


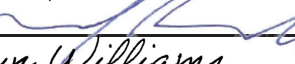
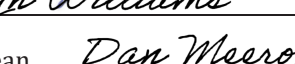
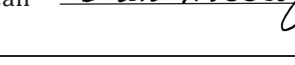


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|---|--|---|---|
| <br><b>FLORIDA ATLANTIC UNIVERSITY</b>   | <b>NEW COURSE PROPOSAL</b><br><b>Undergraduate Programs</b>  |   | UUPC Approval <u>1/30/23</u><br>UFS Approval _____<br>SCNS Submittal _____<br>Confirmed _____<br>Banner Posted _____<br>Catalog _____ |
|   | <b>Department</b> Theatre and Dance<br><br><b>College</b> Arts and Letters<br><i>(To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a>)</i> |   |   |
| <b>Prefix</b> TPP<br><br><b>Number</b><br>3744  | <i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i><br><br><b>Lab Code</b> C   | <b>Type of Course</b><br><div style="border: 1px solid red; padding: 2px;">Lecture/Lab</div>  | <b>Course Title</b><br>Music Theatre Applied/Studio Voice 3   |
| <b>Credits</b> <i>(See Definition of a Credit Hour)</i><br>1-2  | <b>Grading</b> <i>(Select One Option)</i><br><b>Regular</b> <input checked="" type="radio"/><br><b>Sat/UnSat</b> <input type="radio"/>   | <b>Course Description</b> <i>(Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a>)</i><br>Continuation of Musical Theatre Voice Training with individualized instruction   |   |
| <b>Effective Date</b> <i>(TERM &amp; YEAR)</i><br>0823  | <b>Prerequisites, with minimum grade*</b><br>"C" or better in TPP 2743C Music Theatre Applied/Studio Voice 2 AND Music Theatre Major.<br>OR Permission of Instructor             |   | <b>Corequisites</b><br><br><b>Registration Controls</b> <i>(Major, College, Level)</i><br>Major                                       |
| <b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>  |  |   |   |
| <b>WAC/Gordon Rule Course</b><br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .  |  | <b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i><br><br>None<br><br>General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">Intellectual Foundations Guidelines</a> . |   |
| <b>Minimum qualifications to teach course</b><br>Terminal degree from accredited institution in Theatre or Music  |  |   |   |
| <b>Faculty Contact/Email/Phone</b><br>Tom Shorrock/shorrock@fau.edu/561-297-3810  |  | <b>List/Attach comments from departments affected by new course</b><br>Music  |   |
| <b>Approved by</b><br>Department Chair <u></u><br>College Curriculum Chair <u></u><br>College Dean <u></u><br>UUPC Chair <u></u><br>Undergraduate Studies Dean <u></u><br>UFS President _____<br>Provost _____ |  |   | <b>Date</b><br>1-11-2023<br><br>1.23.23<br><br>01/24/2023<br><br>1/30/23<br><br>1/30/23<br><br>_____<br>_____                         |

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

**TPP 3744C**  
**Music Theatre Applied/Studio Voice 3**  
Friday 11:30-12:50 & Assigned Lesson Time  
1-2 credits

Semester, Year  
Prof. XXXXX YYYYY  
Office: XXXXX  
Office hours: XXXXXX  
Classroom: XXXX  
Telephone: 561-297-XXXX  
Email: [zzzzz@fau.edu](mailto:zzzzz@fau.edu)



## **Course Description**

Continuation of Musical Theatre voice training with individualized instruction.

## **Instructional Method**

This course is offered In-Person with no remote option for this course.

## **Prerequisites/Corequisites**

Prerequisite: C or better in TPP 2743C Music Theatre Applied/Studio Voice 2 AND Music Theatre Major.

OR Permission of instructor

## **Course Objectives/Student Learning Outcomes**

This course will provide each student with a more individualized approach to building his/her repertoire book and an understanding, primarily, of the musical theatre canon. Lessons will be held in paired 60 minute in- person sessions. Generally, repertoire will be selected collaboratively and will focus on several categories of songs. You should begin to utilize both Compulsory Figures and their resulting Voice Qualities combined with textual and musical analysis skills to create emotionally compelling characters. Analysis fosters technique which fosters solid performance. Throughout this course you will participate in both lessons and master classes utilizing multiple learning methodologies. These activities will help to accomplish several goals:

- To evaluate progress in regard to technical vocal development and artistic character development.
- To explore emotional attractor states as human beings who are also artists
- To transcribe the character supported emotional journey of a song utilizing Russell's Mood Meter.
- To explore various musical theatre eras in the service of developing roles/genres appropriate to the student's previously identified essence.
- To develop successful audition preparation and execution skills.
- To utilize the master class format for performance, lecture, guest speaker, and discussion opportunities.
- To continue building the student's repertoire/audition book.
- To strengthen individual powers of observation, concentration, and imagination.

- To develop a comprehensive awareness of the performances of peers and self.

## Course Evaluation Method

### Grading Rubric:

|                           |   |
|---------------------------|---|
| <b>A</b><br><b>90-100</b> | <b>Quality of work:</b> always turns in outstanding work that goes beyond the requirements. Sets a standard which can be used as a mark for other students to aspire to.<br><b>Deadlines:</b> all work in on time.<br><b>Attendance:</b> meets all classes as outlined in the Attendance Policy<br><b>Attitude:</b> does not necessarily work for grade alone but for what is to be gained from each learning experience. Shows distinct awareness of the interrelationship between this class and other studies. |
| <b>B</b><br><b>80-89</b>  | <b>Quality of work:</b> turns in consistently good work, but knowledge and skills are not fully developed<br><b>Deadlines:</b> all work in on time.<br><b>Attendance:</b> meets all classes or accounts for absences as outlined in the Attendance Policy.<br><b>Attitude:</b> inquisitive and attentive to learning process.   |
| <b>C</b><br><b>70-79</b>  | <b>Quality of work:</b> average level of competence; describes the ability and performance of the majority of students who are neither above nor below the average.<br><b>Deadlines:</b> usually turns work in on time.<br><b>Attendance:</b> maintains minimum requirements for class attendance.<br><b>Attitude:</b> tendency to be phlegmatic in terms of interest and level of performance.   |
| <b>D</b><br><b>65-69</b>  | <b>Quality of work:</b> consistently below average<br><b>Deadlines:</b> seldom meets deadlines.<br><b>Attendance:</b> consistently poor attendance and unexplained absences.<br><b>Attitude:</b> unconcerned.   |
| <b>F</b>                  | <b>Quality of work:</b> very poor work<br><b>Deadlines:</b> does not meet deadlines.<br><b>Attendance:</b> habitually poor attendance; unexplained absences.<br><b>Attitude:</b> Hostile or impervious to the learning process; apathetic.  |

### Assignment- Voice Lessons (35%)

**Criteria-** Participation points for voice lessons will be based on progress on assigned repertoire and identified vocal/character issues, turning in any accompanying written work by announced dates, evidence of outside rehearsals with accompanist and adherence to MT Voice area guidelines concerning professionalism and decorum. Students will work on at least 6 pieces in lessons from the following categories: Song from a Musical Theatre Role You Would Play Professionally OR Popular Music Genre (may only be used for 2 time periods) from the following time periods: 1. 1900-1940, 2. 1941-1960, 3. 1961-1990, 4. 1991-2010, 5. 2011-Present, \*Also note that one of these songs should be a "Tour de Fierce"- a piece that is a significant acting/singing challenge for the performer 6. Duet/Trio with Lesson Partner(s)

### Assignment - Repertoire Memorization (15%)

**Criteria-** The six required pieces will be tested in lesson or class for memorization. Successful memorization grades will include rhythmic, lyrical and musical accuracy, show evidence of synthesis of technical and artistic issues addressed during lessons/master classes as well as identified in own practice records, be stylistically appropriate to the material, incorporate character development in support of the technical, artistic and stylistic demands of each piece. All students are welcome to work on additional pieces beyond the six, assuming satisfactory progress (as determined by the instructor) is being/has been made on the required repertoire.

**Assignment - Accompanist Practice Sessions (5%)**

**Criteria-** Students are provided the opportunity to work with departmental accompanists on a weekly basis. While you will have the opportunity to work with the assigned accompanist for your course every week, you must work with them at least 5 times spread throughout the course of the semester. More sessions are certainly encouraged (and will only benefit your work in lessons).

**Assignment Written Vocal Review of Musical (5%)**

**Criteria-** Specific content of review will be distributed prior to the production opening. Successful papers will follow these content requirements. They will also display a clear author's voice focused on analysis of a live theatrical production written in a concise and compelling manner utilizing discipline specific terminology and marked by an excellent display of proper grammar.

**Assignment Master Classes (5%)**

**Criteria-** Participation points for master classes will be determined based on preparedness for assigned weekly topics which may include participation in lecture/discussion, coaching on lesson material in a group format (demonstrating growth on identified issues from lessons), and participating in any guest lecturer's activities.

**Assignment Emotion Analysis Project (20%)**

**Criteria-** Criteria- Part 1: Students will create a color-coded emotional blueprint of the lyrics to one of their selected repertoire pieces based upon the Russell's Mood Meter graphic, the class lecture on Emotional Attractor states and research into the character's development (if applicable) during the selected song. Once the blueprint is created, the student will record themselves singing this piece following the guide they created from the written blueprint and upload it to an Unlisted YouTube link, which will be turned into a class playlist. The information section under the video should contain the song's lyrics (but should not represent your color-coding) but should indicate which graphic you used in your analysis.

Part 2: You will then watch the YouTube playlist of your classmates' Emotion Analysis Project songs. You will select 1 song to "decode" and will copy and paste the lyrics posted underneath the video into a document where you will analyze with color coding (based on which Mood Meter graphic the student used) what emotions you think the singer was trying to communicate.

**Assignment Final Exam (10%)**

**Criteria-** Your final will have two parts. The first will consist of a performance of one piece, selected at random no more than 2 weeks before the performance, for the professor, and possibly a small panel of faculty and/or other guests. Final performances will be evaluated for growth on the technical/artistic elements identified on the piece's last in-class or lesson performance. This piece should be fully staged and incorporate singing and acting skills honed over your entire experience in the Musical Theatre Program. Additionally, students should be dressed for a performance in audition-appropriate, personal influenced clothing and have provided legible pieces of music for the class accompanist.

## Notes

**\*PLEASE READ\*:** Since Theatre requires the use of mind, voice, and body, there might be situations that require a certain amount of physical contact between you and the Instructor and other students. If this presents a problem for you, please see the Instructor immediately to assess your chances for success in this course.

## Course Grading Scale

- A (100-94) 4.00- excellent work, consistently dynamic A- 3.75

- A- (93-90) 3.75
- B+ (89-87) 3.25
- B (86-84) 3.00- good work, but not consistently dynamic
- B- (83-80) 2.75
- C+ (79-77) 2.25
- C (76-74) 2.00- average work, meeting minimum requirements
- \*C- (73-70) 1.75- results in departmental probation
- \*D (69-60) 1.00- results in departmental probation
- \*F (<60) 0.00- results in departmental probation

\*(& Below)

## Policy on Makeup Tests, Late Work, and Incompletes (if applicable)

Two unexcused absences will result in an automatic “F” in any course meeting once per week. Each subsequent absence will lower your final grade by one letter grade. Five absences will result in automatic failure. Three tardies equals one absence. If you arrive to class after roll is taken, it is your responsibility to check in at the end of class to make sure your attendance is recorded. See University policies in the FAU Student Handbook <http://www.fau.edu/handbook/>

Students will not be penalized for absences due to participation in University-approved activities, but proof of involvement must be provided. Reasonable accommodation will be made for student absences due to religious observance(s). Also, note that grades of Incomplete (“I”) are reserved only for students who are passing the course but have not completed all the required work because of exceptional circumstances. Incompletes should be pre-arranged with the instructor before the end of the term.

## Special Course Requirements

**Be Prepared:** Failure to present your songs on the days they are due will result in a grade of zero. If a song partner is prepared and one group member is not, the prepared students’ grades will not be affected. Written work will be penalized at the rate of 10% for every day it is late and can be turned in no later than a week after its assigned due date. Any alterations to this policy will only be considered in an extreme emergency, on a case-by-case basis, and may require further written documentation.

**Social Media-** Students are not allowed to post images/video/audio of class/lesson activities without permission from those featured in the media (student or instructor). Any discovery of this material without the subjects’ permission will result in automatic failure of this course and probation from the Musical Theatre program.

## Classroom Etiquette Policy (if applicable)

If you have a particular policy relating to student behavior in the class, such as relating to tardiness or on the use of electronic devices in the classroom, state so here. Recognizing the unique relationship between faculty and student and adhering to the principles of academic responsibility, any such policies must be reasonable, non-discriminatory and not impede the educational mission.

## Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

## **Attendance Policy**

*Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.*

## **Counseling and Psychological Services (CAPS) Center**

*Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

## **Disability Policy**

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).*

## **Code of Academic Integrity**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).*

## Required Texts/Readings

- Scores and Music as Assigned
- 3 Ring Binder (with copies of assigned music), Duplicate copies for accompanist and instructor due week following assignment of piece
- Voice Recorder (Can be a digital voice recorder, computer, cell phone, etc.)
- Pre-recorded accompaniments for selected pieces

## Supplementary/Recommended Readings

The Singers Musical Theatre Anthology Series Volumes 5-7, Editor: Richard Walters, Publisher: Hal Leonard

## Course Topical Outline

|         |                                       |   |
|---------|---------------------------------------|---|
| Week 1  | MC – Syllabus Review/Practice Methods |   |
| Week 2  | Lessons                               |   |
| Week 3  | Lessons / Master Class                |   |
| Week 4  | Lessons/ Master Class: Open Coaching  |   |
| Week 5  | Lessons                               | Memorization Grade of Choice due          |
| Week 6  | Lessons/ Master Class: Open Coaching  |   |
| Week 7  | Lessons/Master Class: presentations   | Memorization Grade of Choice due in Class |
| Week 8  | Lessons                               |   |
| Week 9  | Lessons                               |   |
| Week 10 | Lessons                               | Memorization of “Tour de Fierce” due      |
| Week 11 | Lessons                               | Vocal Analysis Paper Due                  |
| Week 12 | Lessons                               | Emotional Analysis Paper Due              |
| Week 13 | Lessons/Master Class                  | Duet Memorization due in class            |
| Week 14 | Lessons                               | Emotional Analysis Project Part 2 Due     |
| Week 15 | Lessons/MC Final Presentations        | Memorization Grade of Choice Due          |

Final exam: XXX XX at XX:XXam in Room 107.