

WKS 415/ACY 415A - English Lyric Diction & Introduction to IPA

Summer 2021
Berri Garver

Synchronous online course
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* **Course Description:**

The purpose of this class is to familiarize the student with the International Phonetic Alphabet (IPA), and to understand its application to Standard American English within a lyric setting. Application of that knowledge will be proven through written IPA and listening assignments, as well as one videotaped performance. The format of this class is synchronous online.

* **Course Objectives and Outcomes:**

Students will:

- Gain basic proficiency in the International Phonetic Alphabet (IPA) as related to English diction.
- Gain the ability to transcribe words and texts into IPA.
- Incorporate the precepts of American English pronunciation into musical contexts.
- Learn how to help singers achieve communicative and beautiful English lyric diction.

* **Reference Texts:**

- Kenyon, John S. and Thomas A. Knott. *A Pronouncing Dictionary of American English*. Merriam-Webster, Inc., 1953.
- LaBouff, Kathryn. *Singing and Communicating in English*. Oxford University Press, 2008.
- Marshall, Madeleine. *The Singer's Manual of English Diction*. G. Schirmer, 1946.
- Wall, Joan. *International Phonetic Alphabet for Singers*. Pacific Isle Publishing, 1989

We won't be using a diction textbook for this class, and material will be given in weekly online presentations to correctly identify the sounds that are found in English lyric diction. It is highly recommended that you keep a notebook and take notes during these presentations for reference and to consult for homework/final quiz.

- * **Evaluation and Grading:** Grades will be based preparation of assigned course presentations, completion of written homework assignments and listening assignments, one final quiz and one performance project.

Written Homework Assignments	30%
Listening Assignments	40%
Performance project	10%
Final Quiz	10%
Participation	<u>10%</u>
TOTAL	100%

- * **Written Homework Assignments:** There will be regular written homework assignments and they will constitute 30% of your final grade. These assignments will be constructed to reinforce concepts studied in current sessions.

- * **Listening Assignments:** There will be a total of four listening assignments and they will constitute 40% of your final grade. You will be responsible for listening to the assigned recordings and answering guided questions as provided to you by the instructor. For two of the assignments, you will also provide an IPA transcription of the poem. In addition, you will be asked to share your impressions/findings on the discussion forum. You will be required to post a minimum of two times per discussion (i.e., your own post and responses to at least 1 other student). These posts will constitute your participation grade.
- * **Final Quiz:** There will be a take home final quiz covering the course material that will be due by **Friday, August 6, at 11:59 PM** (Rochester NY time).
- * **Participation:** Consistent attendance to the synchronous class meetings is considered a professional courtesy to all students and the instructor; therefore, attendance will count toward the participation grade. If a student is unable to attend the class on any given day, they are responsible for obtaining missed notes and/or watching recorded Zoom lectures on Blackboard. The rest of the participation grade will be based on posts to the discussion forum.
- * **Performance project:** There will be one performance project which will constitute 10%. This project will be due by **Sunday, August 1, at 11:59 PM.**
 - PART 1: After selecting an American or English art song, you will:
 - Create an IPA transcription of the text. This transcription will be uploaded to Blackboard.
 - PART 2: You will create a video recording of yourself singing your selected song. The video file will be uploaded or recorded directly to VoiceThread.

Guidelines for your video:

- You can be accompanied by a live collaborative pianist **or** you may accompany yourself **or** you can perform with a pre-recorded accompaniment (test the balance so that it's clear in the video recording).
- Camera angle must be set to clearly show your face/mouth.
- Camera must be set up to best avoid distortion of sound during playback.
- Each student has the opportunity to work individually or consult with the instructor, if they choose. Please email me to set up a meeting time.

** All members of the University community have the right to learn and work in a safe environment free from all forms of harassment, including harassment on the basis of sex or gender. Students who have been subjected to sexual harassment, including sexual assault, dating/domestic violence, or stalking, have the right to receive academic, housing, transportation, or other accommodations, to receive counseling and health services, and to make a report about such behavior to the University and to law enforcement. For more information please visit www.rochester.edu/sexualmisconduct.*

** Any student with a documented disability needing academic accommodations should contact the Access Coordinator as early in the semester as possible. All discussions will remain confidential. Please see me within the first two weeks of the semester as well, and I will be happy to work with you to accommodate those needs.*