A. DESCRIPTION
This course is designed as a comprehensive guide to diction and involves a careful examination of the International Phonetic Alphabet (IPA) and its symbols as they relate to letter combinations and consequent sounds for the clarity and accuracy of singing in the English, Italian, German and French languages. Emphases are on the development of basic notating and language skills, and the translation of sounds into symbols. It is a required course in Diction primarily for students enrolled in the MLA/MSM degree plan.

B. ORGANIZATION
This is a lecture-lab course in which topics are presented by the instructor, practice exercises are explained, and assigned IPA symbolizations are completed by students both during lab periods and outside of class. Students are expected to prepare songs and arias for presentation in class. There is a comprehensive final exam. There is no course prerequisite for the ‘Diction for Singers’ course. Students in this course will proceed to the level of analyzing their own work to a high standard of authentic presentation in any of the four languages. This basic diction course therefore assumes some previous IPA experience or training at undergraduate level, but the initial emphases are on the general classification of symbols and basic procedures to form a review of practices, followed by specific symbols relating to English, Italian, German and French and their application in singing.

C. COURSE OBJECTIVES
1. To re-/introduce students to IPA symbols, diction procedures, and to acceptable standards of performances in English, Italian, German and French.
2. To introduce students to various forms of IPA symbols and the selection of symbols appropriate to specific languages.
3. To provide students with opportunities to develop diction skills in respect to each language, working accurately and correctly for each language.

D. COURSE TOPICS
The course will cover the following topics:
1. Forming and practicing the sounds
2. Lettering and Symbols – general
3. Vowel classification – Tongue, Lip, Mixed, Neutral
5. Diphthongs and glides
6. English
7. Italian
8. German
9. French
10. Applying the sounds – English, Italian, German, French
11. Comparing the languages

E. TEXTS AND REQUIRED SUPPLIES

1. Suggested texts:
   c. Italian, German and French language dictionaries.
   e. “Singers Italian”, by Eva Colomi (Publisher: Schirmer Books, ISBN: 0-02-870620-X)
   g. “German for Singers”, by William Odom (Publisher: Schirmer Books, ISBN: 0028646010)
   i. “To Sing in English” by Dorothy Uris (Publisher: Boosey and Hawkes, ISBN: 0913932000)

2. Supplies: Pen and pencil required.

F. GRADING PLAN

Coursework will be weighted as follows:

1. IPA Assignments/Performance 40%
2. Quizzes/Exercises 20%
3. Final exam 30%
4. Attendance 10%

TOTAL 100%

ASSIGNMENTS:
A symbolization exercise will be assigned for every language. Each assignment will be graded unless there are major errors or omissions and it is returned for correction or completion. Assignments with minor detail or other errors will be graded as submitted, and percentage grades will be given. Assignments may be submitted for re-grading after in class analysis but will not be substituted for grades achieved before in-class analysis. They will be taken into consideration when deciding final grades.

You are expected to perform in class at least once in each language. Students who are not Voice majors will be expected to accompany and critique singers as part of their performance.
Due dates will be given to you for each assignment. Assignments will usually be due at the beginning of class periods on the due dates (unless specifically stated otherwise). Unless you are absent on the day an assignment is due, it will not be accepted later than at the beginning of the class period when it is due. If you are absent from class when an assignment is due, it will be accepted late only if an in-class review has not yet taken place or the assignment has not been returned to other class members and only if an acceptable, written "excuse," is presented. A 10% reduction in grade will be imposed if late. If you cannot attend class when an assignment is due and cannot provide an acceptable written excuse, you should send your assignment to class with a friend, family member, other person, or submit to the above email address by 5.30pm on the due date. You are responsible for checking that the assignment has been received by the instructor. An "acceptable" excuse for an absence is only one which is judged so by the instructor. Due dates will not be changed because of earlier absences.

**QUIZZES:**
There will be some fill in the blank and symbolization-type quizzes in each language. Quizzes will relate to current and previous topics. A quiz may be given at any time during any class period -- immediately after a lecture, at the beginning or end of a class, etc. There will be no make-up quizzes -- not even later during the same class period. Quizzes will be given only to those students who are present when the quizzes are passed out.

**FINAL EXAM:**
The final exam will be comprehensive and will contain short symbolization exercises in each language. It will be given at the time shown at the end of the semester schedule as per UST Final Examinations schedule or in the final class period, depending on the instructor. MLS/MSM students will have additional requirements to be decided.

**ATTENDANCE:**
Attendance will be graded as follows:
No absences – 100%
One absence – 90%
Two absences – 80%
Three absences – 70%
Four or more absences – Fail

Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Likewise, one absence for which advance notice is given by phone, email or in person prior to the class happening will not be figured in the attendance grade.

**GENERAL:**
Your recorded grades will be available for your review at any convenient time. Do remember to keep all assignments and quizzes returned to you so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent.

**G. CLASSROOM RULES OF CONDUCT**

1. No radios or cell phones are allowed in class.
2. No completion of assignments is permitted during lecture periods.
3. Food and beverages should be limited in the classroom. Bring plenty for all.
4. Attendance and concerted work on assignments are required. Work at home will be required in addition.

I. YOUR IDEAS, EVALUATIONS, ETC.
In general, your ideas, comments, suggestions, questions, grade challenges, etc. are welcome. Your discretion in these matters is expected, however. No part of your grade will be based on anything other than your coursework and attendance.

You are encouraged to take advantage of contacting the instructor by email or phone for help with coursework or anything else connected with the course and your progress.

J. SUGGESTIONS FOR SUCCESS
For most students this will not be a "difficult" course. However, there will probably be some students who did well in academic courses where information was most important and who will be surprised at the relative difficulty of this course where language skills and visualization are most important. So do not think that if you are a "B" student you will probably get a "B" in this course. You might get an "A" with relative ease . . . or a "C" with difficulty, and still be (and correctly so) a "B student" in your information-heavy, mainly lecture-type courses.
## TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>HOURS</th>
<th>TOPIC/ACTIVITY</th>
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<tbody>
<tr>
<td>1</td>
<td>5.30-8.15pm</td>
<td><strong>Introduction to the course</strong></td>
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<tr>
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<td><strong>Diction</strong></td>
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<tr>
<td></td>
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<td>- Four main languages for singing</td>
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<td>- Intonation, stress, cadence</td>
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<td><strong>Vowels and consonants</strong></td>
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<td>- Classification and production</td>
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<td>- IPA – definition and introduction to the use symbols</td>
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<td>- Vowel shapes and types – tongue, lip, mixed, neutral, nasalized</td>
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<td>- Monophthongs, diphthongs and triphthongs</td>
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<td>5.30-8.15pm</td>
<td><strong>Consonants</strong></td>
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<td>- Voiced and unvoiced – pairing and pitch</td>
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<td>- Plosives</td>
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<td>- Fricatives</td>
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<td><strong>Diphthongs</strong></td>
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<td>- Definition</td>
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<td>- Symbols and correct transcription</td>
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<td><strong>Glides</strong></td>
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<td>- Definition</td>
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<td>- Symbols for each language</td>
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<td>3</td>
<td>5.30-8.15pm</td>
<td><strong>ENGLISH</strong></td>
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<td>Exercise 1 (English) – SET for In-class review</td>
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<td>Exercise 1 (English) – DUE for in-class review</td>
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<td>BE PREPARED TO SING IN ENGLISH</td>
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<td>Assignment 1 (English) – DUE</td>
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<td>4</td>
<td>5.30-8.15pm</td>
<td><strong>ITALIAN:</strong></td>
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<td>Pre and post stress e/o</td>
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<td>Syllabification</td>
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<td>- Single consonant between 2 vowels</td>
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<td>- Double consonants</td>
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<td>- Two consonants</td>
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<td>- Three consonants</td>
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<td><strong>Stress</strong></td>
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<td>- e and o – pre- and post-stress</td>
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<td>- Penultimate, final, ante-penultimate</td>
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<td>- Third person plural</td>
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<td><strong>Vowels:</strong></td>
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<td>- Constant vowels</td>
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<td>- Variable vowels – open and closed</td>
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<td>- Unstressed e and o</td>
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<td><strong>Stressed e</strong></td>
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<td>- Ending a syllable</td>
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<td>- Preceding a consonant in the same syllable</td>
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<td>- Preceding a double consonant</td>
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<td>- Preceding a vowel</td>
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<td>- Ending a word</td>
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<td>Assignment 1 (English) – DUE</td>
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| 5 (Feb 21st) | 5.30-8.15pm | **ITALIAN:**  
  **Stressed o**  
  ● Ending a syllable  
  ● Preceding a consonant in the same syllable  
  ● Preceding a double consonant  
  ● Preceding a vowel  
  ● Ending a word  
  **Contraction and Apocopeation**  
  ● Definitions  
  ● Examples and common errors  
  **Stressed e and o**  
  ● Exceptions  
  ● Summary  
  **Diphthongs**  
  ● Common diphthongs  
  ● Lesser used diphthongs  
  **Glides**  
  ● Definition  
  ● Italian glides  
  **Diphthongs and glides**  
  ● Recognizing the difference – spelling, i and u, monosyllabic words, polysyllabic words  
  ● Singing diphthongs set to one note  
  **Elision**  
  ● Definition  
  ● Stress  
  ● Use of glottal  
  ● Repetition of vowels  

| 6 (Feb 28th) | 5.30-8.15pm | **Consonants:**  
  **Single consonants**  
  ● Pronunciation and vowels  
  ● Voiced consonants ending a syllable  
  **Double consonants**  
  ● Stop consonants – bb/cc/dd/gg/pp/tt/zz  
  ● Continuing consonants – ff/ll/mm/nn/rr/ss/vv  
  **Other consonant and double consonant rules**  
  **Consonants**  
  ● c/g – hard and soft  
  ● b/d/p/t/st/s  
  ● z/zz and f/h/j/l  
  ● m/n, dentals and r  
  ● qu/v/w/y/gn and [ŋ]  
  **Traps for American singers**  
  ● Pronunciation, diphthongs where they do not exist, single and double consonants, correct vowels, use of glottal  

**Exercise 2 (Italian) – SET for in-class review**
| 7 (Mar 7<sup>th</sup>) | 5.30-8.15pm | Exercise 2 (Italian) – DUE for in-class review  
BE PREPARED TO SING IN ITALIAN |
|---|---|---|
| **GERMAN:** Introduction  
● Special characters - Umlaut and esszett  
● Sung and spoken German – open and closed vowels, open e  
**Vowels**  
● Closed, open, neutral  
● Identification of root stems  
● Stress  
● Vowel quality in root stems  
● Position of closed vowels, exceptions  
● Position of open vowels  
● Diphthongs and glides |
| 8 (Mar 21<sup>st</sup>) | 5.30-8.15pm | Assignment 2 (Italian) – SET  
GERMAN:  
**Consonants**  
● Introduction  
● r/h/ck/double consonants  
● Final b/d/g/s  
**Contraction:**  
● d in contraction  
**Consonants**  
● ch – hard and soft  
● chs, initial c and ch in foreign words  
● b/ck/d/dt/f  
● g/ig/ng  
● h/k/l/m |
| 9 (Mar 28<sup>th</sup>) | 5.30-8.15pm | Exercise 3 (German) – DUE and In-class review  
BE PREPARED TO SING IN GERMAN  
Assignment 3 (German) – SET  
GERMAN:  
**Consonants**  
● n/ng/nk/p/ph/qu  
● r – trilled and flipped  
● s – voiced and unvoiced, initial, final and interior, sch/sp/ss/st  
● t/th/ti/tsch/tz/v/w/x/z  
● Juncture |
| 10 (Apr 4<sup>th</sup>) | 5.30-8.15pm | FRENCH:  
**Syllabification**  
● Placement of consonants  
● Dieresis and combinations – Definition and examples  
**Vowels**  
● [a] and [o] – spelling, usage  
● [i] and [u]  
● Neutral  
● Open and closed e  
● Open and closed o |
<table>
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<tr>
<th>Date</th>
<th>Time</th>
<th>Events</th>
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| 11 (Apr 11th) | 5.30-8.15pm | **FRENCH:** Nasalization  
- When it occurs  
- [ø], [œ], [ェ], [ォ]  
- Exceptions  
**Glides**  
- [u̯] and [w]  
- [j]  
**Consonants**  
- Introduction – final, interior, double  
- Final: b and c, d/f/g/l/m/p/q |
| 12 (Apr 18th) | 5.30-8.15pm | **Consonants**  
- Final r, s, t/x/z and exceptions  
- Initial and interior [b] and [p], [d]/[f]/[t]/[v], [g]/[ʒ]/[k]/[ʃ],  
- Initial and interior [f]/[l]/[m]/[n]/[ɲ], [s], [gz]/[ks]/[z]  
- Orthographic h  
- Liaison and Elision – definition and pronunciation  
- Liaison and nasality  
- rd/rs/rt  
- When to make a liaison, when not to make a liaison  
- L’accent d’insistance |
| 13 (Apr 25th) | 5.30-8.15pm | **Exercise 4 (French) – SET**  
**Exercise 4 (French) – In class review**  
**BE PREPARED TO SING IN FRENCH**  
**Assignment 4 (FRENCH) – SET**  
**Exercise 5 (English) – SET**  
**Exercise 6 (Italian) – SET**  
**Exercise 7 (German) – SET**  
**Exercise 8 (French) – SET** |
| 14 (May 2nd)  | 5.30-8.15pm | **Assignment 4 (French) – DUE**  
**Exercise 5 (English) DUE and In class review**  
**Exercise 6 (Italian) DUE and In class review**  
**Exercise 7 (German) DUE and In class review**  
**Exercise 8 (French) DUE and In-class review** |
| 15 (May 9th)  | 5.30-8.15pm | **FINAL EXAMINATION** |

Assignment 3 (German) – DUE