



MUS 146 - 01E
French Diction
Course Syllabus: Spring 2025

Instructor Information

Instructor:	Dr. Matthew Schloneger
Classroom Location:	MUS 214
Office Location:	MUS 233
Office Hours:	Posted Outside of Office
Cell Phone:	316-772-0726
University E-mail:	Matthew.schloneger@tamuc.edu
Preferred Form of Communication:	Email
Communication Response Time:	24 hours

Course Information

Student Learning Outcomes

In this course, students will:

1. Transcribe French text into IPA symbols
2. Accurately read and sing French text *with* IPA symbols
3. Accurately read French text *without* IPA symbols, relying on the rules of French lyric diction learned throughout the course of the semester
4. Prepare word-by-word translations of French into English using resources discussed in class, focusing on understanding vocabulary and basic French grammar
5. Work to develop basic conversational French

Required Textbook & Course Materials

French Lyric Diction Workbook by Cheri Montgomery
Duolingo Classroom – French (free)

Recommended Course Materials

Subscription to Spotify or Apple Music Streaming
French Dictionary with IPA – Hard Copy or
Bookmark App: <https://en.pons.com/translate>

Course Requirements

Instructional Methods

Instructional methods include lectures by the instructor and in-class coaching and performances.

Assessments

Assessment will be based on attendance and participation, quizzes, in-class coachings and performances, assignments, and the final exams. Attendance is required. Quizzes will cover material from class and assigned readings. Quizzes missed due to unexcused absences will not be made up. Assignments will include listening/comprehension worksheets, worksheets prepared by the instructor, assignments from the required workbook, preparation of IPA transcriptions, and preparation of translations from Italian to English.

Grading

A = 900-1000 pts

B = 800-899 pts

C = 700-799 pts

D = 600-699 pts

F = 599 and below

Final grades will be based on the following:

• Class Attendance & Participation:	85 points
• Homework Worksheets (22 @ 10 pts)	220 points
• Weekly Duolingo Assignments (15 @ 8 pts)	120 points
• Song Transcription Projects (2 @ 50 points each):	100 points
• Class performances (2 @ 50 points):	100 points
• Quizzes (5 @ 30 pts):	150 points
• Tests (2 @ 75 points each):	150 points
• Final Performance	<u>75 points</u>
TOTAL	1000 points

Course and University Procedures / Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Attendance Policy

Attendance and participation are required in order to ensure that the course objectives will be met. One unexcused absence will be permitted. Attendance will be taken at each class. Extenuating circumstances regarding absence must be communicated to the instructor in advance. In the case of absence, it is the student's responsibility to find out what he or she missed. Each unexcused absence beyond the first will result in the lowering of the final grade by five percent. Missed exams and quizzes will only be made up if prior arrangements are made with the instructor.

Late Assignments or Work

Late work is accepted but will result in a 50% deduction

Academic Integrity

Students at East Texas A&M are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures: [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Additional policies at the discretion of the faculty member

Classroom Etiquette:

The majority of our work in class will stem from information in Cheri Montgomery's book. The student must have the book with them at every class period. Diction is a complex subject, as it requires an understanding of phonetic sounds. Due to the complexity of the subject's nature, unnecessary or distracting use of electronic devices including laptops, tablets, and cell phones will not be tolerated.

Etiquette/Procedure for Performance Days

On coaching/performance days, singers will perform their assigned repertoire for their peers. All students are required to attend and actively participate/remain engaged in their colleague's performances. Please note that this is not a time to complete work for other classes or to do work on your computer or cell phone. It is important that an encouraging and supportive environment is created.

On Student's Assigned Singing Day:

Students must be prepared to sing in class on their assigned date. Please treat this like a true performance: wear appropriate attire (jury/professional attire). At the beginning of a performance, the student will clearly announce their name, their song or aria, and the composer. Additionally, before they sing, the student will read their text as a poem. Students must email the instructor a word document (not a PDF) containing the text of their song/aria (see course schedule for date). The student must bring a clean copy of their music (double-checking that all of the notes in the piano and voice part are on the page) in a binder for the accompanist. Students should refrain from using plastic page protectors.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, contact the Office of Student Disability Services at 903-886-5150, 903-886—5835; email studentdisabilityservices@tamuc.edu; online at [Office of Student Disability Resources and Services](#); or in-person in Room 162 of the Velma K. Waters Library.

Tenets of Common Behavior

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook);

Campus Concealed Carry Statement

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been

issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedure/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf> and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Course Calendar

Due Date	Chapters/Units Covered	Assignment Due	Quizzes/Exams/Performances
Jan 14	Intro to French Diction & Syllabus; Unit 1- IPA	Assignment (Due January 21): Get a copy of the text book, communicate with your applied voice teacher about a French Song/Aria assignment for the semester	
Jan 16	Unit 2: closed front [i] and [j]	Unit 1: pages 7-14; Log into Duolingo classroom & complete 1 st 30 minutes	Vowel quiz
Jan 21	Unit 3: closed front [e]	Unit 2, [i] and [j]: pages 18-26	Singing quiz, p 14, Unit 2 Homework
Jan 23	Unit 4: open front [ɛ] Unit 5: bright [a]	Unit 3, [e]: pages 30-38; Weekly Duolingo	
Jan 28	NO CLASS – Study Day: Review: Units 1-5	Submit Homework Unit 4, [ɛ]: pages 42-50 & Unit 5, [a]: pages 54-61 on D2L	
Jan 30	Performance Class with Dr. Scaggs	Study for Quiz Units 1-5; Weekly Duolingo	Units 1-5 Quiz; Performance Class
Feb 4	Unit 6: dark [ɑ]; Spoken language practice	Song Transcription 1 due	Song Transcription 1
Feb 6	Unit 7: open back [ɔ]	Unit 6, [ɑ]: pages 66-74; Weekly Duolingo	
Feb 11	Unit 8: closed back [o]	Unit 7, [ɔ]: pages 78-86	
Feb 13	NO CLASS -TMEA	Weekly Duolingo	

Feb 18	Unit 9: closed [u]/Review: units 2-9	Unit 8, [o]: pages 90-98	Performance Class
Feb 20	Unit 10: closed [y]	Unit 9, [u]: pages 102-115, 116; Weekly Duolingo	Units 2-9 Transcription Quiz
Feb 25	Unit 11: closed mixed [ø]	Unit 10, [y]: pages 120-126	Performance Class
Feb 27	Unit 12: open mixed [œ]	Unit 11, [ø]: pages 130-138; Weekly Duolingo	Performance Class
Mar 4	Review: Units 2-12	Unit 12, [œ]: pages 142-149	Performance Class
Mar 6		Study for Midterm: page 150; Weekly Duolingo	Midterm
Mar 10-15	SPRING BREAK		
Mar 18	Unit 13: Schwa [ə]		Performance Class
Mar 20	Unit 14: Dark nasal [ã]	Unit 13, [ə]: pages 154-162; Weekly Duolingo	Performance Class
Mar 25	Unit 15: Closed back nasal [õ]	Unit 14, [ã]: pages 166-174	Performance Class
Mar 27	Unit 16: Open front nasal [ɛ̃]	Unit 15, [õ]: pages 178-184; Weekly Duolingo	Performance Class
April 1	Unit 17: Open mixed nasal [œ̃]	Unit 16, [ɛ]: pages 188-196	Performance Class
April 3	Review: Units 13-17	Unit 17, [œ̃]: pages 200-207; Weekly Duolingo	Performance Class
April 8	Unit 18: Semivowels	Study for quiz: page 208	Units 13-17 Transcription Quiz
April 10	Unit 19-20: Consonants/Liaison	Unit 18, [j][w][ɥ]: pp 212-220; Weekly Duolingo	Performance Class
April 15	Unit 21: Forbidden Liaison	Units 19-20: pages 225-248	Performance Class
April 17	Transcription within the phrase	Unit 21, Liaison: pages 251-264; Weekly Duolingo	Performance Class
April 22	Review for final	Unit 21, continued; Choral transcription Due	Performance Class

April 24	Review continued	Review: pages 265-267; Weekly Duolingo	Performance Class
April 29	Singing Final	Final In-Class Performances	Final Singing Exam
May 1	Written Final	Study for final: pages 265- 267; Weekly Duolingo	Written French Exam