

Syllabus for  
**MUS 241—Phonetics and English Diction for Singers**  
1 Credit Hour  
Fall 2010

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 English and Italian vocal literature from both oral dictation and script using the International Phonetic Alphabet.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

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.
2. The correct enunciation techniques and the correct pronunciation of English and Italian text.
3. The correct, consistent musical production of the sounds of the voice related to a variety of vocal and choral literature.
4. The use of Phonetics as a tool to enhance the vocal technique of soloist and vocal ensembles.

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 apply the rules of English and Italian Diction to song literature texts.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks  
Forward/Howard. American Diction for Singers. Alfred Pub. Co., Inc. 2001. ISBN 978-0739018750  
Marshall, Madeleine. The Singer's Manual of English Diction. New York: Schirmer Books, 1953. ISBN 978-0028711003  
Wall/Cladwell/Gavilanes/Allen. Diction for Singers. Pst...Inc. 1990. ISBN 978-1877761515
2. Other  
None

B. Optional Materials

1. Textbooks  
Wong, Harry K., and Rosemary T. The First Days of School. California: Harry K. Wong Publications, Inc., 1998.
2. Other  
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;
  - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. 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.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Departmental Policies and Procedures-See Music Department Student Handbook.

C. Course Policies and Procedures

1. Evaluation/Assessment of Competencies

- a. Grades are determined by the following:
 

1) Textbook Assignments	100
2) Transcription Assignments	100
3) English Song Transcriptions (2)	100
4) Italian Song Transcriptions (2)	100
5) Comprehensive Final Exam	100
6) <b>A</b> = 450-500, <b>B</b> = 400-449, <b>C</b> = 350-399, <b>D</b> = 300-349, <b>F</b> =below 300	
  - c. Assignment are to be handed in at the beginning of the class they are due. Assignments that are turned in late will be lower one letter grade (10% of the point total). Assignments will not be accepted that are more than two class periods late.
  - d. Students are allowed two absences per semester. Students who accrue three absences will receive one letter grade lower than their earned final grade. Students who accrue 4 absences will receive two letter grades lower than their earned final grade. Student with six or more absences will earn a final grade of F for the semester.
2. Whole Person Assessment Requirements  
There are no WPA requirements for this course.

## VI. COURSE CALENDAR

### Unit 1 (Week 1)

1. Read: Forward/Howard, Chapters 1-5, 16  
Marshall, Chapters 1, 2, 4-7, 14 ,19, 29, 31-34,45,46.
2. IPA Symbols:  
*Tongue Vowels*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Identify by sight and sound the above IPA Symbols and demonstrate a correct handling of the \_\_\_\_\_ and \_\_\_\_\_.

### Unit 2 (Week 3)

1. Read: Forward/Howard, Chapter 6,7  
Marshall, Chapters 30, 35-43, 46,47.
2. IPA Symbols:  
*Lip Vowels*                      *Central Vowels*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
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. Read: Forward/Howard: Chapters 8  
Marshall, Chapters 7,45-47.
2. IPA Symbols:  
*Diphthongs*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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. Read: Forward/Howard: Chapters 9-12  
Marshall: Chapters 8-12, 16-18, 21, 23-26.

2. IPA Symbols:

*Fricatives*

*Plosives*

*Affricates*

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

#### Unit 5 (Week 7)

1. Read: Forward/Howard: Chapter 13-15  
Marshall: Chapters 13, 15, 20, 22.

2. IPA Symbols

*Glides*

*Nasals*

*Semi-Vowels*

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

#### Unit 6 (Week 9)

1. Read: Forward/Marshall: Chapters 16-19
2. Pronunciation, Inflection, Expressive Singing
3. Inflect a vocal line with nuance and expression.

#### Unit 7 (Week 10)

1. Lectures on Italian diction and phonetics.
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.

## Course Inventory for ORU's Student Learning Outcomes

### Phonetics and English Diction for Singers MUS 241 Fall 2010

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability				X
1D	Ethical behavior				X
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking			X	
2B	Information literacy				X
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation	X			
2E	Intellectual creativity			X	
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills				X
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship				X
4E	Leadership capacity				X