Enrollment Restrictions: Enrollment in this course is restricted to graduate students in the DMA Voice degree, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair and the MPS Department Chair.

Purpose: To provide DMA voice students with a curriculum and experiences that will enrich, refine, and reinforce concepts in vocal pedagogy as they become more effective vocal pedagogue

Learning Outcomes: By the end of this course, participants will:
- examine relevant historical and current books and articles from prominent figures of vocal pedagogy, vocal production, and vocal health
- apply knowledge gained to develop a functional philosophy of vocal pedagogy
- implement and reinforce this knowledge through applied teaching and observation
- develop skills in scholarly research and writing

Suggested Books:

Methods:
1. **Readings with in-class presentations:** Based on the initial class meeting, readings will be assigned considering students’ backgrounds. After the initial meeting, classes will have specific areas of focus, consisting of lectures, readings, presentations, and discussions of various aspects of vocal pedagogy.
2. **Video-recorded teaching:** Each participant will be required to teach and video record four 30-minute lesson segments which will be presentation in front of the class at various times throughout the year. The lessons will be shown during class time; the participants observing the lesson will take notes and offer constructive feedback on the positive aspects of the lesson, as well as the challenges that were faced. Presenting students will also be invited to critique and ask questions following the presentation.
3. **Completing an academic research project:** Each participant will select an individualized research topic in the area vocal pedagogy. This will be a scholarly paper with appropriate citations of no less than 5000 words of written text. Participants will be expected to go outside of the course’s reading list for references and will compile their research for a presentation during the last weeks of the course. All topics must be approved by the professor.
4. **Faculty Lesson Observations:** Participants will observe lessons taught by at least three different studio teachers (excluding your own); these observations will be arranged with the observed teachers; Vocal Ped participants will observe two students for two lessons for each
professor (one lesson in first term, and one lesson in the first weeks of the second term for each student).

5. **Faculty and Guest Master Class observation**: Participants are expected to observe and report on four master classes, preferably including those of the teachers whose lessons were observed. Note the vocabulary used, the manner of delivery, and how the participants in the class respond to instruction. This assignment will be discussed in greater detail in class.

6. **Observing faculty studio recitals**: Participants will observe 3 studio recitals, preferably of the teacher whose lessons you are observing. Note trends in technique, deportment, repertoire, interpretation, and musicianship within your review.

**Statement on Academic Offences**: Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic offence, as found at [https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com, [https://www.turnitin.com/](https://www.turnitin.com/).

**Statement on Health and Wellness**: Students who are in emotional or mental distress should refer to Health and Wellness Support for a complete list of options about how to obtain help. [https://www.uwo.ca/health/](https://www.uwo.ca/health/)

**Statement on Accommodation for Medical Illness**: The Graduate Program in Music recognizes that a student’s ability to fulfill academic responsibilities may, on occasion, be impaired by illness or injury. To ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s course grade shall be granted only in cases where there is documentation indicating that the student could not reasonably be expected to meet the academic responsibilities. Documentation shall be submitted, as soon as possible, to the office of the Associate Dean (Graduate Studies), not to the course instructor.

Students with special learning needs or other circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be considered. [https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)

**Accessible Education Western**: Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.”

**Statement on Gender-Based and Sexual Violence**: Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence, either recently or in the past, you will find information about support services for survivors, including emergency contacts at [https://www.uwo.ca/health/student_support/survivor_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html). To connect with a case manager or set up an appointment, please contact support@uwo.ca or call 519-661-3568.
Grading Criterion:
- In-class work and participation 30%
- Lesson, Master Class, and Studio Recital Observations 20%
- In-class teaching assignments 20%
- Research Project (Presentation and paper) 30%

A=100-80%; B=79-70%; C=69-60%; D=59-50%; F=<49%

Course Materials:
Students are encouraged to purchase books from the list for further use beyond this course.

Tentative Schedule:
There may be elements outside of normal class time. Consideration for each participant's schedule will be considered.

Sept. 11-Syllabus, Expectations, DOEU Posting
Sept. 18-Philosophy of Vocal Ped
Sept. 25-Anatomy Review
Oct. 2- Possible in-class visit??
Oct. 9- Thanksgiving-No Session
Oct. 16- Readings and discussion (Book 1)
Oct. 23-Video lessons and discussion
Oct. 30- FALL BREAK
Nov. 6- Readings and discussion (Book 1)
Nov. 13-Reading Discussion (Book 2)
Nov. 20- Reading and discussion (Book 2)
Nov. 27- Video lessons and discussion
Dec. 4- Master Class Observations
BREAK
Jan. 8- Philosophy of Vocal Ped Revisited/Reading and discussion
Jan. 15-Reading and discussion
Jan. 22-Reading and discussion
Jan. 29- Reading and discussion
Feb. 5- Video lessons and discussion
Feb. 12- Reading and discussion
Feb. 19- FAMILY/READING WEEK
Feb. 26- Lesson observations and discussion
Mar. 4- Video lessons and discussion / Reading and discussion
Mar. 11- Reading and discussion / Video lessons and discussion
Mar. 18- Studio recital observations and discussion
Mar. 25- DOEU Portfolio Discussion /DOEU Job Application Portfolio
Apr. 1-Individual Research Projects (2)-Shuwei & Shantanu
Apr. 8- Individual Research Projects (2)- Hannah & Natalie
April 22- Papers due via email by 12pm
(Schedule subject to change with notification)

Course Book List (not exhaustive):
- Bunch, Dame Maribeth- Dynamics of the Singing Voice- QP306.B86