November 20, 2012

**New Course Proposal Form**

1. School of Liberal Arts
   Performing Arts Department: Music
   Perfa 18 Lyric Diction

2. Justification for Course
   In the Past four years the Performing Arts Department’s music program has seen explosive growth in its vocal program. Four years ago there were four voice students, today there are twenty-three. With this program faculty is recognizing softness in the program. Almost every undergraduate voice curriculum offers/requires a course in lyric diction where singers learn to accurately pronounce Italian, French and German in accordance with the International Phonetic Alphabet. It is a time-consuming and laborious discipline. Currently SMC students learn this essential skill inadequately in the course of their private voice lessons, and they are not prepared for graduate school.

2a. Course Objectives:
   To be able to transliterate texts of Italian, French and German songs and arias into the International Phonetic Alphabet, then to sing them correctly and expressively.

2b. Lyric Diction will advance the Performing Arts Department learning outcome (listed on p. 166 of the 2012-13 catalog) that states: “Adapt performance skills both in rehearsal and performance to the technical demands of specific masterworks of various styles and eras, as well as to original/contemporary works. “

2c. The bulk of the assignments will be to transliterate foreign texts and then speak and sing them accurately and expressively. Since the course will not be formally required (for now), Pass/Fail will be allowed.

3. Student Population will primarily be music majors and minors whose emphasis is voice, as well as some singers who are neither majors nor minors. The department intends to offer the course every two years and expects about a dozen students enrolled.

4. Relationship to Present College Curriculum
   This course builds on Perfa 112, 02 private vocal instruction. Many of the students who take it will be members of the SMC Chamber Singers, and the skills they learn in Lyric Diction will directly enrich their ability to sing foreign texts in that ensemble. There will be no impact on courses outside the department.

5. There will be no extraordinary implementation costs.

6. Library Resources: From Sharon Walters
   Review of Library Resources and Information Literacy

Proposed new course: **PERFA 18 – LYRIC DICTION (music)**
The Performing Arts allocation for Library resources is shared between music, dance, and theater and also includes support for the LEAP program. The Library works collaboratively with the Department Chair and/or designated library liaison to develop and maintain an appropriate collection of monographs, serials, media, and electronic resources in support of the four tracts of the Performing Arts curriculum: Music, Dance, Theatre - Performance and Theatre Studies, and Theatre - Technical Theatre and Design. [Library Review, November 2012]

As stated in the Course Proposal, the Library has been aware of the growth in the music program and the corresponding need for more resources to support this growth—specifically music scores and vocal sheet music. To support this need we have added Naxos Sheet Music to our collection of database and have greatly increased our collection of popular song sheet music in support of the Performing Ensembles curriculum. With the increased interest and acquisition of music scores we have also enhanced access to the collections by making “Music scores” a limit feature in Albert, and we have reallocated space to the shelving of the scores, separating the miniature from the standard scores and improving the signage for the collection.

The stated learning objectives of this course are to prepare students for graduate school through a systematic study of singing pronunciation using the International Phonetic Alphabet. In addition to transliteration assignments, students will prepare and perform songs in class, and will listen analytically to recordings of Italian, French, and Germans songs and arias. The Library will be able to obtain one copy of each of the recommended texts, but I am uncertain if our current audio CD collection has the appropriate types and quantities of performances in Italian, French, and German songs to meet the listening expectations for this course. I'm more than happy to work with the Music faculty to identify the strengths and weaknesses of our existing media collection to determine this and to supplement the collection as appropriate.

The Collection:
Books and eBooks in our collection with the following Subject Headings:

**Singing – Diction**
2. Phonetics and diction in singing: Italian, French, Spanish, German [electronic resource]

**Choral singing – Instruction and study**
In addition to our CD Collection the Naxos Music Library database offers a selection of arias and other vocals in French, German, and Italian that may be sufficient to meet the needs of the students in this course.

**Library Instruction / Information Literacy**

7. Course Credit
Lyric Diction will be worth one credit and meet three hours weekly, thirty-nine hours per semester. Out-of-class work will range from 6-12 hours weekly. The class format will be a combination of lecture and vocal performance. When students sing faculty and classmates will assess the quality of the diction.

8. Prerequisites, Co-requisites
There will be no prerequisites; Perfa 112, 02 Private Vocal Instruction will be a co-requisite.

9. A systematic study of Italian, French, and German singing pronunciation using the International Phonetic Alphabet. Strongly recommended for all voice students.

10. Course Content: Tentative Syllabus
The purpose of this course is to help you sing accurately, idiomatically, and expressively in Italian, French and German. You will be introduced to principles of lyric diction, which differ in some ways from those of colloquial speech. We will use the International Phonetic Alphabet (IPA) as a means of presenting and reinforcing the "sonic vocabulary" of the language. Two broad skills that will be emphasized are 1) correct choice of sounds, i.e. the ability to tell from reading an Italian text what sounds you should be saying or singing, and 2) correct execution of those sounds, i.e., doing it

By the end of the semester you will:
be able to transliterate texts of Italian, French and German songs and arias into the International Phonetic Alphabet, then to sing them correctly and expressively.

Required Texts: Wall, Diction for Singers.
Wall, The International Phonetic Alphabet for Singers

Unit 1: Introduction
Unit 2: Italian vowels, diphthongs and consonants
Student presentations and performances
Unit 3: French vowels
Unit 4: French consonants
Student presentations and performances
Midterm Exam
Unit 5: German vowels and diphthongs
Unit 6: German consonants
Student presentations and performances
Final Exam

Homework:
Transliteration assignments
Listening analytically to recordings of Italian, French and German songs and arias
Preparing and performing songs in class
In preparing each song or aria you need to 1) Translate the text literally word for word. 2) Convert the word-for-word translation, when necessary, into readable English. 3) Transliterate the text, 4) Write a paragraph about the context from which your song or aria comes. 5) Make copies of the translations and transliterations for each member of the class as well as for the instructor, 6) Rehearse with your pianist.