

**Houston Community College Southwest**

[http://southwest.hccs.edu/southwest/academics/fine-arts-speech-humanities-and-languages](https://webmail.hccs.edu/owa/redir.aspx?C=0cff7194e2dd45eab8cf6637ab7b0c45&URL=http%3a%2f%2fsouthwest.hccs.edu%2fsouthwest%2facademics%2ffine-arts-speech-humanities-and-languages)

Course Syllabus: Private Instruction in Voice

**HCC Academic Discipline:** Music

**Course Title:** Private Instruction in Voice

**Course Rubric:** MUAP 1281

**Course CRN:** 65321

**Semester Term:** Fall, 2013

**Campus and Room Location with Days and Times:** Stafford FAC, Room 131

**Course Semester Credit Hours (SCH):** 2 credits

**Course contact hours per semester:**  32

**Course length:** Regular Term

**Type of Instruction:**  Lecture

**Instructor:** Dr. Andrea H. Jaber

**Contact Information**

**Phone:** 713-718-6372

**Email:**  andrea.jaber@hccs.edu

**Learning web address:** [http://learning.swc.hccs.edu/members/andrea.jaber](https://webmail.hccs.edu/owa/redir.aspx?C=ad34dd41a5534dd491b640bdaf339849&URL=http%3a%2f%2flearning.swc.hccs.edu%2fmembers%2fandrea.jaber)

**Instructor Scheduled Office Hours:** Stafford FAC, Room 131, by appointment

**Course Description**

1. MUAP 1281 Private Instruction in Voice: Half-hour lessons require six practice hours per week; hour lessons, ten practice hours per week. Hour lessons may be divided into two 30-minute lessons per week by mutual consent of the student and the instructor. Lesson may be repeated (maximum 7 times in any combination) with permission of the respective department heads and are required of appropriate major(s). Juries are required. Students provide all instruments but piano and percussion equipment. A MUSI co-requisite is required. Private instruction is offered to music majors only. Half-hour lessons earn 1 credit (1 lecture). Hour lessons earn 2 credits (2 lecture). *As listed in the 2009-2011 HCC Catalog.*

2. MUAP 1281 Individual Instruction: Individual instruction in voice, brass, percussion, woodwind, stringed, or keyboard instruments. *As defined in the Academic Course Guide Manual (AGCM) produced by the Texas Higher Education Coordinating Board, 2009 (THECB)*

**Course Prerequisites**

There are no prerequisites. A MUSI or MUEN co-requisite is required.

**Course Goal**

To enhance student performance capability, knowledge of the voice and enjoyment of music through the study of repertoire, technique, and musical style. Theoretical aspects of music will be incorporated as time permits. Special performance interests of the student will also be considered.

**Course Student Learning Outcomes**

1. Assume and maintain correct posture.

2. Use correct breathing technique.

3. Use correct vowels and consonants, and good diction.

4. Sing with good intonation and tone quality.

5. Sing with accuracy of notes, rhythms, and words.

6. Demonstrate a good understanding of music phrasing, style, and interpretation.

7. Demonstrate good stage presence.

**Course Student Learning Objectives**

1.a. Stand with feet slightly apart, head and shoulders above hips.

1.b. Keep chest wall high.

2.a. Relax the lower abdominal muscles.

2.b. Inhale through the mouth.

2.c. With a sense of appoggio, control air flow.

3.a. Demonstrate correct vowel pronunciation and production.

3.b. Assign specific exercises for vowel pronunciation and production.

3.c. Explain pronunciation for repertoire in languages other than English.

4.a. Explain proper intonation and resonance.

4.b. Assign specific exercises for intonation and resonance.

4.c. Listen to recording of lesson for awareness of intonation problems.

5.a. Demonstrate each piece accurately, or have student listen to recording of the piece.

5.b. Point out and correct inaccuracies of student’s performance.

5.c. Repeat the piece, continuing to correct any inaccuracies.

6.a. Demonstrate a phrase, and have student repeat it.

6.b. Demonstrate different styles and interpretations, explaining correct choices.

7.a. Explain stage presence.

7.b. Discuss and evaluate student’s stage presence in lessons.

7.c. Have the student perform as often as possible, discussing and evaluating stage presence of each performance.

Core Curriculum

This course fulfills the following core intellectual competencies: reading, writing, speaking, listening, critical thinking and computer literacy. A variety of academic experiences are used to develop these competencies.

This course fulfills the core competencies:

**Reading:** Reading at the college level means having the ability to understand, analyze and interpret a variety of printed materials: books, articles, and documents.

**Writing:** Writing at the college level means having the ability to produce clear, correct, and coherent prose adapted to a specific purpose, occasion, and audience. In addition to knowing how to use correct grammar, spelling, and punctuation, students should also become adept with the writing process, including how to determine a topic, how to organize and develop it, and how to phrase it effectively for their audience. These abilities are acquired through practice and reflection.

**Speaking:** Effective speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.

**Listening:** Listening at the college level means having the ability to understand, analyze, and interpret various forms of spoken communication.

**Critical Thinking:** Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

**Computer Literacy:** Computer literacy at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available.

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| HCC CalendarFall, 2013 |
| Classes Begin  | August 26 |
| Official Day of Record | September 9 |
| Holidays and Breaks  | September 2, Labor Day |
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| Last day to drop classes with a grade of W | November 1, 4:30 pm |
| Instruction ends | December 6 |
| Final examination | December 6, December 11  |

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| **Date** | **Lectures / Topics / Assignments / Projects / Quizzes / Exams** |
| **Week 1** | Class intro./ syllabus, calendar, curriculum, vocalize, technique, repertoire |
| **Week 2** | Vocalize, technique, repertoire |
| **Week 3** | Vocalize, technique, repertoire |
| **Week 4** | Vocalize, technique, repertoire |
| **Week 5** | Vocalize, technique, repertoire |
| **Week 6** | Vocalize, technique, repertoire |
| **Week 7** | Vocalize, technique, repertoire |
| **Week 8** | Semester evaluation |
| **Week 9** | Vocalize, technique, repertoire |
| **Week 10** | Vocalize, technique, repertoire |
| **Week 11** | Vocalize, technique, repertoire |
| **Week 12** | Vocalize, technique, repertoire |
| **Week 13** | Vocalize, technique, repertoire |
| **Week 14** | Vocalize, technique, repertoire |
| **Week 15** | Vocalize, technique, repertoire |
| **Week 16** | Jury or Honors Recital Performance |

**Please remember that this syllabus is subject to change.**

 **All changes will be documented by the instructor.**

**Instructional Methods**

Methods of instruction may include: lectures, readings, recordings, live performances, and demonstrations.

**Student Assignments**

Assignments/Activities may include: attendance of recitals and/or concerts, written critical responses,  projects, quizzes, exams, various assigned readings from textbooks, peer-reviewed articles, books, original source seminal texts; discussions based on various topics related to the major areas of study in Music, debates; writing papers including essays, analyses, reviews, research, comparing and contrasting music theories and perspectives; presentations.

**Student Assessments**

Methods of assessment/evaluation may include: Tests and quizzes which may include: listening identification, in-class discussions and/or critiques; written papers, including critiques, presentations; individual projects; performance on student recital, performance adjudicated by faculty jury; other methods as may be determined by individual instructors.

**Instructional Materials**

All materials will be suggested by, and/or provided by the instructor.

**HCC Policy Statement: Americans With Disabilities Act (ADA)**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

 If you have any questions, please contact the Disability Counselor at your college or the District Disability Office at 713-718-5165 or the Southwest College Counselor: Dr. Becky Hauri at 713-718-7909.

To visit the ADA Web site, log on to [www.hccs.edu](http://www.hccs.edu/),

Click Future Students

Scroll down the page and click on the words Disability Information. <http://www.hccs.edu/hccs/future-students/disability-services>

**HCC Policy Statement: Academic Honesty**

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty.

“Scholastic dishonesty” includes, but is not limited to, cheating on a test, plagiarism, and collusion.

**Cheating** on a test includes:

* Copying from another student’s test paper;
* Using materials during a test that are not authorized by the person giving the test;
* Collaborating with another student during a test without authority;
* Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
* Bribing another person to obtain a test that is to be administered.

**Plagiarism** means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

**Collusion** means the unauthorized collaboration with another person in preparing written work offered for credit.

**Violations:** Possible punishments for academic dishonesty may include a grade of “0” or “F” on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. A recommendation for suspension or expulsion will be referred to the College Dean of Student Development for disciplinary disposition.

Students who wish to appeal a grade penalty should notify the instructional supervisor within 30 working days of the incident. A standing committee appointed by the College Dean of Instruction (Academic or Workforce) will convene to sustain, reduce, or reverse the grade penalty. The committee will be composed of two students, two faculty members, and one instructional administrator. A majority vote will decide the grade appeal and is final.

**Official HCC Attendance Policy**

Students are expected to attend classes regularly. Students are responsible for material covered during their absences, and it is the student’s responsibility to consult with instructors for makeup assignments. Class attendance is checked daily by instructors.

**Although it is the responsibility of the student to drop a course for non-attendance, the instructor has the authority to drop a student for excessive absences.**

A student may be dropped from a course for absenteeism after the student has accumulated absences in excess of 12.5 percent of the hours of instruction (including lecture and laboratory time). For example:

For a three credit-hour lecture class meeting three hours per week (48 hours of instruction), a student may be dropped after six hours of absences.

**Administrative drops are at the discretion of the instructor.** If you are doing poorly in the class, but you have not contacted your professor to ask for help, and you have not withdrawn by the official withdrawal date, it will result in your receiving a grade of “F” in the course.

**NOTE: THE LAST DAY FOR STUDENT/ADMINISTRATIVE DROP THIS SEMESTER IS**

**November 1, 4:30 pm**

**Course Withdrawals-First Time Freshmen Students-Fall 2007 and Later**

Effective 2007, section 51.907 of the Texas Education Code applies to first-time in college freshman students who enroll in a Texas public institution of higher education in the fall semester of 2007 or thereafter. High school students currently enrolled in HCC Dual Credit and Early College are waived from this requirement until they graduate from high school.

Based on this law, **HCC or any other Texas Public institution of higher education may not permit students to drop after the official day of record more than six college level credit courses for unacceptable reasons during their entire undergraduate career**.

**Course Withdrawals**

Be sure you understand HCC policies about dropping a course. It is the student’s responsibility to withdraw officially from a course and prevent an “F” from appearing on the transcript. If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. ***Before you withdraw from your course, please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important.***

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. ***Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.***  If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

**Early Alert Program**

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

**Repeat Course Fee**

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

**As your Instructor, it is my responsibility to**

* Provide the grading scale and detailed grading formula explaining how student grades are to be derived
* Assign appropriate repertoire
* Provide a clear description of any special projects or assignments
* Inform students of policies such as attendance, withdrawal, tardiness and make up lessons
* Provide the course outline and class calendar which will include a description of any special projects or assignments
* Arrange to meet with individual students before and after class as required

**To be successful in this class, it is the student’s responsibility to**

* Attend lessons
* Practice
* Come to lessons warmed up and prepared
* Prepare repertoire in a timely manner

**HCC Grading Information**

**Grading percentile: the official** **HCC grading rubric is as follows:**

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| 90–100 percent | A | Exceptionally fine work; superior in presentation, visual observation, comprehension and participation |
| 80–89 percent | B | Above average work; superior in one or two areas |
| 70–79 percent | C | Average work; good, unexceptional participation |
| 60–69 percent | D | Below average work; noticeably weak with minimal participation |
| Below 60 percent | F | Clearly deficient in presentation, style and content with a lack of participation |

The grade of "I" (Incomplete) is conditional. It will only be assigned if at least 80% of the course work is complete .Students receiving an "I," must make an arrangement with the instructor in writing to complete the course work within six months. After the deadline, the "I" becomes an "F." All "I" designations must be changed to grades prior to graduation. Changed grades will appear on student record as "I"/Grade (example: "I/A").

The grade of "W" (Withdrawal) appears on grade reports when students withdraw from a class by the drop deadline. Instructors have the option of dropping students up to the deadline. After the deadline, instructors do not have that option — not even when entering final grades.

**Instructor Grading Criteria**

Grading for Private Instruction in Voice is based primarily on improvement. Practice between lessons will guarantee levels of improvement. Assigned repertoire will be evaluated as to learning notes, language, and overall performance. Student may be asked to translate a song in another language than English, and provide a synopsis of the song. The final evaluation will be a performance for a faculty jury or a performance on an Honors Recital.

**Instructor’s Final Grading Legend**

 Student Improvement 70%

 Written translations, synopses 10%

 Jury 20%

**EGLS3 -- Evaluation for Greater Learning Student Survey System**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.