Italian Diction Syllabus
Fall 2021

Course Number: MUSI-1160
Course Name: Diction for Singers: Italian
Meeting Time: MW 3:00 - 3:50
Email: fishtod@sfasu.edu
Phone: 936.468.1148
Location: Music Building Room 275
Instructor: Dr. Tod Fish
Office: 126b
Office Hours: appointment

***Instructor reserves the right to alter the syllabus as deemed necessary***

Course Description
1) One semester hour of Italian Diction
2) A study of the phonetic vowel and consonant sounds of Italian and their relationship to one another

Course Objectives
As a result of taking this course:
1) Students will be able to transliterate and sing a given Italian text
   (Transliterate Definition: write or print (a letter or word) using the closest corresponding letters of a different alphabet or language)
2) Students will be able to read, write, and pronounce the International Phonetic Alphabet (IPA) as it applies to the sung Italian language
3) Students will have a head start on singing expressively with idiomatic Italian diction

This course is new to all of you; please be patient. You will understand it in time. I am demanding in my grading, but always fair. I want you ALL to succeed and will do everything in my power to help you. Always seek help when needed.

Required Texts:
All texts may be found at one of our three campus bookstores. Please feel free to get the book from Amazon!

Textbooks: Colorni, Evalina, Singer's Italian: A Manual of Diction and Phonetics
Webster's New World Italian Dictionary

Materials:
The following materials will be assigned to you:
- One portable whiteboard (9x12)
- One dry erase marker
- One eraser
Protocols for masking:
If you are feeling a little ill (i.e. a cold, sore throat, cough, etc.) please wear a mask to school that day. Masking, while ill, will help prevent others in our class from getting sick and allow you to come to class with milder symptoms.

Grading:
Your overall grade will be dependent upon the number of points earned over the course of the semester.
Points will be earned from:
- IPA quiz - (no notes allowed)
- Small quizzes - normally 5-10 questions (all open note)
- Two in-class transliteration projects (possibly delivered virtually)
- Two outside of class IPA transliteration projects
- Final Exam Written
- Final Exam performance
- There will be extra credit for those who need it

***Every point matters in this class! I do not weigh grades differently.***

QUizzes:
There will be small quizzes given periodically over the course of the semester. All quizzes, except the IPA quiz, will be submitted on the due dates listed on your syllabus on D2L. A small review will also be on each weekly lecture form. These grades are small, so please do not panic if you are not doing well on them initially. You will make those points up after the midterm when the larger projects start to happen. All quizzes will be turned in by 11:59 of the due date on D2L.

IPA Quiz: You will memorize the International Phonetic Alphabet and complete the quiz given to you. You must earn 100% on this quiz. You will take/retake the quiz as many times as needed.

Written Final: Il combattimento di Tancredi e Clorinda by Monteverdi - Transliterate the text into IPA. Electronic delivery is mandatory.

Transliteration projects: The class will be given four transliteration projects (outside of class) over the course of the semester. I grade these on the amount of words present in the song or aria, so the amount of points will vary.

Performance Final: You will self-prepare O del mio dolce ardor by Gluck. Each performance will be scheduled individually and intoned (chanted) on a single pitch. The location of this portion of the final is TBD.

Extra Credit: You may submit a transliteration of Mozart’s Dalla sua pace from Don Giovanni. 10 points maximum

EMAIL:
Check your email multiple times a day. It is how we all will communicate with you. Make sure your D2L account is activated.

Attendance: There are no differences between excused and unexcused absences. You will be permitted two absences before your grade is affected. Every absence over two will result in the loss of a letter
grade. Use your absences wisely. If you miss class, you cannot ask questions and gain further understanding.

**Students with Disabilities:**
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Academic Integrity:**
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Semester Grades**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Mental Health Statement**
SFASU values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
3rd Floor Rusk Building
936-468-2401

**SFASU Human Services Counseling Clinic**
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services Room 202
936-468-1041
**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**SEMESTER OVERVIEW:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assigned Reading</th>
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| **Week 1 - 8/23, 8/25:** | | Course introduction, pp. 1 - 14  
IPA introduction and practice  
Importance of diction course  
Opera Stars Listening Assignment | 
| **Week 2 - 8/30, 9/1** | | Vowels sounds in detail, pp. 14 - 30  
Discuss practice writing Quiz | 
| **Week 3 - 9/6, 9/8** | | Wednesday, 9/8 - writing the letters quiz (open notes)  
Vowel sounds in detail continued, pp. 31 - 44 | 
| **Week 4 - 9/13, 9/15** | | Wednesday, 9/15 QUIZ 1 - IPA (NO NOTES)!!! pp. 102 - 120  
Semiconsonants  
Diphthongs/triphthongs | 
| **Week 5 - 9/20, 9/22** | | Wednesday, 9/22 Opera Star Listening Assignment Due  
Consonants overview, pp. 7 - 8  
Consonants in detail, pp. 45 - 50 | 
| **Week 6 - 9/27, 9/29** | | Wednesday, 9/29 QUIZ 2 Due  
Consonants in detail, pp. 51 - 54  
pp. 65 - 80 | 
| **Week 7 - 10/4, 10/6** | | Wednesday, 10/6 Quiz 3 Due  
Consonants in detail, pp. 80 - 97 | 
| **Week 8 - 10/11, 10/13** | | WEDNESDAY, 10/13 COMPREHENSIVE MIDTERM EXAM  
In class  
Consonants and vowel sounds review, pp. 97 - 101 | 
| **WEEK 9, 10/18, 10/20** | | GAME WEEK! Explanation in Class  
Wednesday, 10/20 - Quiz 4 Due  
Putting it all together, pp. 120 - 126 |
Texas All-Level Music Standards

Standard I. The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.

The beginning teacher is able to:
1.1k the standard terminology used to describe and analyze musical sound;*
1.2s perceive performance problems and detect errors accurately;*
1.12s analyze musical performances using standard terminology;

Standard II. The music teacher sings and plays a musical instrument.

The beginning teacher knows and understands:
2.1k methods and techniques for singing and for playing a musical instrument;**
2.3k a varied musical repertoire for vocal and instrumental performance.

The beginning teacher is able to:
2.6s demonstrate basic performance skills on a range of instruments, including voice.
**Standard VI. The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.**
The beginning teacher knows and understands:
6.1k the criteria used to evaluate and critique musical compositions;
6.2k the criteria used to evaluate and critique musical performances and experiences.*
The beginning teacher is able to:
6.4s recognize accurate pitch, intonation, rhythm, and characteristic tone quality;*
6.5s diagnose performance problems and detect errors accurately;*
6.6s offer meaningful prescriptions for correcting performance problems and errors;

**Standard VII. The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.**
The beginning teacher knows and understands:
7.3k a variety of methods for developing an appropriate and effective curriculum and lesson plans for the music class;*
7.5k the importance of helping students develop music skills that are relevant to their own lives;*
7.6k the importance of providing each student with a level of musical self-sufficiency to encourage lifelong enjoyment of music;*
7.7k strategies and benefits of promoting students’ critical-thinking and problem-solving skills in relation to music;*
7.11k the value of and techniques for integrating music instruction with instruction in other subject areas;*
7.12k proper health techniques for use during rehearsals and performances;*
7.13k appropriate literature to enhance technical skills and provide musical challenges;*
The beginning teacher is able to:
7.4s provide instruction that promotes students’ understanding and application of fundamental principles of music;*
7.5s provide each student with varied opportunities to make music using instruments and voice, to respond to a wide range of musical styles and genres, and to evaluate music of various types;*
7.7s teach students to apply skills for forming and communicating critical judgments about music and musical performance using appropriate terminology;*
7.8s provide each student with frequent opportunities to use critical-thinking and problem-solving skills in analyzing, creating, and responding to music;*

**Standard IX. The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.**
The beginning teacher is able to:
9.1k the skills needed to form critical judgments about music;*
9.2k techniques and criteria for ongoing assessment of students’ musical knowledge and skills;*
9.3k the constructive use of criticism when evaluating musical skills or performances.*
9.3s use standard terminology in communicating about students’ musical skills and performances;* and
9.4s offer meaningful prescriptions to correct problems or errors in musical performances.*

**INTASC (Interstate New Teachers Assessment and Support Consortium) Standards Covered for this Course**
Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.