



College Document # _____

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CATALOG YEAR 2008

(Please use separate form for each add/change)

COLLEGE/SCHOOL :

College of Arts and Sciences
Department of Fine and Performing Arts

Current Catalog Page(s) Affected

323 / 438

Course:

(check all that apply)

Add: X Delete: _____

Change: Number X Title X SCH X

Description _____ Prerequisite _____

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

Program: Add: _____ Change: _____ Attach new/changed Program of Study description and 4-year plan. If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

MUSI 1163 *Diction III French*. One semester hour.

Application of the International Phonetic Alphabet's vowel and consonant symbolization for the production of standard French speech with an emphasis on resonance, breath control, vocal relaxation, posture and other salient aspects of proper / healthy vocal production / training. Consent of instructor.

Justification:

- The requirement for correct pronunciation and vocal technique in the performance of music by singers makes it necessary to study the application of the International Phonetic Alphabet's vowel and consonant symbolization.
- The correct study and application of these in French requires a full semester of study. French is the most difficult language for student singers to master because of the many subtle French sounds and articulatory movements which do not occur in our native English. Additionally, the rules for pronunciation are more difficult to learn and apply due to the myriad exceptions to those rules.
- More time is also needed for application of this knowledge through French art song coaching, due to the fact that French art song is known for its sophistication and difficulty. Without additional course time, students will not be able to satisfactorily perform the required amount of French art song on their senior recital – as required in the degree plan - if they have not taken this class. There is not sufficient time in Applied Lessons alone to address these skills.
- Previously this information was compacted into a semester along with German. Because of the distinct differences between these languages it is proposed to create a new course

geared specifically to the study of French Diction.

- Many university vocal programs require one semester of each language for Singers' Diction and do not combine more than one language into a single semester.
- This course is not required within the degree plans applicable to music, however they may be taken by vocalists to satisfy their Visual / Performing Arts credit under the Core Curriculum.

Minor: Add: _____ Delete: _____ Change: _____ Attach new/changed minor.
If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

Faculty: Add: _____ Delete: _____ Change: _____ Attach new/changed faculty entry.
If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

College Introductory Pages: Add information: _____ Change information: _____
Attach new/changed information. If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

Approvals:	Signature	Date
Chair Department Curriculum Committee	_____	_____
Chair Department	_____	_____
Chair College Curriculum Committee	_____	_____
Dean	_____	_____

Diction III: French
MUSI 1163
Texas A&M International University

Dana H. Crabtree
Instructor of Music
FPA 233A

Course Syllabus

Description: application of the International Phonetic Alphabet's vowel and consonant symbolization for production of French lyric diction with an emphasis on resonance, breath control, vocal relaxation, posture, and other salient aspects of proper/healthy vocal production/training.

Required Text:

Wall, Joan. *Diction for Singers*. Pst Publications, Dallas, TX

Other Materials:

- Small handheld mirror
- Cassette tapes if you wish to record class sessions

Course Learning Outcomes:

Students will be able to:

- Learn to use the International Phonetic Alphabet (IPA) for symbolic representation of spoken and sung sounds in French.
- Apply knowledge of IPA to pronunciation and enunciation of the French language in French art song performance.
- Refine awareness of the movements of the vocal articulators and their effect on speech sounds and singing tone.
- Gain exposure to role models for lyric diction in French.
- Gain fluency, accuracy, and confidence in pronunciation, enunciation, and expression of sung text.
- Develop and apply the concept of lyric diction to both solo and ensemble singing.

Attendance Policy:

Attendance is of the utmost importance in a Diction class, not only due to the large scope of material to be covered, but also because of the subtleties involved in learning to produce very specific sounds. Such skills cannot be learned from reading someone else's lecture notes, therefore students with anything other than excellent attendance will walk away from the class not having learned the required skills.

Grading:

IPA transcription assignments & Quizzes	25%
Attendance and Preparedness	15%
In-class Performances (4)	20%
Midterm	20%
Final	20%
Total	100%

College of Arts and Sciences - Syllabi Guidelines

Classroom Behavior

The College of Arts and Sciences encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The College will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate

others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment.

Copyright laws do allow students and professors to make photocopies of copyrighted materials under strict conditions. You may not copy most, much less all, of a work, but you may copy a limited portion of a work, such as an article from a journal or a chapter from a book. These copies must be for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are both violating the law.

Plagiarism and Cheating

Plagiarism is the presentation of someone else's work as one's own. Recently, the Internet has complicated the picture. Getting something from the Internet and presenting it as one's own is still plagiarism. Copying another student's paper or a portion of the paper - is usually called "copying". Neither plagiarism nor copying will be tolerated. Should a faculty member discover that a student has committed plagiarism, the students will receive a grade of 'F' in that course and the matter may, if necessary, be referred to the Associate Vice President for Student Affairs for possible disciplinary action.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Disabilities Services Coordinator and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

Incomplete Grade Assignments

Incompletes are discouraged and are assigned only under extenuating circumstances. To qualify for an Incomplete, the student must be passing the course and have completed 85-90% of the requirements at the time the Incomplete is approved. In fairness to those students who complete the course as scheduled, only under extremely exceptional conditions will an Incomplete ("I") be changed to an "A".

Independent Study Courses

Independent Study (IS) courses are offered only under exceptional circumstances. The chair of the department is to determine whether the IS will be offered on the basis of the student's and the University's needs, as certified by the University Registrar. No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Student Responsibility For Dropping a Course

"It is the responsibility of the STUDENT to drop the course before the drop date. Faculty are not responsible for dropping students who suspend class attendance".

Final Examination

Final Examinations must be comprehensive and must be given on the day specified.

Student E-mail Address

All students must obtain a TAMU e-mail address