

Syllabus for  
**MUS 241/PED 201—Phonetics and English Diction for Singers**  
1 Credit Hour  
Fall 2002

I. COURSE DESCRIPTION

A fundamental course designed to acquaint the voice student with the International Phonetic Alphabet and its application to English and Italian vocal literature. (For the Teacher Candidate, specific management issues are studied related use of phonetics in the vocal ensemble).

Prerequisites: None

II. COURSE GOALS

The student will learn to transcribe from both oral dictation and script using the International Phonetic Alphabet.

III. COURSE OBJECTIVES

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to demonstrate aural and visual recognition of International Phonetic Alphabet phonetic symbols for both English and Italian and demonstrate singer's diction in both written and verbal form.

B. Objectives for Students in Teacher Preparation Programs

The teacher candidate will know the following:

1. How to transcribe from both oral dictation and script using the International Phonetic Alphabet. (Comp. #1, 2, 5, & 6)
2. The correct enunciation techniques and the correct pronunciation of English and Italian text. (Comp. #2 & 6)
3. For the vocal/choral music teacher, word (text) of some kind is involved. The correct, consistent musical production of the sounds of the voice is a central concept of vocal/choral teaching. Phonetics provides the skill necessary for the Teacher Candidate to "create learning experiences that make these aspects of subject matter meaningful for students." Such skills are usually positive deterrents to disruption in the vocal/choral classroom, but may result in negative reactions by immature students. The Teacher Candidate must not only know how and why to instruct the students to produce appropriate vocal/choral sounds but appropriate management techniques to repel any negative reactions. (Comp. #1 & 5)
4. Phonetics meets this competency in positive ways, but with any negative reactions as described earlier, the Teacher Candidate must be prepared to handle them with appropriate classroom management techniques. (Comp. #5)
5. The instruction of Phonetics explores ways in which the Teacher Candidate can teach proper, consistent communication from vocal/choral students and from the class as a whole. The Teacher Candidate must be aware that without proper management of the classroom, very little, if any, instruction in phonetics will be effective. (Comp. #6)

The course goals for the Teacher Preparation Program meet the “competency-based” requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following General Competencies:

1. The teacher understands the central concepts and methods of inquiry of the subject matter and discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.
5. The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus, providing opportunities for success.
6. The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

C. Unit Objectives

As a result of successfully completing the following units the student will be able to identify by sight and sound the characters of the International Phonetic Alphabet, demonstrate their use, and memorize and apply the rules of English and Italian Diction to song literature texts.

Unit 1 (Week 1)

1. Read: Wall, Chapters 1-4; Marshall, Chapters 1,2,4-7,19,29,31-34,44.
2. IPA Symbols:

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3. Identify by sight and sound the above IPA Symbols and demonstrate a correct handling of the \_\_\_\_\_ and \_\_\_\_\_.

Unit 2 (Week 3)

1. Wall, Chapter 5; Marshall, Chapters 30,35-39.
2. IPA Symbols

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3. Identify by sight and sound the above IPA Symbols and demonstrate a correct handling of these vowels plus \_\_\_\_\_ and \_\_\_\_\_.

Unit 3 (Week 5)

1. Wall, Chapters 6-7; Marshall, Chapters 40-50.
2. IPA Symbols

_____	_____
_____	_____
_____	_____
_____	_____

3. Identify by sight and sound the above IPA symbols and demonstrate a correct handling of these consonants, diphthongs, and triphthongs.

Unit 4 (Week 6)

1. Wall, Chapters 8-10; Marshall, Chapters 2,8,9,11,13,16,17,20 & review 7.
2. IPA Symbols

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Identify by sight and sound the above IPA Symbols and demonstrate a correct handling of these consonants.

Unit 5 (Week 7)

1. Wall, Chapter 11; Marshall, Chapters 3,12,14,15,18,21,23-25,27& review 42.
2. IPA Symbols

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Identify by sight and sound the above IPA Symbols and demonstrate a correct handling of these consonants.

Unit 6 (Week 9)

1. Wall, Chapters 12-14; Marshall, Chapters 48-50 and appendix II
2. IPA Symbols

_____	_____
_____	_____
_____	_____

3. Demonstrate a correct handling of the “ask words,” “rhyme words,” and “patter.”

#### Unit 7 (Week 10)

1. Lectures on Italian Diction/Phonetics; Wall, p. 216
2. IPA Symbols

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3. Identify by sight and sound the above IPA Symbols, as specifically related to Italian diction.

#### Unit 8 (Weeks 13-15)

Correctly apply the rules of Italian syllabification and phonation to the singing line.

### IV. TEXTBOOKS

- A. Required  
Wall, Joan. International Phonetic Alphabet for Singers. Texas: PST...Inc., 1989.  
Marshall, Madeleine. The Singer's Manual of English Diction. New York: Schirmer Books, 1953.
- B. Recommended for MUE majors  
Wong, Harry K., and Rosemary T. The First Days of School. California: Harry K. Wong Publications, Inc., 1998.

### V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
  1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
  2. Double cuts will be assessed for absences immediately preceding or following holidays.
  3. Excessive absences can reduce a student's grade or deny credit for the course.
  4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
  5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
  6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
- B. Departmental Policies and Procedures-See Music Department Student Handbook.

C. Course Policies and Procedures

Evaluation/Assessment of Competencies

1. The Teacher Candidate will be able to demonstrate the following:  
Within solo and choral literature, demonstrate aural and visual recognition of International Phonetic Alphabet symbols for both English and Italian and demonstrate singer's diction in both verbal and written form. (Comp. #1, 2, 5, & 6)
2. Grades are determined by the following:
  - a. Daily Workbook Assignments and Dictation Quizzes = 75%
  - b. Final Exam = 25%
3. Topic Listing and Sequence
  - a. Using a Phonetic Alphabet
  - b. Singer's Rules for English and Italian Diction
  - c. Transcribing English and Italian Singer's Diction
  - d. Transcription of Song Texts

<u>Dr. Edward Pierce</u> Name of Instructor	<u>MUS 241</u> Course No.	<u>Phonetics for Singers</u> Title of Course	<u>Music</u> Name of Department
<u>MISSION</u> The lifestyle at ORU is rooted in the word “Wholeness.” ORU seeks to educate the whole person, with balanced emphasis placed on the development of the mind, spirit, and body.	<u>MAJOR OUTCOMES</u> Within a Christian/Charismatic Environment, provide students an excellent undergraduate foundation in music.  Provide professional training for a career as a music teacher, performer, composer, and church musician.  Become intellectually aware of a wide variety of music by listening, analyzing, creating, and recreating.  Attain proficiency on a primary instrument and at least functional piano skills, also knowledge and skill in music theory and in music history.  Gain knowledge and skill in these areas to pass along to others.	<u>COURSE GOALS/OBJECTIVES</u> Develop the ability to transcribe from both oral dictation and script using the International Phonetic Alphabet.  Demonstrate aural and visual recognition of International Phonetic Alphabet symbols for both English and Italian.  Demonstrate singer’s diction in both verbal and written form.	<u>ASSESSMENT OF COURSE GOALS</u>  STIMULI: Exams Quizzes Transcription of song texts  CRITERIA: Daily workbook assignments and dictation quizzes 75% Final exam 25%
<u>GENERAL OUTCOMES</u> 1. Spiritual Development 2. Physical Development 3. Communication 4. Analysis 5. Problem Solving 6. Valuing in Decision-making 7. Social Interaction 8. Global Perspectives 9. Effective Citizenship 10. Aesthetic Responsiveness			