Arizona State University, School of Music
Voice Syllabus (MUP 111, 121, 311, 321,511, 521)

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Course Description

One-on-one voice lessons to explore vocal literature of different languages and styles. The acquisition of a functional vocal technique to aid in the demand of performing such vocal literature.

Required Materials

- **Three-ring binder with copies of your music.**
    - (Tablet devices will be allowed, but they have to be a different device from the one you use to record your lesson).
    - You are expected to provide extra copies of your music for myself and your pianist. (PDF copies are acceptable for me, please ask your pianist their preference.)
- **Pencil or writing utensil for PDF reader.**
- **Forms provided in this syllabus.** Pages 5-7 (these are your assignments and should be turned in for each piece you sing in lessons.)
- **Recording device**, though your cell phone and your computer probably have the capabilities to perform this task.
- **Practice time outside of lessons.** 25 minutes, twice per day.
- **Syllabus acknowledgement signature or email.** Provided on page 4 of this syllabus.

Course Goals

- To better use and understand our instruments
- To develop and improve musical and performance skills
- More specific goals will be constructed on an individual basis

Course Schedule

- Weekly Individual Lessons
- Studio Classes*
- Voice Area Recitals*
- Student Showcase*
- Experience of 5 Additional Vocal Performances*
- One voice recital*

Evaluation

- Grades are based on a combination of:
    - 80% weekly achievement and preparation
        - punctual attendance at weekly lessons
        - how efficiently you take and adopt feedback in lessons
        - how you engage in lessons
        - completion of your assignments for each piece
        - how accurately and efficiently you prepare your repertoire
        - mid-term and pre-jury examinations.
    - 10% attendance at all required events/experiences,
    - 20% performance at an end of semester jury/recital.

- If you are enrolled in MUP121 or MUP321 and NOT a music minor, you do not perform a jury and are not required to attend recitals or voice area. Your grade is solely based on the weekly achievement and preparation criteria above.
- If you are a music performance or musical theatre minor, you do perform a jury. Your grade is based on that jury (20%) and weekly achievement and preparation (80%),

The final course grade is based on the total percentage earned in the above three categories combined: 90%-100% = A; 80%-89% = B; 70%-79%= C; 60%-69% = D; 0%-59% = F

Attendance/Cancellation Policy

- Attendance and participation in class activities is an essential part of the learning process, and students are expected to attend class regularly. Some absences are, however, unavoidable.
- Excused absences for classes will be given without penalty to the grade in the case of
  - (1) a university-sanctioned event [ACD 304-02];
  - (2) religious holidays [ACD 304-04; a list can be found here https://eoss.asu.edu/cora/holidays];
  - (3) work performed in the line-of-duty according [SSM 201-18];
  - (4) illness.
- Any anticipated absences should be communicated to the instructor by email, at least 24 hours prior to the expected absence.
- Excused absences do not relieve students from responsibility for **any part of the course work required during the period of absence**.
- In the event of an anticipated absence, **email** the instructor AS SOON AS POSSIBLE. You are **required** to record a 20 minute video from one of your practice sessions during the week to submit before your next lesson.
- Excessive unexcused absences (more than one) will affect your grade. For each unexcused absence beyond one class, your final grade will be reduced by two percentage points. **Arriving late** to class twice counts the same as one absence.
- Missed lessons due to unexcused absences will not be made up.
- Missed lessons due to excused absences **may** be made up at the discretion and availability of the instructor.
- Students should wait for an absent instructor 15 minutes in class sessions of 90 minutes or less, and 30 minutes for those lasting more than 90 minutes, unless directed otherwise by someone from the academic unit.

Other Information

Juries: Every student enrolled in MUP 111 and 311, as well as all students enrolled as Music Theatre and Performance Minors in voice are required to perform an end-of-semester jury for area faculty, except in cases where a full recital or major role has already been performed by the student in the same semester. The jury grade is averaged from the individual marks awarded by each jury member, and then applied to the student's final semester grade as determined by the area policy and specified on the course syllabus.

Repertoire requirements:
Minors: 3 selections
First Year: at least 5 selections during the first two semesters of study, arias count as two selections
All other undergraduate students: 6 selections, arias count as two selections

Pre-Jury: **All students are required to perform a pre-jury regardless of whether they do or do not have to perform a jury at the end of the semester.** Pre-juries will be conducted

two weeks before the end of the semester. At this time you will be required to sing all of your selections by memory.

Pianists: It is highly recommended that all students procure a pianist for the semester.

Students taking 50-minute lessons are required to have a pianist at the last 30 minutes of the lesson. You are also required to rehearse with your pianist, outside of lesson time for 30 minutes per week. Pianists must also be available to play for studio class and area performances, as well as end of semester juries. Repertoire that is brought to lessons must have been previously rehearsed with your pianist. You should give copies/pdfs of your music to your pianist as soon as it is assigned. A list of pianists for this semester will be provided. You are responsible for contacting and securing a pianist for lessons.

Recital and Studio Class Attendance: All students enrolled in MUP 111 and 311 are required to attend the two STUDENT SHOWCASES per semester, as well as ALL Voice Area recitals and showcases. Both of these events are at 12:20 PM on Wednesdays. Attendance is tracked at both. You are also required to experience at least 5 voice performances each semester. You will receive more information from your instructor.

Studio Class: Studio class takes place on all Wednesdays (subject to change) from 12:20 pm-1:10pm when neither a Voice Area Recital nor Student Showcase is scheduled. Students enrolled in MUP 111 and 311 are required to attend and participate. A schedule for these classes will be distributed soon.

- Preparation: The instructor does not teach the basic musical issues of pitch and rhythm. Students must complete the following tasks for each song assigned:
    - A background information sheet, provided at the end of this syllabus.
    - Character question sheet, provided at the end of this syllabus.
    - A word-for-word translation for every foreign language song assigned. This should be done the first time it is brought to a voice lesson. Students must write this translation directly into the music.
    - Separate sheet containing the warm ups based on your repertoire (this will be explained in lessons)
    - Students who come unprepared with these aspects of the music will be dismissed and the lesson will not be made up.

- Record your lessons!: Please record all voice lessons. It will be helpful to refer to this recording during your practice sessions throughout each week.

    - You are welcome to record classes for your own reference and practice. Other than for these recording purposes, the use of technology (cell phones, pagers, etc.) is not permitted.
    - Please refer to the academic calendar and make note of important dates this semester. If you wish to withdraw from this course, it is your responsibility to do so. Course registration changes are processed through MyASU:http://my.asu.edu.

- **Technology:** It is encouraged that you bring technology (cell phones, tablets and laptops) to class to help you take notes, however please turn off cell phone ringers and do not use your phone to make personal calls in class or use any technology to use social media in class. Do not answer your phone in class. If you believe you are receiving an emergency call, please step outside to take it.

- **Additional Information:**
    - The music library is located on the third floor of the west (new) side of the Music building. The vocal music is upstairs. You can also schedule a pick-up.
    - There is a very wide array of music available to you there! Always look here first!! o For classical music selections, a good place to start would be an anthology published by Schirmer/Hal Leonard (*First Book of Soprano/Mezzo/Tenor/Baritone Solos*). Make sure you find an appropriate key (nothing too high or low)
      o Another great place to start for classical singing is the *24/26/28 Italian Songs and Arias*.
      o For musical theater, try *The Singer's Musical Theatre Anthology*, published by Hal Leonard. This collection comprises six volumes of musical theatre selections for each voice type.
      o For popular music, try http://www.sheetmusicplus.com or http://www.musicnotes.com (there are almost always errors on music notes scores, so just check out anything that you purchase).
      o Another resource for music is imslp.org. Public domain materials are available for free download on this website.
      o Need help with reading music? You can try musictheory.net, or the app, *Tenuto*. These resources will provide you with additional practice and explanation of theory and music reading topics that are pertinent to singers and all musicians.

Class Syllabus Signature:

I, _____ have read the syllabus for this course and understand its policies and expectations.

_____ _____

Print Student Name Student Signature

Background Repertoire Sheet Information Form

Your Name:_____ Date:_____

I. Piece Information:

Title of the piece:
Composer:
Larger Work:
Poet/Librettist:
Date Written:
Musical Period:

II: Poet's/Librettist's Information (include type or school of poetry; important works):

Birthplace/Residence:
Birth/Death:
Life Information (training, employment/important positions, significant awards, important collaborators):

III. Composer's biographical Information (where did you get this information – what is your source?)

Birthplace/Residence:
Birth/Death:
Output (number of songs and/or operas; other types of instrumental works):
Most famous works (include instrumental):
Operas composed:
Contemporaries (other known people who lived at the same time of the composer):

Life Information (training, employment/important positions, significant awards, important collaborators):

IV. Other Piece Information (know word-for-word translation and pronunciation!!!)

Book:
Publisher:
Form:
Key/Modulations:
Poetic Idea/Basic Plot:
Story/Character/Background info about the piece & larger work:

Character Questions:

The following is a list of ten questions to help the actor make actable choices for the character being portrayed. Try to make choices that are active (call for physical action) not passive or intellectual.

1. What are the first impressions--immediate intuitive responses? (What do you think about the people in the scene--what is interesting?)
2. What is the world of the play? Time period, place, etc. (Your physicality and speech quality must represent these things, but don't impose an arbitrary choice for effect without considering the source.)
3. What is the scene about? Event--describe in one or two sentences, with no details or emotions-just facts. No how's or why's.
4. What are the dynamics of the scene?
    - What is the arc of the scene--beginning, middle and end?
    - Where are the climaxes, changes, and significant moments?
5. What is the character's objective (want, aim)? State it in the first person.
    - What active--not passive--verb describes his goal?
    - Choose verbs that have action--stay away from states of mind or emotions, even if they might be appropriate. Ex: from to love him to to embrace him; from to get to to seize.
    - Up the stakes (what will happen if he doesn't get what he wants) It is possible for the objective to change within the scene or song--the first will be the strongest.
6. How can I become the character?
    - What are the qualities of mind, heart, will?
    - Try to find any traits that are like your own personality and use them.
    - Pay close attention to traits that are not like you--these will be the ones to concentrate on since they will not come naturally.
    - Mind: How does the person think? Ex. scattered, organized, one-track mind.
    - Heart: Warm-hearted, passionate, repressed, cold, etc. Be most aware of how these differ from you--it may mean having to play someone very different than yourself.
    - Will: Gutsy, spineless, strong-willed, weak, headstrong, impotent, forceful, bloodless, outspoken, meek, etc.
    - You will need to find physical and sensory means to achieve actable character choices.
7. What is the relationship between your character and others referred to in the scene?
8. What is the conflict in the scene?
    - What is the obstacle standing between your character and what he wants?
    - Can be someone or something--internal or external
9. What is the atmosphere of the scene? --Physical environment, time, weather, etc.
    - What are the sensations that accompany it? --Smells, sounds, physical sensations.

10. What event, real or imagined, happened just before the scene, which propels the character? What is his state of being when the scene begins? --Called pre-beat.
    - You can use an imagined event from your own life that has power for you emotionally.
    - Use bodily sensations to create or depict an emotions (sensory)
    - Then--How would the character express him at the top of the scene?
    - What emotion or emotions is the character experiencing? There may be several, but it may be necessary to pick only the strongest one.

*Talk a bit about use of sensory.

Warm-hearted--Actually imagine self warm and cozy in front of fire (feel the warmth slowly all over body)

Weak--Actually imagine (do it physically) that you are so weak that you cannot lift your head.

Other information:

We, the voice faculty, have pledged to guard against indirect, subtle, or unintentional discrimination against traditionally marginalized people in our classes. Though it is not a requirement, you can help us be faithful to our pledge by pointing out times that we make statements that are potentially marginalizing.

The voice faculty is committed to the diversity of our students and the repertoire which they study and perform. We recognize that many women and BIPOC composers have been overlooked in what has become the standard concert repertoire. We affirm the lives of these composers and recognize the great contributions they have made and are making. We believe that the diversity of our community is one of our strengths, and we commit to expanding our own knowledge of repertoire, composers and styles, and to guiding our students in this same process.

● **Academic Integrity and Student Honor Code:** The ASU student honor code affirms the commitment of ASU to uphold the values, principles, and ethics of academic integrity. All students are expected follow the code which states:

"We, the students of Arizona State University, have adopted this code as an affirmation of our commitment to academic integriy and our participation in ethical education. We embrace the duty to uphold ASU's Honor Code, and in light of that duty,We promise to refrain from academic dishonesty. We pledge to act with integrity and honesty to promote these values among our peers. We agree to always abide by the Sun Devil Way and uphold the values of the New American University."

Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the ASU Academic Integrity Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Plagiarism is defined as deliberately passing off someone else's words or ideas as your own. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work. Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated. Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the ASU Student Academic Integrity Policy (http://provost.asu.edu/academicintegrity), "[e]ach student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments." This policy also defines academic dishonesty and sets a process for faculty members and colleges to sanction dishonesty. Violations of this policy fall into five broad areas that include but are not limited to:

- Cheating on an academic evaluation or assignments
- Plagiarizing
- Academic deceit, such as fabricating data or information
- Aiding Academic Integrity Policy violations and inappropriately collaborating
- Falsifying academic records

I sanction any incidents of academic dishonesty in my courses using University and HIDA guidelines. Should you have any question about whether or not something falls subject to this clause, feel free to contact me or review the university policy on academic integrity at the above link. Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course, and may be placed back in the course in order to face sanctions

resulting from academic integrity violations. You are responsible for abiding by this policy.

- **Student Conduct:** ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states: The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities. You are expected to treat your instructor and your fellow classmates with respect and kindness. In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums. In addition, all students should be aware of their Rights and Responsibilities at Arizona State University.
- Copyright: Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. A statement that the course content, including lectures and other handouts, is copyrighted material. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see ACD 304–06, "Commercial Note Taking Services" for more information). THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.
- Statement on Face Coverings on ASU Campuses: Effective immediately at Arizona State University, face coverings will be required for all employees, students and visitors while in classrooms. Face coverings will also be required in spaces where social distancing isn't possible. https://eoss.asu.edu/health/announcements/coronavirus
- Threatening or disruptive behavior: Self -discipline and a respect for the rights of others in the classroom or studio and university community are necessary for a conducive learning and teaching environment. Threatening or violent behavior will result in the administrative withdrawal of the student from the class. Disruptive behavior may result in the removal of the student from the class. Threatening, violent, or disruptive behavior will not be tolerated in this class, and will be handled in accordance with ASU policy (SSM 104-02). For more information please visit: https://eoss.asu.edu/dos/srr/PoliciesAndProcedures and https://eoss.asu.edu/dos/safety/ThreateningBehavior.
- Withdrawal: If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit: https://students.asu.edu/drop-add
- Special Accommodations: Your instructor will make any reasonable adaptations for limitations due to any disability documented with the DRC, including learning disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have. You must contact the Disability Resource Center to process the paperwork for special course accommodations. To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (http://www.asu.edu/studentaffairs/ed/drc/# ; Phone: (480) 965-1234; TDD: (480) 965-9000). Students who feel they will need disability accommodations in this class but have

not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center on the campus that your class is being held. Campus-specific location and contact information can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check
the DRC website for eligibility and documentation policies (https://eoss.asu.edu/drc). This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to me as soon as possible so that your needs can be addressed effectively.

- Title IX and Mandated Reporter Policy: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources
at https://sexualviolenceprevention.asu.edu/faqs.
As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling, is available if you wish to discuss any concerns confidentially and privately.
- Policy on Sexual Discrimination: Policy on sexual discrimination as described in ACD 401, "Prohibition Against Discrimination, Harassment, and Retaliation", including the fact that the instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination. Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment,and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.
- Student Services & Resources: You will find a list of student resources at:
https://eoss.asu.edu/resources Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.
- Novel Coronavirus Information and Updates: You will find information and Frequently Asked Questions here: https://eoss.asu.edu/communityofcare You will find Novel Coronavirus updates and announcements here:
https://eoss.asu.edu/health/announcements/coronavirus
- Non-emergency Student Care process: If you are concerned for a your own or a fellow student's well-being, please review the information and complete the form at:
https://herbergerinstitute.asu.edu/resources/new-students/student-of-concern-proc ess and the HIDA Care Team will reach out. FOR EMERGENCIES CALL 911. (Be prepared with the physical address of the location.)
- Academic Calendar and Important Dates: The academic calendar can be found here:
https://students.asu.edu/academic-calendar
- Anti-Discrimination Statement: The Herberger Institute of Design and the Arts at Arizona State University upholds, values, and cherishes student and faculty diversity, no matter the circumstance. As members of the ASU community, we are charged with challenging injustices and social inequities of any kind through education. These values are an integral part of our standing as an institution and must be upheld by all members of the ASU community, including but not limited to all Herberger Institute of Design and the Arts staff, faculty and students. The

call is clear and present at ASU for every member of our community to do their part in fostering a culture of Inclusive Excellence that contributes meaningfully to lasting equity for all. For students and faculty alike, this culture of Inclusive Excellence creates role models, broadens perspectives, combats negative stereotyping and enables artists, designers and makers of the 21st century to think creatively, critically and, above all, compassionately about our impact on the world at large.

This course and Arizona State University welcomes all students regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class. Each of us bear intersectional perspectives that are born out of our backgrounds and identities, and each of us has a contribution to make towards our culture of Inclusive Excellence. As your instructor, I expect that all of my students abide by the following community agreements:

- to bring a willingness to deeply inspect your own assumptions about the world, identifying areas in which you may need to unlearn implicit biases and behaviors
- to help others learn by respectfully voicing your thoughts and reactions, acknowledging that they are partial to and shaped by the way you make sense of the world to demonstrate a curious and eager inquiry into how others make sense of the world

Diversity of experiences, backgrounds and opinions are essential to cultivating a rich academic environment which in turn strengthens our capacity to be ethical and empathetic creative-thinkers. I aim for students of all backgrounds to be well served by this course and that the diversity students bring to this class be viewed as a resource, strength and benefit. The materials of this course, including readings and assignments, will reflect this commitment to diverse and inclusive knowledge. If a student feels that there has been a discrepancy between my teaching practices and the university's commitment to Inclusive Excellence, you are encouraged to discuss your concerns directly with me. I value your learning experience and welcome all opportunities to enrich the efficacy of this course for all student groups. Here are resources available to all students to report incidents of bias, harassment, and other forms of discrimination inside and outside the classroom:

- Unsure of whether the concern you experience or witness falls under the criteria of bias, harassment, and other forms of discrimination? You can fill out the Herberger Institute Community of Care form at herbergerinstitute.asu.edu/caring describing the situation. One of the members of the Herberger Institute Behavioral Response Team will connect with you.
- Anyone who believes that they have been subjected to discrimination, harassment, or retaliation in violation of this policy, or who believes that this policy has been violated, should report the matter immediately to the Office of University Rights and Responsibilities or the Dean of Students office or directly fill out an incident report.
- Unless a person is restricted by law from doing so, any employee who is informed of or has a reasonable basis to believe that sexual harassment has occurred, shall immediately report all information regarding the occurrence(s) to the Office of University Rights and Responsibilities or theTitle IX Coordinator or the Dean of Students office.
- More reporting pathways are available to students on the University's Prohibition Against Discrimination, Harassment, and Retaliation policy page.