

Syllabus for
MUS 242—Diction for Singers
2 Credit Hours
Spring 2024

I. COURSE DESCRIPTION

A presentation of principles for the correct pronunciation of French and German texts in vocal literature.

Prerequisite: MUS 241.

II. COURSE GOALS

The purpose of this course is to enable students to accurately and clearly pronounce and sing texts in French and German vocal literature.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon completion of this course, the student will be able to do the following:

- A. Differentiate among the various vowel types.
- B. Differentiate between the diphthongs and glides
- C. Compare French and German Vowels
- D. Differentiate between the various voiced and unvoiced consonants.
- E. Correctly apply the rules of French phonation to the pronunciation of the singing line.
- F. Correctly apply the rules of German phonation to the pronunciation of the singing line.

IV. TEXTBOOK AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks
Wall, Joan. Diction for Singers. Dallas, TX: PST Inc. Publishers. 1990
ISBN 1-877761-51-6
2. Other
None

B. Optional Materials

1. Textbooks
None
2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
2. 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.

3. 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.
4. 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 Handbook.

C. Course Policies and Procedures

1. Evaluation is based on the following:
 - a. Attendance will be taken every class. Students who accrue more than two absences (other than administratively excused) will have their final grade lower one letter grade for each absence beyond two per semester.
 - b. Grades are determined by the following.

1. In class participation	10%
2. Worksheets	10%
3. Transcription and performance of song texts	20%
4. Mid- Term	30%
5. Final	30%
2. Whole Person Assessment Requirements
There are no WPA requirements for this course

VI. COURSE CALENDAR

Week 1-2—Unit I—Forming and Practicing the Sounds

- A. Vowel Classification
 - 1. Forming Vowels
 - a. Open
 - b. Closed
 - c. Mixed
 - 2. Diphthongs
 - 3. Glides
- B. Consonant Classification
 - 1. Plosives
 - 2. Fricatives
 - 3. Nasal
 - 4. Lateral and trilled
 - 5. Affricates

Weeks 3-7—Unit III – German

- 1. Vowels
- 2. Diphthongs and Glides
- 3. Consonants

Weeks 9-15—Unit IV - French

- 1. Syllabification
- 2. Vowels
- 3. Nasals
- 4. Glides
- 5. Consonants
- 6. Elision

Program Outcome Alignment: MUSIC PERFORMANCE

This program contributes to the University 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.

Program Outcome alignment with University Outcomes		Significant	Moderate	Minimal	None
Spiritual Integrity					
Outcome 1	Students will apply a Biblical and Christian Worldview when creating, performing, teaching, worshiping, and analyzing a variety of styles of music.			X	
Personal Resilience					
Outcome 2	Students will demonstrate active engagement and self-motivation in the preparation for recitals, classroom teaching, worship sets, research, audio projects, and presentations in music.		X		
Intellectual Pursuit					
Outcome 3 NASM 8.B.2.a-b	Students will develop the technical performance skills for artistic expression in at least one major performance area at a level appropriate for the major or concentration.	X			
Outcome 4 NASM 8.B.1.c	Students will develop ability to ready at sight with fluency in their major performance area relevant to professional standards for the particular music concentration.			X	
Outcome 5 NASM 8.B.2.a	Students will develop aural skills to identify intervals, melodic structures, chord qualities, and harmonic progressions.			X	
Outcome 6 NASM 8.B.2.a	Students will demonstrate an understanding of the theory, harmonic progressions, and forms of a variety of styles of music when studying, listening, performing, and teaching music.			X	
Outcome 7 NASM 8.B.4	Students will acquire and develop the basic knowledge of music history and repertoire through the present time for a variety Western music cultures and styles.		X		
Outcome 10 Music Performance	Students will demonstrate the ability to read and write the International Phonetic Alphabet (IPA) and the pronunciation rules for singing diction in German and French languages.	X			
Global Engagement					
Outcome 8	Students will engage and analyze music from a wide variety of musical periods including Western and non-Western musical traditions (and worship).				X
Bold Vision					
Outcome 9 NASM 8.B.1.f	Students will demonstrate vision, leadership, and artistry in performance through expression in phrasing, dynamics, articulations, and accepted practice for musical works in a variety of settings including the stage, classroom, therapeutic settings, and worship services.	X			

