MEMT 431  CHORAL DICTION FOR MUSIC EDUCATORS  SPRING 2015
Monday/Wednesday 11:00-11:50 A.M.

INSTRUCTORS: James F. Daugherty  
(email: jdaugher@ku.edu)
Office: 448 Murphy Hall
Office Hrs: Mon: Noon-1:00 p.m., Thurs 1:00-2:00 p.m., or by appointment

Alan Martin  
(email: alanmartin@ku.edu)
Office: 565 Murphy Hall
Office Hrs: By appointment

Steve Scott  
(email: s.thomas.scott@ku.edu)
Office: 576 Murphy Hall
Office Hrs: By appointment

COURSE WEBSITE: http://people.ku.edu/~jdaugher; from this home page navigate to Current Courses and then MEMT 431 (user name and password are both "dinky" for protected materials).

PURPOSE: Study of methods to teach and learn diction in choral music contexts. Attention to the International Phonetic Alphabet, acoustic implications of particular phonemes, and contributions of emerging technologies. Applications to various languages, including English, Latin, Italian, and German.

A concomitant purpose of this class is to enable students to learn how to find, i.e., on their own, answers to IPA questions associated with various languages by using the texts of this course. By learning how to use the texts and by compiling note cards or other media that summarize basic information and principles, students will be well served in their later teaching careers. They will already have developed efficient means for preparing transcriptions for their particular classes and ensembles.

TEXTS:

Required:


Wall, Joan. (1989). International Phonetic Alphabet for singers: A
Recommended:

Various Dictionaries: Italian, German, etc. Be sure they have IPA.


NOTE: The Academic Achievement and Advisement Center (AACC) coordinates accommodations and services for all eligible KU students with disabilities. If you have a disability and wish to request accommodations and have not contacted the AACC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064(V/TTY). Information about their services can be found at http://www.disability.ku.edu. Please also contact Dr. Daugherty privately in regard to your needs in this course.

COURSE EXPECTATIONS AND REQUIREMENTS:

1. Miss no more than 2 class periods. Final grade is lowered for the third and each successive absence.

2. Complete readings and assignments on time. Do not, however, engage in busy work. If you already have facility with a particular assignment, do not do every item. For example, you may determine that doing just the odd or even numbers, or every third or fourth example, will suffice for a brief review. Homework exercises per se are not graded. They serve as the basis for class discussion and as the best way to increase your facility and understanding for taking the test in each language. Transcription worksheets for each language, using IPA fonts, are required assignments, and graded simply according to whether you completed them fully on time or not.

3. Download and use on your computer IPA fonts.

4. Take a diction test on each of the languages examined in the course. A grade of 90 or above on each test is necessary to achieve competency. See below for further information on these tests.

5. Complete a mini-project for each of the languages examined in the course. Typically, this project will take one of two forms: (a) Transcribe the text of a chosen choral composition into IPA; (b) Complete a written student-centered lesson plan, strategy, powerpoint presentation, or web module for an aspect of choral diction associated with one or more of the languages studied or with age/ability-appropriate student use of IPA. See below for further information and instructions regarding the mini-projects.
The tentative course calendar is included at the end of this syllabus and posted on the course web site.

Final course grades will be determined by:

Test grades (\(N=4\)): 50%
Note: Only grades of 90 or above will be accepted or recorded. Failure to achieve this competency on each test is equivalent to never having taken the test. You may re-take each test once if necessary.

On-Time Completion of Transcription Worksheets (\(N=4\)): 10%

Mini-Project grades (\(N=4\)): 40%

There is no final examination for this course.

A = 90-100 points; B = 80-89 points; C = 70-79 points; D = 60-69 points; F = 68 points or below. Plus or minus grades may be given at the discretion of the instructor. No incompletes will be given for this course.

Tests are “open book.” You may bring and use during the tests the books of this course, worksheets, your notes, dictionaries, and study aids. You may not use notes written by anyone else. Tests are timed. You will have 40 minutes to complete each test. As you prepare for the tests, then, remember there is a component of “speed” as well as accuracy. You must earn a grade of 90 or above on each test in order to pass the course. You may re-take each test one time, if necessary, to demonstrate that competency.

These projects are intended to make “real world” connections to your teaching context(s). As a choral director, you need not only to know particular dictions yourself, but also be able to teach them effectively to your classes and ensembles. The scope, form, and content of these mini-projects are entirely up to you. The only criteria are: (1) they make sense in terms of your particular teaching and learning objectives in some K-12 or other context; (2) they can be used with your students. Remember also that they should be MINI projects.

Some possibilities for these mini-projects include (but are not limited to):

1. An IPA transcription of a specific composition or negotiated portion thereof that you will be rehearsing with your choir in a form that can be shared with or distributed to students. This piece should normally be taken from the Kansas Choral Music List, but other compositions may be negotiated with the instructor. HINT: If you choose the composition/transcription option,
select the particular piece at the beginning of the unit rather than later, so that you may approach the rules and conventions of a particular language with words and potential teaching challenges from your composition already in mind. Typically, this option has been the most popular one.

2. A set of sequenced warm-up or other vocal exercises based on particular elements of a particular language that incorporate IPA in substantive ways. For this option, include a brief paragraph that contains information on the specific age group, ability level, and vocal skills to be taught.

3. Age/Ability-appropriate ways to enable your students themselves to understand and use pertinent IPA skills, e.g. a set of IPA cartoons, a set of phrases/sayings in IPA that can be used for daily “IPA moments” in rehearsals. For this option, include a brief paragraph that specifies what IPA skills have previously been acquired and what particular skills are addressed/added in this set of cartoons or phrases.

Mini-projects can also be electronically-based, e.g., web-page or powerpoint.

Option: You may wish to use one of the mini-projects to work briefly in a language not covered during the course. For example, if you plan for your choir or class to sing in an African or Far-Eastern dialect, you may use one of the mini-projects to work on that particular diction.

Each mini-project should be accompanied by a brief paragraph explaining how it fits in with your particular teaching and learning goals in some K-12 context, and how it will be used. Electronic projects should be turned in on a disc or other appropriate medium.

Mini-projects completed and turned in on time, but not demonstrating competency, will be returned for one do-over. Mini-projects that are not turned in on time or only partially completed will not be eligible for this do-over option.

TRANSCRIPTION WORKSHEETS

Each unit includes completion of a transcription worksheet. These transcriptions must be completed using IPA fonts and turned in on the date due. You will be able to download these worksheets in .doc format from the course website. Type your IPA transcription ABOVE the given text, spacing/reconfiguring the given text as necessary to yield a clear, readable transcription. Be sure to bracket each line of IPA.

TENTATIVE COURSE CALENDAR & ASSIGNMENTS

Note: Readings listed for the Wall book also include doing the exercises included within the particular pages assigned. You may choose, depending upon your own skills and interests to do these exercises selectively: that is, only even or odd numbers, or skipping altogether those exercises you already understand. Do not engage in busy work with any of the readings. But also be sure you have a working knowledge of the concepts/skills covered. Your objective is to acquire those understandings you will need to pass the unit tests with a score of 90 or above. All Moriarty page numbers are from the 2008 revised edition.
WEEK 1:

Mon, Jan 26:  Course Orientation & Overview
Teaching Choral Diction as Choral Sound
Introduction to IPA

Wed, Jan 28:  Introduction to IPA, continued
Introduction to Ecclesiastical Latin (Roman usage)
Reading/Exercises Due: Wall, 1-15

WEEK 2:

Mon, Feb 2:  Reading/Exercises Due: Wall Workbook
5 Latin vowels (pp 20-27, 36-40, 56-58, 70-78)
Combination consonants (pp 202-204)

Assignment Due: Plan/devise a means to use IPA fonts on your personal computer. Often, newer computers will have IPA characters as part of installed font sets (e.g., "Symbol"). You may also Google "free IPA fonts" and see what options may be currently available (these urls change frequently, so it's best to search for current locations). You can also bring a memory stick to class today to see if your computer might accept an older, no longer available (but free) set of Rogers IPA fonts. NOTE: This process of finding IPA fonts, depending on your computer and your prior experience, can be time-consuming, sometimes frustrating. Allow sufficient time. Enlist the help of a knowledgeable friend if need be. The alternative: purchase IPA fonts.

You may also use the IPA Character Picker (though it may be a slower process):
http://rishida.net/scripts/pickers/ipa/  It will entail copying your IPA into a word processing document and then formatting as needed for your transcriptions.

If you are computer savvy and wish to go this route, see:

Wed, Feb 4:  Reading/Exercises Due: Moriairty, 123-131 (Latin Chapter)
Latin, continued.

WEEK 3:

Mon, Feb 9:  Reading/Exercises Due: Wall Workbook
Eng (pp 156-159)
Enya (p 214)
Esh (pp 174-176)
j glide (pp 187, 192-194)
w glide (pp 196-198)
r glide (pp 188-190)
Latin, continued.

Wed, Feb 11:  Assignment Due: Latin Transcription Worksheet using IPA fonts.
**WEEK 4:**

Mon, Feb 16: Latin TEST.
Latin Project Due.

Wed, Feb 18: Reading/Exercises Due: Moriarty, 82-105
Introduction to Italian

**WEEK 5:**

Mon, Feb 23: Reading/Exercises Due: Wall Workbook
- closed e (pp 28-33)
- closed o (pp 64-68)
- diphthongs (pp 108-120)
- elya (p 216)
- s/z (pp 170-172)
- k/g (pp 142-144)
Review Moriarty pp 82-105, as needed
Italian continued

Wed, Feb 25: Reading/Exercises Due: Moriarty, 106-118
Italian continued: Consonants
Hard and soft: c, g,

**WEEK 6:**

Mon, Mar 2: Italian continued
Reading/Exercises Due: Wall, 128-180 (Consonants)

Wed, Mar 4: Italian continued

**WEEK 7:**

Mon, Mar 9: Assignment Due: Italian Transcription Worksheet using IPA fonts.
Italian continued

Wed, Mar 11: Italian TEST
Italian Project Due

**WEEK 8:**

Mon, Mar 16: SPRING BREAK
Wed, Mar 18: SPRING BREAK
WEEK 9:

Mon, Mar 23: Reading/Exercises Due: Wall Workbook
    Open U (pp 60-63)
    Ichlaut & Achlaut (pp 218-219)
    German Mixed Vowels (pp 208- top 211)
    Unaccented Schwa (pp 94-96)
    Introduction to German

Wed, Mar 25: Reading/Exercises Due: Moriarty, pp 200-223
    German continued

WEEK 10:

Mon, Mar 30: Reading/Exercises Due: Moriarty, 210-223
    German continued

Wed, Apr 1: German continued

WEEK 11:

Mon, Apr 6: German continued

Wed, Apr 8: Assignment Due: German Transcription Worksheet using IPA fonts.
    German continued

WEEK 12:

Mon, Apr 13: German TEST
    German Project Due

Wed, Apr 15: Reading/Exercises Due: Marshall, 1-26, 27-63; Wall Workbook:
    Intro to central vowels (pp 86-89)
    Accented schwa (p 90-93)
    Stressed ur ( pp 98-99)
    Hooked schwa (pp 100-101)
    R-less ur (pp 102-104)
    English Problems & Strategies

WEEK 13:

Mon, Apr 20: Reading/Exercises Due: Marshall 64-94, 120-121
    English continued

Wed, Apr 22: Reading/Exercises Due: Marshall, 133-164
    English continued
**WEEK 14:**

Mon, Apr 27: Reading/Exercises Due: Marshall, 165-198
English continued

Wed, Apr 29: English transcription worksheet will be completed in class.
English continued.
English diction test distributed.

**WEEK 15:**

Mon, May 4: English TEST Due.

Wed, May 6: English Project Due. Everything Due.
Course Evaluation
We're done!

Fri, May 8: Stop Day.