This course investigates performance anxiety through an examination of its causes and the application of coping strategies that are designed to limit or completely eliminate stage fright. Live performance is the culmination of an extended learning process and time period and the goal of this event, the replication of those skills so easily demonstrated in the studio, is often marred by the debilitating effects of performance anxiety. The resulting performance results in an inaccurate assessment of the student’s learning and is a misrepresentation of their intended representation/interpretation of the music. Each student will investigate and define their level of anxiety from mild to severe, and through the identification of cognitive distortions will apply various strategies, physical and psychological, to overcome their performance anxiety. Open to non-majors.

INSTRUCTOR(S)

<table>
<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
<th>Contact Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chambers, Mark K</td>
<td>Sec. M / LECT / W</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SPECIAL FEATURES

Course Instructor:

Dr. Mark Chambers
Office Phone: 416-736-2100 ex. 77457
E-Mail: chamberl@yorku.ca
Office: 354 Accolade East

Time and Location:

Lectures 11:30 -1:30  Room 245 - ACE

Course Description:

This course investigates performance anxiety through an examination of its causes and the application of coping strategies that are designed to limit or completely eliminate stage fright. Live performance is the culmination of an extended learning process and time period and the goal of this event, the replication of those skills so easily demonstrated in the studio, is often marred by the debilitating effects of performance anxiety. The resulting performance results in an inaccurate assessment of the student’s learning and is a misrepresentation of their intended representation/interpretation of the music. Each student will investigate
and define their level of anxiety from mild to severe, and through the identification of cognitive distortions will apply various strategies, physical and psychological, to overcome their performance anxiety.

**Course Learning Objectives:**

**Purpose:** The purpose of this course is to assist students in acquiring a deeper understanding of performance anxiety as it relates to their medium of personal expression and public performance. Within the classroom setting, as well as their outside practice sessions, students will explore and adapt various techniques and coping strategies to enhance their performance and control of performance anxiety.

**Objectives:** The specific objectives of the course are that students will be able to:

- Identify the causes and symptoms of performance anxiety.
- Describe different stress related concepts and incorporate them into their performance medium.
- Incorporate concentration and attention styles during the performance process.
- Select effective coping strategies to address their specific performance needs.
- Document their experiences through regular journaling.
- Set goals to address performance anxiety symptoms

**Evaluation:**

- In class, Individual performances (2) 20% (10% each)
- Book Report-Written Summary 15%
- Book Report Class Presentation (5 minutes) 5%
- Practice/Performance Journal 30%
- Article Summaries (3) 5%
- Terms Test 15%
- Attendance, Preparation and Class Participation 10%

“Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.”

**Grading, Assignment Submission, Lateness Penalties and Missed Tests:**

**Grading:** The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g., A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

**Assignment Submission:** Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in to the conductor personally.
**Lateness Penalty:** Assignments received later than the due date will be penalized one-half letter grade (1 grade point) per day that assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor’s letter).

**Missed Tests:** Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation such as a rescheduled test time from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

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**Course Schedule:**

The following schedule and list of topics is subject to revision:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 7</td>
<td>IntroductionSyllabusMyths-Opinions Discussion</td>
</tr>
<tr>
<td>January 14</td>
<td>Causes of Performance AnxietySymptoms of Performance AnxietyConcentration</td>
</tr>
<tr>
<td>January 21</td>
<td>RelaxationGoal SettingSelf-Efficacy</td>
</tr>
<tr>
<td>January 28</td>
<td>Pre-performance RoutinesMental ImagerySelf-TalkOptimal levels of Anxiety and Intensity</td>
</tr>
<tr>
<td>February 4</td>
<td>In-class Performances</td>
</tr>
<tr>
<td>February 11</td>
<td>Winter Reading WeekClass will not meet</td>
</tr>
<tr>
<td>February 25</td>
<td>Terms Test</td>
</tr>
<tr>
<td>March 3</td>
<td>Book Report presentations</td>
</tr>
<tr>
<td>March 10</td>
<td>In-class Performances</td>
</tr>
<tr>
<td>March 17</td>
<td>In-class Performances</td>
</tr>
<tr>
<td>March 24</td>
<td>Guest lecturer: Zen Meditation</td>
</tr>
</tbody>
</table>
IMPORTANT COURSE INFORMATION FOR STUDENTS

Last date to drop a fall term (F) course without receiving a grade: November 8, 2019
Last date to drop a winter term (W) course without receiving a grade: March 13, 2020
Last date to drop a full year (Y) course without receiving a grade: February 3, 2020

Academic Policies / Information
The Senate Academic Standards, Curriculum and Pedagogy Committee (ASCP) provides a Student Information Sheet that includes:
York's Academic Honesty Policy and Procedures / Academic Integrity Web site
• Access/Disability
• Ethics Review Process for Research Involving Human Participants
• Religious Observance Accommodation
• Student Code of Conduct
http://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust20121.pdf
Additional information:
• Academic Accommodation for Students with Disabilities
• Alternate Exam and Test Scheduling
• Grading Scheme and Feedback Policy
The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade.
• Important University Sessional Dates (you will find classes and exams start/end dates, reading/co-curricular week, add/drop deadlines, holidays, University closings and more.
http://www.registrar.yorku.ca/enrol/dates/index.htm
• Manage my Academic record
http://myacademicrecord.students.yorku.ca/
"20% Rule"
No examinations or tests collectively worth more than 20% of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms.

Many courses utilize Moodle, York University's course website system. If your course is using Moodle, click here to access it.
Moodle @ York University