

University of North Texas  
 College of Music  
 MUAG 1905.002: Spanish and English Diction  
 Fall 2025  
 Tuesday/Thursday, 10:00-10:50 am, M290

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## SYLLABUS

### COURSE DESCRIPTION:

An introduction to the principles and techniques of performing texts in English and Spanish, with emphasis on:

- 1) *aural skills* (developing the ability to listen in an informed and active way to spoken and sung English and Spanish);
- 2) *reading and writing skills* in English and Spanish and in the International Phonetic Alphabet; and
- 3) *oral/vocal skills* (speaking, intoning, and singing English- and Spanish-language texts and phrases).

### COURSE MATERIALS

There are no required textbooks for this course. Class materials will be on Canvas. You are expected to have complete access to all class materials on Canvas for every class period.

The following three books are highly recommended for you, but you are not required to purchase them or bring them to class:

- 1) Kathryn LaBouff, *Singing and Communicating in English: A Singer's Guide to English Diction*, Oxford University Press, 2007.
- 2) Kristin Linklater, *Freeing the Natural Voice*, Drama Publishers, 2006.
- 3) Nico Castel, *A Singer's Manual of Spanish Lyric Diction*, Excalibur/Leyerle, 1994.

### GRADING CRITERIA

Grading Scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- E = 50-59%

Your **final grade** will be computed as follows:

#### 1. **Performance** 70%

There are 14 performance assignments; see p. 3 for a description of each. For each assignment, you will be graded on the quality of your preparation and performance, on how easily you absorb instruction, and on your overall improvement throughout the semester. Note that you will continue to have opportunities until the end of the semester to repeat performances for a higher grade. I will also be completely available to coach you individually at your convenience.

**2. Written Assignments 15%**

There will be 11 written assignments; see p. 4 for a description of each. All written assignments are due at 11:59 pm on the date listed in the Class Schedule. Assignments must be submitted by their due date and time in order to receive full credit. Late assignments will receive a *maximum* grade of 50%. Please submit early if possible! You may submit a written assignment in Canvas or by emailing it to me. Please type; handwritten assignments will not be accepted.

**3. Class Participation + Attendance 15%**

This portion of your grade reflects your contribution to the life of the class. You must participate actively in class discussions, and your participation should have a positive effect on the overall flow of each class period. This portion of your grade also reflects your attendance. The course attendance policy is as follows: you are allowed *one unexcused absence* in the semester. Additional absences—and tardiness—will result in a substantial lowering of this portion of your final grade.

**MUAG 1905****English and Spanish Diction****PERFORMANCE ASSIGNMENTS****70% of final grade**

- P1-2 Perform 2 separate poems from the file entitled "Poems in English to read aloud"
- P3 Perform William Shakespeare's "Orpheus with his lute" *from memory*
- P4 Perform the text of "No quiero tus avellanas"
- P5 Perform Langston Hughes' "I, Too" *from memory*
- P6 Perform José Martí's "Cultivo una rosa blanca"
- P7 Perform Emily Dickinson's "Will there really be a Morning" *from memory*
- P8 Perform Gabriela Mistral's "Apegado a mí"
- P9 Perform (speak and sing) Leonard Bernstein's "Make Our Garden Grow" *from memory*
- P10 Perform (speak and sing) José Calderón's "Eres tú" *from memory*
- P11 Perform (speak and sing) your first selection [English] *from memory*
- P12 Perform (speak and sing) your second selection [Spanish] *from memory*
- P13 Perform (speak and sing) your third selection [English] *from memory*
- P14 Perform (speak and sing) your fourth selection [Spanish] *from memory*

The performance assignments are intended to provide benchmarks for your growth in the field of English- and Spanish-language public speaking and singing. Please note the following:

- a) *Always* begin with meaning. The sounds themselves will never be right if you don't know what the words mean...And the inflections, flow, dramatic integrity? No way! If you don't know what you're saying, none of that is possible—only some very impressive fakery!
- b) Practice efficiently and effectively—and patiently! Be sure to speak *out loud* as much as possible. Repetition is incredibly important...but be sure you are repeating the material with awareness and intelligence. Record yourself; use a mirror when possible; avoid physical tension.
- c) Your preparation and my guidance should result in a substantial improvement in your *ear* and *eye*: how you process both verbal information *and* written information.
- d) The performance focus in this class will be on delivery of the text, not on vocal technique.
- e) I will gladly provide you with recordings of the piano parts for any of your selections. Feel free to experiment with a variety of keys, etc.
- f) Every time you undertake a performance assignment, I will give you feedback that will include specific comments and a number grade. As stated on p. 1, you will have until the end of the semester to "lock in" your grade for each performance assignment.
- g) I intend to be *always* available to you to answer any question or concern and for individual coaching on any performance assignment. Please take advantage of this offer. Regardless of the level of your experience and comfort with the material, I am absolutely confident that you can succeed in this course. But the key to this, I'm convinced, is patient encouragement and personalized attention. My goal is to do all I can to create a positive and affirming atmosphere in class and in individual sessions.

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**WRITTEN ASSIGNMENTS**  
**15% of final grade**

**PLEASE NOTE: no hand-written assignments will be accepted**

**W1: Questionnaire — see sample on pp. 5-6**

Your answers to these questions will help me get to know you better as I prepare to coach you on English diction. I will share no part of your questionnaire with anybody else. My intent is to be able to help you more thoroughly and specifically. At no time should you feel any pressure to answer or share more than you feel comfortable with. This means that you have absolute freedom to leave questions blank as you see fit and/or to give incomplete or partial answers.

**W2: Recording of your singing**

Submit (on Canvas or by email) a recording of your singing [in any language—audio or (preferably) video]. This will help me as I make repertoire suggestions.

**W3, W5, W6: Reading Quizzes A, B, and C**

Submit a quiz on an assigned reading. More importantly, please read patiently and carefully.

**W4: Your Selections — see sample on p. 7**

After consulting with your voice teacher, please submit a list of your selections 1-4 (P11-P14). For each selection, be sure to include: title of selection, title of larger musical work (if applicable), name of composer, name of poet/librettist, title and author of literary work on which the musical work is based (if applicable), and name of character if the musical work is a dramatic one.

**W7, W8, W9, W10: Papers on P11, P12, P13, and P14**

Discuss the text of each of your four selections. Please let the tone be personal rather than academic. Maximum length: 1.5 pages.

**W11: Final Paper**

Discuss one or more topics in relation to this course. Maximum length: 1.5 pages. Please be adventurous in selecting the paper's structure and tone. Humor and creativity are encouraged. *Papers may not be boring!*

**MUAG 1905****English and Spanish Diction****W1 QUESTIONNAIRE: Sample**

1. What is your name? **Lucy Sky Diamond**
2. What is the name by which you would like to be addressed in class? **Luz**
3. What pronouns do you use for yourself? **they/them**
4. What is your voice type? **bass-sopranino**
5. What is your telephone number? I will only use it to communicate about this course, and I won't share it with anyone else. **I'd rather not release it...please communicate with me only by email.**
6. What is your email address? I will only use it to communicate about this course.  
**Luz.Diamond@my.unt.edu**
7. What is your hometown? In other words, where you would like to be thought of as being "from"? Messy or complicated answers are welcome. **Austin, Texas (spent first 11 years in Michigan)**
8. What is your year in school? **Sophomore**
9. What is your major? **Choral Music Education**
10. Who is your voice teacher or major music teacher at UNT? **Molly Wilson**
11. What is your principal choral ensemble at UNT? **A Cupuncture**
12. What are your professional goals? **teach high school choir/win the lottery**
13. Outline your formal language study [i.e. courses taken, teachers studied with, etc.]. Please be specific.  
**Middle school: 1 year of Spanish**  
**High school: 2 years of Spanish**  
**AP English (5 in grammar, 4 in literature)**  
**sang Italian, German, and French in voice lessons and performances**  
**College: 1 semester of German**  
**English minor**
14. Outline your informal exposure to language. Please be specific.  
**18 years of English**  
**My grandparents speak Spanish, and I grew up hearing it (but not speaking it)**  
**Some summers in México**  
**One summer workshop in Italy (before freshman year in college)**  
**Some Duolingo Spanish and French**

15. Evaluate your strengths and advantages in studying English and Spanish diction.

early exposure to languages  
 excellent ear/eye and ear/mouth coordination—I'm a natural mimic  
 I've always been fascinated by languages

16. Evaluate your challenges and disadvantages in studying English and Spanish diction.

childhood speech impediment—had 1 year of speech therapy  
 I just can't roll my r's  
 my Spanish teachers in middle school and high school weren't very good  
 I get very flustered trying to imitate sounds, accents, and inflections—it really triggers  
 some strong emotions due to being berated by my HS voice teacher  
 I don't really "get" IPA—it's almost incomprehensible to me!  
 I'm not a good public speaker...would rather *sing* it than *speak* it!

17. Please list English-language vocal repertoire you have performed and/or studied. Be as thorough as you can.

innumerable English songs in church and school choir  
 Laurie's Song  
 Heart, we will forget him  
 Sometimes I Feel Like a Motherless Child  
 Nobody Knows the Trouble I've Seen  
*Cats* in high school theater

18. Please list Spanish-language vocal repertoire you have performed and/or studied. Be as thorough as you can.

Estrellita  
 Bésame mucho  
 Del cabello más sutil

19. Please list any scheduling issues or potential conflicts I should be aware of.

I will miss class on Tuesday, September 16 because I'll be celebrating the combined birthdays of  
 Hildegard von Bingen and B. B. King  
 I will miss class on Thursday, September 28 because of a medical appointment  
 I won't be able to get out of bed on Thursday, October 9  
 Because of my work schedule, I'm not sure I can attend the class recital on November 19  
 I won't be available the week of December 1 because I'll have to recover from Thanksgiving  
 I plan to be seriously ill on Tuesday, December 9...still not sure whether this will result in:  
 a. my missing class; or  
 b. my coming to class and doing my best to infect everyone

20. Please list any themes you are attracted to and any themes you would rather avoid.

I prefer to sing only about dinosaurs  
 Please no love songs—I *hate* love!!!  
 Also, nothing remotely funny—humor is for the mentally weak

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**W4 YOUR SELECTIONS: Sample**

**P11**

"Lightly stepped a yellow star" from *In Reverence*

music by Juliana Hall

poem by Emily Dickinson

**P12**

"Adela"

music by Joaquín Rodrigo

text: anonymous

**P13**

"Embroidery in childhood" from *Peter Grimes*

music by Benjamin Britten

libretto by Montagu Slater, based on "The Borough" by George Crabbe

character: Ellen Orford

**P14**

"De este apacible rincón de Madrid" from *Luisa Fernanda*

music by Federico Moreno Torroba

libretto by Federico Romero and Guillermo Fernández-Shaw

character: Javier

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**CLASS SCHEDULE**

| <b>DATE</b>                   | <b>PERFORMANCE ASSIGNMENTS</b>         | <b>WRITTEN ASSIGNMENTS (due 11:59 pm )</b>                    |
|-------------------------------|----------------------------------------|---------------------------------------------------------------|
| <b>AUGUST</b><br>Tuesday 19   | INTRODUCTION: Poetry                   | W1: Questionnaire<br>W2: Recording of your singing            |
| Thursday 21                   | P1: Poems to read aloud a              |                                                               |
| Tuesday 26                    | P2: Poems to read aloud b              | W3: Reading Quiz A                                            |
| Thursday 28                   | P1-2: Poems to read aloud a-b          |                                                               |
| <b>SEPTEMBER</b><br>Tuesday 2 | P3: Orpheus with His Lute              |                                                               |
| Thursday 4                    | P3: Orpheus with His Lute              | W4: Your Selections                                           |
| Tuesday 9                     | P4: No quiero tus avellanas            |                                                               |
| Thursday 11                   | P4: No quiero tus avellanas            |                                                               |
| Tuesday 16                    | P5: I, Too                             | W5: Reading Quiz B                                            |
| Thursday 18                   | P5: I, Too                             |                                                               |
| Tuesday 23                    | P6: Cultivo una rosa blanca            |                                                               |
| Thursday 25                   | P6: Cultivo una rosa blanca            | W6: Reading Quiz C                                            |
| Tuesday 30                    | P7: Will there really be a Morning?    |                                                               |
| <b>OCTOBER</b><br>Thursday 2  | P7: Will there really be a Morning?    |                                                               |
| Tuesday 7                     | P8: Apegado a mí                       |                                                               |
| Thursday 9                    | P8: Apegado a mí                       |                                                               |
| Tuesday 14                    | P9: Make Our Garden Grow               | W7: Paper on P11 (your 1 <sup>st</sup> selection)             |
| Thursday 16                   | P10: Eres tú                           |                                                               |
| Tuesday 21                    | P11: your 1 <sup>st</sup> selection    |                                                               |
| Thursday 23                   | P11: your 1 <sup>st</sup> selection    |                                                               |
| Tuesday 28                    | P11: your 1 <sup>st</sup> selection    | W8: Paper on P12 (your 2 <sup>nd</sup> selection)             |
| Thursday 30                   | P11: your 1 <sup>st</sup> selection    |                                                               |
| <b>NOVEMBER</b><br>Tuesday 4  | P12: your 2 <sup>nd</sup> selection    |                                                               |
| Thursday 6                    | P12: your 2 <sup>nd</sup> selection    |                                                               |
| Tuesday 11                    | P12: your 2 <sup>nd</sup> selection    | W9: Paper on P13 (your 3 <sup>rd</sup> selection)             |
| Thursday 13                   | P12: your 2 <sup>nd</sup> selection    |                                                               |
| Tuesday 18                    | P13: your 3 <sup>rd</sup> selection    |                                                               |
| <b>Wednesday 19</b>           | <b>Class Recital:<br/>6:30-8:30 pm</b> | <b>Recital Hall<br/>attendance and participation required</b> |
| Thursday 20                   | P13: your 3 <sup>rd</sup> selection    |                                                               |

|                                            |                                                                                                                       |                                                    |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| <b>DECEMBER</b>                            |                                                                                                                       |                                                    |
| <b>Tuesday 2</b>                           | P13: your 3 <sup>rd</sup> selection                                                                                   | W10: Paper on P14 (your 4 <sup>th</sup> selection) |
| <b>Thursday 4</b>                          | P14: your 4 <sup>th</sup> selection                                                                                   |                                                    |
| <b>Wednesday 10</b>                        |                                                                                                                       | W11: Final paper                                   |
| <b>Thursday 11</b><br><b>8:00-10:00 am</b> | <b>FINAL EXAM time (2 hours)</b><br>P14: your 4 <sup>th</sup> selection<br>please plan to stay for the entire 2 hours |                                                    |

**\*\*updated for Fall 2025\*\***

## **Course Syllabi Information**

**For complete information on course syllabi requirements, please see the [university's policy](https://policy.unt.edu/policy/06-049).**

**(<https://policy.unt.edu/policy/06-049> )**

**In addition to the information below, course syllabi should minimally include the following information:**

- Course Title and Course Number
- Course Objectives
- Instructor Office Hours
- Attendance Expectations
- Grading Criteria
- Statement on timely return of student work, particularly final exams or final projects
- Statement that students should not schedule their end-of-semester jury against a regularly scheduled class
- For Faculty, Teaching Fellows and Adjuncts:
  - ✓ All undergraduate syllabi for lecture courses are required by law to be available to the public. **At UNT, undergraduate syllabi for lecture courses should be uploaded into the Faculty Information System by the 7<sup>th</sup> class day.**
    - To access the Faculty Information System, go to your my.unt home page. Under the Faculty Tab, click on Faculty Information System.
  - ✓ UNT requires that all graduate course syllabi to be uploaded into FIS.

***Rather than including the text for the information below, it is also an option to include the links in course syllabi and review the information on the first day of class.***

### **ACADEMIC INTEGRITY**

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students (Office of Academic Integrity), who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class

without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

See: [Academic Integrity](#)

LINK: <https://policy.unt.edu/policy/06-003>

### **STUDENT BEHAVIOR**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc.

See: [Student Code of Conduct](#)

Link: <https://deanofstudents.unt.edu/conduct>

### **ACCESS TO INFORMATION – EAGLE CONNECT**

Your access point for business and academic services at UNT occurs at [my.unt.edu](http://my.unt.edu). All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect.

See: [Eagle Connect](#)

LINK: [eagleconnect.unt.edu/](http://eagleconnect.unt.edu/)

### **ODA STATEMENT**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter. You can now request your Letters of Accommodation ONLINE and ODA will mail your Letters of Accommodation to your instructors. You may wish to begin a private discussion with your professors regarding your specific needs in a course. Note that students must obtain a new letter of accommodation for every semester. For additional information see the Office of Disability Access.

See: [ODA](#)

LINK: [disability.unt.edu](http://disability.unt.edu). (Phone: (940) 565-4323)

**Health and Safety Information**

Students can access information about health and safety at:

<https://music.unt.edu/student-health-and-wellness>

**Registration Information for Students**

See: [Registration Information](#)

Link: <https://registrar.unt.edu/students>

**Academic Calendar, Fall 2025**

See: [Fall 2025 Registration Information](#)

Link: <https://registrar.unt.edu/registration/fall-academic-calendar.html>

**Final Exam Schedule, Fall 2025**

See above

**Financial Aid and Satisfactory Academic Progress**Undergraduates

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total hours registered. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

Students holding music scholarships must maintain a minimum 2.5 overall cumulative GPA and 3.0 cumulative GPA in music courses.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. It is recommended that you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course before doing so.

See: [Financial Aid](#)

LINK: <http://financialaid.unt.edu/sap>

Graduates

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 3.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Music scholarships require a 3.5 cumulative GPA. Students cannot exceed maximum timeframes established based on the published length of the graduate program. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. It is recommended you schedule a meeting with an academic advisor in your college, an advisor in UNT-International or visit the Student Financial Aid and Scholarships office to discuss dropping a course.

See: [Financial Aid](#)

LINK: <http://financialaid.unt.edu/sap>

### **RETENTION OF STUDENT RECORDS**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates.

See: [FERPA](#)

Link: <http://ferpa.unt.edu/>

### **COUNSELING AND TESTING**

UNT's Center for Counseling and Testing has an available counselor for students in need. Please visit the Center's website for further information:

See: [Counseling and Testing](#)

Link: <http://studentaffairs.unt.edu/counseling-and-testing-services>.

For more information on mental health resources, please visit:

See: [Mental Health Resources](#)

Link: <https://disparities.unt.edu/mental-health-resources>

### **ADD/DROP POLICY**

Please be reminded that dropping classes or failing to complete and pass registered hours may make you ineligible for financial aid. In addition, if you drop below half-time enrollment you may be required to begin paying back your student loans. See Academic Calendar (listed above) for additional add/drop Information.

Drop Information: <https://registrar.unt.edu/registration/fall-academic-calendar.html>

**STUDENT RESOURCES**

The University of North Texas has many resources available to students. For a complete list, go to:

See: [Student Resources](#)

Link: <https://success.unt.edu/aa-sa-resources>

**CARE TEAM**

The Care Team is a collaborative interdisciplinary committee of university officials that meets regularly to provide a response to student, staff, and faculty whose behavior could be harmful to themselves or others.

See: [Care Team](#)

Link: <https://studentaffairs.unt.edu/care-team>