MUSI 3135
Voice Class (Instrumental Majors)
TTH 11-11:50 a.m.
PAC 708
Dr. Sara Harris Baker

Office: Temple College, CRH 3527
Office Hours: MW 9:30 a.m. – noon, TTH 2-4 p.m. or by appointment
Work Email: sara.baker@templejc.edu
Cell Number: 254-541-0252 Office: 254-298-8561

Texas A&M University-Central Texas Mission Statement
Texas A&M University-Central Texas is an upper-level university offering junior and senior-level coursework needed to successfully complete baccalaureate degrees and all coursework leading to the completion of graduate degrees. The University is committed to high quality, rigorous, and innovative learning experiences, and prepares students for lifelong learning through excellence in teaching, service, and scholarship.

College of Education Mission Statement
The mission of the College of Education is to provide students in professional education and other human services with a quality education through academic, cultural, and leadership experiences, and to provide leadership through scholarship and service to the extended community and profession. Programs in the College of Education prepare students for challenging, gratifying, and socially significant careers in education, counseling, and psychology. In addition to its teaching function, the program has a strong service commitment to public schools and human service agencies.

Mode of Instruction & Course Access
This course is a hybrid course and uses TAMUCT Blackboard Learn system (http://tamuct.blackboard.com) as a supplement to the face-to-face learning opportunities. You will use the Blackboard username and password communicated to you separately to login to this system.

Student-Instructor Interaction
I am readily available to you. If you would like to meet with me outside of class time, call or text me to set up a time. You are welcome to call or text me with questions any time and any day.

UNILERT - Emergency Warning System for Texas A&M University–Central Texas
UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT account. Connect at www.TAMUCT.edu/UNILERT to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

Course Information

Program Goal
Texas A&M University-Central Texas students, upon completion of certification requirements, will be reflective professional educators who make
effective educational decisions that support the creation of dynamic learning environments.

**Course Overview and Description: MUSI 3135**
This course serves an introduction to singing for instrumentalists who need a pedagogical knowledge for future work with singers or choirs. Instruction will include work on anatomy of the voice, breathing, posture, resonance, diction, repertoire and vocal health. In addition to accessing voices for choral and/or private lesson for singing students.

**Course Objective**
The student will:
- Demonstrate knowledge and skills in basic healthy singing techniques.
- Improve general knowledge of the larynx and other parts of the voice necessary for singing.
- Be aware of extra-musical responsibilities of a choir director.
- Have a toolbox of voice-building exercises for all ages.
- Be prepared to teach singing in an individual or group setting.

**All Level Music Standards**
Standard I. The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.
Standard II. The music teacher sings and plays a musical instrument.
Standard III. The music teacher has a comprehensive knowledge of music notation.
Standard IV. The music teacher creates and arranges music.
Standard V. The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.
Standard VI. The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.
Standard VII. The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.
Standard VIII. The music teacher understands and applies appropriate management and discipline strategies for the music class.
Standard IX. The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.
Standard X. The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.

**Required Reading and Textbook(s)**

**Other Required Materials:**
Texas Educator Standards [http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

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**Course Requirements**

**Evaluation & Assessment (Grading Criteria)**
- Journals: 30%
- Observation Reports: 15%
- Midterm Exam: 15%
- Teaching: 15%
- Sub Tub: 15%
- Concert Repertoire Assignment: 10%
Evaluation Summary:

Grades will be assigned at the end of the semester on the following basis:

- **A** = 90 – 100 represents exceptional demonstration of deep, coherent, unified understandings
- **B** = 80 – 89.9 represents proficient overall understanding
- **C** = 70 – 79.9 represents acceptable understanding in most areas of theory and practice
- **D** = 60 – 69.9 represents developing understanding with some critical deficiencies
- **F** = 59.9 < represents unsatisfactory understanding with significant deficiencies remaining

**Posting of Grades**
Final grades will be posted to Canvas after completion of course requirements.

**Course Outline & Calendar**
The professor reserves the right to amend the calendar for the benefit of the students.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>Week One</strong></td>
<td><strong>Why do instrumentalists need to sing?</strong></td>
<td>Journal #1 – Why should instrumentalists learn to sing?</td>
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<tr>
<td>Jan 15</td>
<td>MEJ Article</td>
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<tr>
<td>Jan 17</td>
<td>Phillips Ch. 1, Jordan Ch. 14</td>
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<tr>
<td><strong>Week Two</strong></td>
<td><strong>The Young Singer</strong></td>
<td>Journal #2 – What physical coordination is required to sing?</td>
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<tr>
<td>Jan 22</td>
<td>Phillips Ch. 2-3</td>
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<tr>
<td>Jan 24</td>
<td>No class meeting – TAMS conference</td>
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<td><strong>Week Three</strong></td>
<td><strong>The Young Singer cont.</strong></td>
<td>Journal #3 – How are elementary voices and secondary voices different?</td>
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<tr>
<td>Jan 29</td>
<td>Phillips Ch. 4</td>
<td></td>
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<td>Jan 31</td>
<td>Phillips Ch. 5</td>
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<tr>
<td><strong>Week Four</strong></td>
<td><strong>Kindermusick</strong></td>
<td>Teaching</td>
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<tr>
<td>Feb 5</td>
<td>KM Philosophy, preparation</td>
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<td>Feb 7</td>
<td>Practicum at St. Francis</td>
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<td><strong>Week Five</strong></td>
<td><strong>Breathing</strong></td>
<td>Journal #4 – Compare breathing for singing with breathing for your instrument.</td>
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<tr>
<td>Feb 12</td>
<td>Phillips Ch. 6A, Jordan Ch. 1</td>
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<td>Feb 14</td>
<td>No class meeting - TMEA</td>
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<td><strong>Week Six</strong></td>
<td><strong>Voice Anatomy</strong></td>
<td>Journal #5 – How does the actual function of the voice differ from what you thought it was?</td>
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<tr>
<td>Feb 19</td>
<td>Phillips Ch. 6B</td>
<td></td>
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<tr>
<td>Feb 21</td>
<td>Phillips Ch. 7</td>
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<td><strong>Week Seven</strong></td>
<td><strong>Resonance</strong></td>
<td>Journal #6 – How does a good Choir director leverage Resonance to improve the choral sound?</td>
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<tr>
<td>Feb 26</td>
<td>Jordan Ch. 2</td>
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<td>Feb 28</td>
<td>Jordan Ch. 3-4</td>
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<td><strong>Week Eight</strong></td>
<td><strong>Vocal Health</strong></td>
<td>Journal #7 – What can a music instructor do to protect his/her vocal health?</td>
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<td>Mar 5</td>
<td>Phillips Ch. 8</td>
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<td>Mar 7</td>
<td>Midterm Exam – Voice Anatomy</td>
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<td><strong>March 11-15</strong></td>
<td><strong>Spring Break</strong></td>
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<td><strong>Week Nine</strong></td>
<td><strong>Observations</strong></td>
<td>Observation Write-Up – Please choose Chorale or another adult choir for Observation #2</td>
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<td>Mar 19</td>
<td>Middle School Observation @ Bonham</td>
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<td>Mar 21</td>
<td>No class meeting – CMS Conference</td>
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<td><strong>Week Ten</strong></td>
<td><strong>Initial Assessment</strong></td>
<td>Journal #8 – How should a new director assess the status of each singer in the choir? How would you go about that?</td>
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<tr>
<td>Mar 26</td>
<td>Phillips Ch. 9</td>
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<td>Mar 28</td>
<td>No class meeting – Jazz Festival</td>
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Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. Honesty and integrity are essential characteristics for teachers. Students are required to act honestly and professionally at all times.

Any Violation of the Academic Integrity Policy will result in failure of the class (student will receive an “F”).

Disability Support and Access Services
At Texas A&M University–Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Disability Support and Access is responsible for ensuring that students with a disability enjoy equal access to the University’s programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Disability Support and Access at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at [www.tamuct/disabilitysupport](http://www.tamuct/disabilitysupport). Any information you provide is private and confidential and will be treated as such.

Drop Policy
If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The record’s office will provide a deadline for which the form must be returned, completed
and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately? You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

**Tutoring**

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing (APA). Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Visit www.tamuct.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact information. If you have questions, need to schedule a tutoring session, or if you are interested in becoming a tutor, contact Academic Support Programs at 254-501-5836

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on http://www.tamuct.edu/departments/academicsupport/tutoring.php.

**University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage: http://www.tamuct.edu/departments/library/index.php.

**Technology Requirements & Support**

**Technology Requirements**

This course will use the TAMUCT CANVAS learning management system.

**Technology Support**

For technology issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu  
Phone: (254) 519-5466  
Web Chat: http://hdc.tamu.edu

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements, contact your instructor.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

**Your Professor…**

**Course Expectations**

The standard of our discipline is APA 6th edition. Unless otherwise specified, all written assignments should be typed and double-spaced, and submitted through CANVAS assignments in the .doc, .docx, or .pdf format. In addition, all written assignments should be edited for correct written convention which includes punctuation, spelling, grammar, word usage, etc. Failure to demonstrate the ability to communicate effectively in writing may result in lowering of the final grade. Written assignments with more than 5 grammatical errors will be returned ungraded. Please utilize the university’s tutoring center for assistance with written assignments.

Please consult the course calendar for all due dates and check for updates regularly through CANVAS.

Late work will NOT be accepted except under extreme circumstances as approved by the instructor. If approved, late work will be subject to a reduction of 10% of the available points per day before grading.

Cell phones and laptop/notebook/iPads/Tablets, etc. - the use of technology can enhance learning and the educational experiences; however, it can
Also become a distraction to the learning tasks at hand. During class discussions and whole group activities, please refrain from using any of these tools. Off-task technology usage may result in deduction in professionalism points.

**What You Can Expect From Me**

- A commitment to help you grow as a professional educator.
- Feedback in the form of graded assignments within 1 week in most cases.
- I check emails regularly and will return them within 24 hours on weekdays, and within 48 hours on weekends.
- I will be prepared for class, so I expect the same from you.
- I will provide grading rubrics for assignments due for this course.
- Respect and professionalism.