>
<td>Lectures, discussion, videos</td>
</tr>
<tr>
<td>Question and discuss the challenges of the adolescent changing voice</td>
<td>Video examples, guest lecturer, discussion, articles, student participants</td>
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Illinois State Board of Education (ISBE) Standards Addressed

MUSIC
● Standard 1: The competent music educator possesses knowledge and skills in the use of the basic vocabulary of music –
● Standard 2: The competent music teacher understands the processes and is able to apply the knowledge and skills necessary to create and perform music –
● Standard 3: The competent music teacher understands and analyzes the role of music within a variety of cultures and historical periods and its impact on society –
● Standard 4: The competent music teacher is able to relate various types of music knowledge and skills within and across the arts –

PROFESSIONAL TEACHING STANDARDS
● Standard 1: Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.
● Standard 2: Content Area and Pedagogical Knowledge The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.
● Standard 4: Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.
● Standard 5: Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

VanderCook Candidate Outcomes Addressed

The outcomes that the College strives to develop in its teacher candidates were derived from the institution’s Conceptual Framework and are expressed in its core dispositions. This course addresses the following Candidate Outcomes:

1. A high level of musicianship –
2. Academic ability and diligence leading to a lifetime of learning –
3. Skill in the process of teaching -
4. Self-discipline and persistence –
5. Interpersonal and intrapersonal skills –
6. Good citizenship and personal integrity –
7. Building pragmatic links with educational programs in diverse communities
8. Professionalism in action word, and appearance

Course Requirements and Assessment
- **Class participation**: 60 points (each Zoom meeting online is worth 10 points). Assigned reading material should be prepared for class discussion. **Students should attend 6 sessions on Zoom.**
- **Discussion Posts**: 60 points (students respond to one discussion post per week for a total of 12 posts-each post is worth 5 points)
- **2 Article Reviews**: 40 points (20 points each)
- **Quizzes**: 45 points (15 points each) 3 quizzes based on the breath mechanism-breath management, vocal folds-phonation, and vocal tract-resonance
- **Final Exam**: 70 points- This exam will consist of short answer and essay questions

Instructional Materials
- **Required Text**: The Evolving Singing Voice by Karen Brunssen

Course Calendar

**Week One**
**February 7**
Read/watch Introduction on Schoology
Read lecture notes and watch videos in the folder for Body Awareness
Assignment: Read The Evolving Singing Voice (pages 1-11), Complete the Vark-learn survey
Discussion post is due on February 14

**Week Two**
**February 14**
Read lecture notes and watch videos in the folder for Breath Mechanism
Assignment: pages 13-19, 61-69, 139-143
Discussion post 2 is due on February 21

**Week Three**
**February 21**
Read lecture notes and watch videos in the folder for Breath Mechanism
Assignment: Read pages 181-186, 210-215
Discussion post 3 due on February 28
Quiz 1 is due on March 1

**Week Four**
February 28
Read lecture notes and watch videos in the folder for the vocal folds/larynx,
Discussion post 4 is due on March 7
Quiz 2 is due on March 8

Week Five
March 7
Read lecture notes and watch videos in the folder for The Vocal Tract/Resonance
Assignment: Read pages 24-34, 83-107
Discussion post 5 is due on March 14

Week Six
March 14
Read lecture notes and watch videos in the folder for The Vocal Tract/Resonance
Assignment: Read pages 194-195, 219-221
Discussion post 6 is due on March 21
Quiz 3 is due on March 22

Week Seven
March 21
Read lecture notes and watch videos in the folder for Registers
Assignment: Read pages 34-52, 72-83, 107-127
Discussion post 7 is due on March 28

Week Eight
March 28
Read lecture notes and watch videos in the folder for The Adolescent Changing Voice
Assignment: Read pages 146-150
Discussion post 8 is due on April 6
Article review 1 is due on April 7

Week Nine
April 4
Read lecture notes and watch videos in the folder for The adolescent changing voice
Assignment: Read pages 267-312
Discussion post 9 is due on April 12

Week Ten
April 11
Read lecture notes and watch videos in the folder for Vocal Timbre/Vibrancy
Assignment: Read pages 195-204, 221-234
Discussion post 10 is due on April 18

**Week Eleven**
April 18
Read lecture notes and watch videos in the folder for Vocal Health
Assignment: Read pages 150-174
Discussion post 11 is due on April 25
Article review 2 is due on April 26

**Week 12**
April 25
Review folders and study guide for final

Discussion post 12 due May 2

**Week 13**
May 2
Work on final exam

**Bibliography**
Abitbol, "The Odyssey of the Voice"
Alda, Alan, “If I Understood You, Would I Have This Look on My Face”
Appleman, D. Ralph, “The Science of Vocal Pedagogy”
Bauer, Karen Tillotson, “The Essentials of Beautiful Singing”
Bozeman, Kenneth, “Kinesthetic Vocal Pedagogy”
Bozeman, Kenneth, “Practical Vocal Acoustics”
Brown, Brené, “Daring Greatly”
Brunssen, Karen, “The Evolving Singing Voice”
Bunch, Dayme, Meribeth, “The Performer's Voice”
Chapman, “Singing and Teaching Singing”
Davids, "Vocal Technique"
Fleming, “The Inner Voice”
Friedlander, Claudia, “Complete Vocal Fitness”
Gackle, Lynne, “Finding Ophelia's Voice, Opening Ophelia's Heart”
Gilman, Marina, “Body and Voice”
Gladwell, “David and Goliath”
Gladwell, Malcom, “Outliers”
Heath, Chip, Heath, Dan, “Made to Stick”
Heinrich, Jane Ruby, “Voice and the Alexander Technique”
Attendance Policy

- Students missing more than 20% of regular class sessions should not expect to pass the class.
  - Office of the Dean of Graduate Students

Candidate Conduct

An important part of VanderCook’s Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the
academic community and the individuals and resources of that community, and behavior, speech and
dress that is appropriate and respectful in the educational environment. Failure to observe
standards of professional behavior may result in referral to the Standards Committee and/or the
appropriate dean. Consistent concerns in this area will have an impact on successful completion of
the program.

Health and Safety
VanderCook College of Music is committed to providing a safe and healthy environment for study and work.
Basic information regarding the maintenance of health and safety within the contexts of practice,
performance, teaching and listening is provided throughout the academic year. Health and safety
information specific to this course will be addressed. It is the responsibility of each individual musician to
take an active role in making informed decisions to help maintain their own health and safety.

In Vocal Mechanism we will explore exercises from the various body awareness disciplines (Alexander
Technique, Feldenkrais, Yoga, Body Mapping, and Whole Body Voice Training) to help students learn how to
release tension in the body, align the body, and engage the core muscles in singing. We will also discuss the
various factors that create impediments in vocal function.

Academic Honesty
Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do
so will jeopardize a candidate’s success in the program. Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly
cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the
  instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly
  authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly
  authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to
  reflect individual effort.

Plagiarism
Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This
could mean an exact duplication of someone else’s work without proper citation of the source, or it could
mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music,
literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the
source is a book, Internet site, article, or any other medium. In written work, quotation marks or block
indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.

Disability Statement
If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.