MEMT 823: SEMINAR IN CHORAL DICTION SUMMER 2004

PROFESSOR: James F. Daugherty
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Office: 448 Murphy Hall
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Office Hrs: By appointment

MEETINGS: Monday-Friday, June 8 – 25, 9-11:50 AM each day.

COURSE WEBSITE: http://people.ku.edu/~jdaugher; from this home page click on MEMT 823 (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, French, and German.

TEXTS:

Required:

NOTE: The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do as soon as possible. Please also see the instructor privately in regard to this course.

COURSE EXPECTATIONS AND REQUIREMENTS:

1. Class attendance is strongly encouraged. Due to the intensive nature of this three-week course, one class period equals a week of a regular semester. As a general rule of thumb, miss no more than one class meeting.

2. Complete daily 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.

3. Download and use on your computer IPA fonts.

4. Take a diction test on each of the languages examined in the course.

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 a composition that you will use with your choir into IPA; or (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.

COURSE ASSESSMENT/EVALUATION:

Final course grades will be determined by:

Test grades (N=5): 50%
Mini-Project grades (N=5): 50%

There is no final examination for this course.

GRADING SCALE:

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.

COURSE CALENDAR & ASSIGNMENTS

WEEK ONE:

Tue, June 8: Course Orientation & Overview.
Introduction to IPA.
Introduction to Ecclesiastical Latin.

Wed, June 9: Latin, continued
IPA Forward and Back Vowels, esh, j glide, combo consonants, & enya
Assignments due: Moriarty pp 153-164; Wall pp 20-79, 174-176, 192-194, 202-204, 214-215; download IPA fonts to your computer

Thur, June 10: Latin, continued
IPA Consonants
Assignments due: Wall pp 128-186; Latin transcription worksheet typed using IPA fonts
Fri, June 11:  
**Test on Ecclesiastical Latin**  
**Project on Ecclesiastical Latin due.**  
Introduction to Italian  
Assignments due: Moriarty pp 107-128

**WEEK TWO:**

Mon, June 14:  
Italian, continued  
Assignments due: Moriarty pp 129-149; Wall pp 156-160, 196-198, 216; Italian transcription worksheet using IPA fonts

Tue, June 15:  
**Test on Italian**  
**Italian Project due**  
Introduction to French  
Assignments due: Moriarty, pp 166-185

Wed, June 16:  
French, continued  
Assignments due: Moriarty, pp 186-202; Wall, pp 208-213, 217

Thur, June 17:  
French, continued  
Assignments due: Moriarty, pp 203-219; French transcription worksheet using IPA fonts

Fri, June 18:  
**Test on French**  
**French Project due**  
Introduction to German  
Assignments due: Moriarty, pp 222-231; Wall pp 108-126, 218-221

**WEEK THREE:**

Mon, June 21:  
German, continued  
Assignments due: Moriarty, pp 232-252, German transcription worksheet using IPA fonts

Tue, June 22:  
German, continued  
Introduction to English Problems  
Assignments due: Marshall, pp 1-39

Wed, June 23:  
**Test on German**  
**German Project due**  
English problems, continued  
Assignments due: Marshall, pp 40-121

Thur, June 24:  
English problems, continued  
Assignments due: Marshall, pp 122-194  
Course Evaluations
Fri, June 25:  
Test on English  
English project due

TESTS

Tests are “open book.” You may bring and use during the tests the books of this course, worksheets, your notes and study aids. You may not use notes written by anyone else. Tests are timed. You will have 45 minutes to complete each test.

MINI-PROJECTS

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; (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 portion thereof that you will be rehearsing with your choir in a form that can be shared with or distributed to students.

2. Sequenced warm-up or other vocal exercises based on particular elements of a particular language.

3. Age/Ability-appropriate ways to enable your students themselves to understand and use pertinent IPA skills.

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

You may wish to use one or more of the mini-projects to work briefly in a language not covered during the course. For example, if you plan for your choir to sing in an African or Far-Eastern dialect this coming year, you may use one or more 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 and how it will be used. Electronic projects should be turned in on a disc or other appropriate medium.