



Instructor	Dr. Tobin Sparfeld
Office	CSB 103 (door next to the elevator); 818.364.7890
Drop-In Hours	Monday/Wednesday, 2:00 pm-3:30 pm Tuesday, 1:00 pm-3:00 pm
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Course Goals

A basic study of aspects of singing designed to teach students to use the voice for practical and aesthetic reasons, to develop an inner sense of hearing and vocal self-image, to develop an ability to be constructive and critical when listening to other singers, and to improve personal and pedagogical vocal abilities.

Student Learning Outcome

Demonstrate ability to sing basic vocal literature, develop performance techniques, and pedagogical vocal abilities.

Required Materials

- Dayme, Meribeth and Cynthia Vaughn. *The Singing Book, 2nd edition*. New York: W.W. Norton, 2008. [ISBN-13: 978-0-393-93052-8]
- A three-ring binder solely for this class
- Pens or sharpened pencils

Suggested Materials—Tuning fork

Grading and Evaluation

Grading is based upon preparation and participation, including:

1. In-class performance evaluations (36%) 3 assignments + 3 reflections
Performance 1—Traditional Song of your choice (pp. 60-126)
Performance 2—Popular Song of your choice (pp. 136-208)
Performance 3—Art Song of your choice (pp. 217-276)
2. Written Quizzes (21%) 3 quizzes
3. Written assignments (30%) 5 assignments
4. Final Performance (13%) Any song from the book (pp. 60-276)

Each evaluation, performance, assignment and exam will be assigned a letter grade. At the end of the term, the grades will be averaged to determine your grade. The following guidelines will be used in determining a student's grade:

- | | |
|----------|---|
| A to A- | Outstanding work and effort. |
| B+ to B- | Very good. The work shows mastery of information in a clear and precise form. |
| C+ to C- | Good work. The work indicates that the information has been learned, but needs more thought. |
| D+ to D- | Below average. The work demonstrates less than the required effort and indicates a minimal understanding of the material. |
| F | Failure. The work is inadequate, showing no effort or knowledge of the materials. |

Homework

Music is a subject learned best through routine development; cramming does not work effectively. Practicing the sight-reading and studying the material daily, even a little bit, is the most efficient path to success.

A portion of this class is designated for us to work together on your songs. I will be meeting with students throughout the semester both during and outside of our scheduled class times. Please be flexible as we accommodate everyone's schedules.

Late Assignment Policy

I do accept late assignments, but points will be deducted for each day the work is not submitted. **Missed tests and quizzes, including the final exam, will not be allowed to be made up.**

Class Participation Policy

Due to the nature of this course, participation is essential. You may be dropped from a course by the instructor or receive a lowered grade for unauthorized absences which are in excess of those permitted without penalty. Students should contact the instructor about making up missed work. It is your responsibility to know the instructor's policies regarding examinations, penalties for absences, and late or missed work.

Holidays

Los Angeles Mission College strives to acknowledge and accommodate students who wish to observe religious holy days. It seeks to reflect awareness and sensitivity to religious holidays whenever possible. Each student shall, upon notifying his/her instructor in writing during the first week of classes, be excused from class to observe a religious holy day of his/her faith.

Moodle and YouTube

This class will use LAMC's Moodle system (moodle.lamission.edu). Class documents and recordings will be posted online. It is your responsibility to check Moodle regularly. If you have any questions or problems with Moodle, please use the support links and/or let me know immediately.

Videos of your performance will be posted privately on YouTube. You (and only you) will be able to view your performances once you have an account and I add you as a viewer. Please add an account on YouTube for this purpose.

Classroom Demeanor

Students are expected to respect their fellow classmates. Please eliminate distractions such as texting, talking, and entrances/exits during class. Food and drink are not allowed in this classroom.

Honor Code

Students will be bound by the principles of academic honesty specified in the Standards of Student Conduct. Cooperation on musicianship assignments is encouraged, but all written work must be your own. Academic dishonesty may result in a lower grade or a failing grade for the entire course.

Learning Center

All students will be referred online to the Learning Resource Center at the beginning of the semester. These referrals are not reflective of student performance, but instead an

opportunity to easily seek help during the semester if needed.

Disabilities

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels modifications, special assistance or accommodations offered are inappropriate or insufficient he/she should seek the assistance of the DSPS on campus.

Tentative Schedule

Date	Activity and Homework
2/6	<u>Reading:</u> Syllabus; Various handouts; Preface; Introduction, Ch. 1 (Healthy Singing) <u>Class work:</u> Introduction; Various handouts and definition of basic terms; Initial singing experiences (mostly ensemble exercises); warm-ups and vocalises; vocal technique focus: posture and alignment Written Assignment #1 (Vocal Training) due Wednesday, February 13
2/13	<u>Reading:</u> Ch. 2 (Preparing to Sing): Continue Group Singing; first solo song assignments; Ch. 3 (Selecting Music to Sing); Ch. 4 (Learning Music Efficiently); Ch.5 (Practice Habits), Ch. 6 (Performing) <u>Class Work:</u> Introducing Traditional Songs, individual rehearsal
2/20	Quiz on Chapters 1-6 <u>Reading:</u> Reading: Ch. 7 (Muscles and Physical Alignment) <u>Class Work:</u> Rehearsal on Traditional Songs
2/27	Learn and practice Song #1 and be ready to perform 3/15 <u>Reading:</u> Ch. 8 (Breathing) Written Assignment #2 (Listening Assignment) is due March 6
3/6	<u>Class work:</u> Song #1 Performances today <u>Homework:</u> Complete Self-review and study for Quiz
3/13	NO CLASS
3/20	Self Reviews due today Quiz today on Chapters 7-8 <u>Class Work:</u> Introducing Popular Songs
3/27	<u>Class Work:</u> Rehearsal on Popular Songs <u>Reading:</u> Chapter 9 (Making a Sound)
4/3	SPRING BREAK
4/10	<u>Reading:</u> Chapter 10 (Voice Quality and Resonance)
4/17	<u>Class Work:</u> Perform Song #2 <u>Homework:</u> Complete Self-Review

- 4/24 Self Reviews due today
Quiz today on Chapters 9-10
Class Work: Learn about the International Phonetic Alphabet
Reading: Appendix C (Introduction to IPA)
- 5/1 Class Work: Reviewing IPA
Introducing Popular Songs
- 5/8 Class Work: Rehearsing Popular Songs
Written Assignment #3 (IPA Poetry) due May 8
- 5/15 Perform Song #3 in class
- 5/22 Perform Final Performance
Written Assignment #4 due May 22
- 5/29 **Final Exam Time – 5:30 pm-7:30 pm—Final Songs, turn in Written Assignment #5**

Written Assignment #1—Due: Wednesday, February 13

Summary of Training and Vocal Goals for Semester

In this first assignment you are to write a summary of all the experience that you have in music. Be as complete as possible. For example: if you have only sung in elementary school chorus, explain that experience. If you have taken private voice or instrument lessons, indicate with whom, for how long, and what repertoire was covered. If you have sung in a school choir or school band, describe the situation and the music you performed.

The second part of the assignment is to write about what you hope to accomplish in this course. What skills do you wish to learn? What do you hope to improve upon? What specific goals do you think you can achieve by the end of the semester?

The final part of the assignment is to list any professional goals regarding singing that you may have. Would you like to teach singing, be a performer or teach choirs? Are you not sure that you want to do anything with vocal music in the future? List any thoughts that you may have with respect to singing and this course.

Format: This paper should be **no more than two pages**, typed, double-spaced, stapled (or on two sides of one page) with a font no larger than 12-point and no more than 1" margins.

Paper is due at the beginning of class. Any papers not handed in after attendance is taken will count at ½ credit. Any papers handed in after class is dismissed will receive no credit. To be accepted and receive credit, papers must follow the correct format, utilize correct grammar, and possess proper punctuation.

Written Assignment #2—Due: Wednesday, March 6

Listening Assignment (Recordings will be available on Moodle)

For this assignment you are to listen to recordings of different singers and give a descriptive analysis of each. There are many different elements to analyze for each singer, and some of the elements that you may choose to discuss are listed below:

1. Voice type
2. Range of song and range of singer

3. Type of music (style), i.e., opera aria, oratorio, jazz ballad, etc.
4. Any qualitative descriptions using the terminology discussed in the textbook or class
5. Accompaniment and how it interacts with the singer
6. Stylistic considerations

The goal of this assignment is for you to listen intelligently to a singer and be able to analyze how that singer is operating. While you are not expected to be an expert on the singers, you are expected to be able to listen with a critical ear and determine differences in style, ability and vocal quality.

Format: This paper should be **no more than four pages**, typed, double-spaced, stapled (or on two sides of one page) with a font no larger than 12-point and no more than 1" margins.

Paper is due at the beginning of class. Any papers not handed in after attendance is taken will count at ½ credit. Any papers handed in after class is dismissed will receive no credit. To be accepted and receive credit, papers must follow the correct format, use correct grammar, and possess proper punctuation.

Grade: Paper will be graded on completeness, proper use of terminology, critical thinking, and appropriate grammatical skills.

Written Assignment #3—Due: Wednesday, May 8 **Use of International Phonetic Alphabet**

Each student will be assigned an English poem to transcribe into the International Phonetic Alphabet.

Format: This paper may be typed or handwritten. The English should be written on one line, with the IPA written directly below it. A space should be skipped between each line of text. Paper is due at the beginning of class. Any papers not handed in after attendance is taken will count at ½ credit. Any papers handed in after class is dismissed will receive no credit.

Grade: A = 0 to 2 mistakes
B = 3 to 4 mistakes
C = 5 to 6 mistakes
D = 7 to 8 mistakes
F = 9 mistakes

Note: Each word can count as only one mistake, no matter how many mistakes are found within it.

Written Assignment #4—Due: Final Class Period, Wednesday, May 22 **Preparation of Third Song Performance**

In this assignment, you are to take the song that you will be singing for your third performance and prepare it as if you were giving a public performance of the music. Included will be the entire text translated into IPA and into English (if appropriate). Also, complete background information about the work, including:

Composer: dates, nationality, importance in music world, etc.

Style: era, century, attributes

Type of Song (Genre): art song, aria, lieder, traditional song, etc.

Meaning of Text: at least one paragraph describing what the song is saying. Be very specific; show that you have given thought to the text and its meanings. If the song is from a larger work, that work needs to be described so that the

context of the particular song is understood. (This may take research beyond your book.) Include a two-sentence description of the song that you will memorize and say to the audience for the final performance so that they know who wrote it and what is it saying.

Format: This paper should be typed (except for the IPA, which may be handwritten), double-spaced, stapled (or on two sides of the page) with a font no larger than 12-point and no more than 1" margins.

Paper is due at the beginning of class. Any papers not handed in after attendance is taken will count at ½ credit. Any papers handed in after class is dismissed will receive no credit. To be accepted and receive credit, papers must follow the correct format, use correct grammar, and possess proper punctuation.

Grade: (1) IPA = 25%

(2) Background Information (composer bio., style, type of song, discussion of text) = 50%

(3) Two-Sentence Description = 25%

Written Assignment #5—Due: Final Exam, Wednesday, May 29

Vocal Methods Portfolio and Vocal Self-Reflection

A Vocal Methods Portfolio will be kept and submitted at the conclusion of the semester. It will serve as the basis for the continued study of vocal music after Los Angeles Mission College. The self-reflection aspect of this project will be explained fully as the due date nears.

Cleanly presented and clearly organized, this portfolio will include:

(1) All notes from class.

(2) All quizzes and exams.

(3) All written assignments.

(4) A section of warm-ups and vocalizes discussed, studied and researched.

(5) All handouts.

(6) Anything else covered that is pertinent to the class.

Format: This project should be completed in a three-ring binder, clearly identified with the name of student and title of course on the outside of the Portfolio. All paper should be hole-punched, or in a folder within the binder.

Grade: Grade will be based on thoroughness, completeness, neatness, and organization.

The Portfolio is due by 5:30 pm on the day of the Final Exam and must be turned in at the exam. Any Portfolios handed in late will not be accepted and will receive no credit. To be accepted, Portfolios must follow correct format, correct grammar and proper punctuation.

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