

TRE 250: Voice and Diction

Monday/Wednesday 11:00-11:50am

Professor: Ronda Rice Winderl, Ph.D.
Office and Hours: Cabrillo 201 (849-2687)
MW 8:30-9:50am, and by appointment

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COURSE DESCRIPTION:

Study of and practical exercise in refining responsive vocal and articulatory mechanisms for quality speech production and the development of a professional speaking voice. Presentations and applications may be made from stage, film and broadcasting materials.

LEARNING OUTCOMES (from the Voice and Speech Trainers Association):

By the end of this course, you will be developing:

1. inconspicuous, efficient breathing habits speaking in any situation. (diaphragmatic breathing)
2. the ability to control the efficient utilization of outgoing breath. (controlled exhalation)
3. the ability to habituate your optimum pitch.
4. a flexible and appropriate range in pitch using high medium and low areas of the range.
5. a pleasant voice quality with adequate resonance, free from tension, breathiness, or nasality.
6. a relaxed, efficient loudness.
7. the ability to control a variety of appropriate usable voice qualities.
8. the ability to control a range of appropriate loudness.
9. the ability to control maximum projection with adequate pharyngeal resonance (open throat).
10. a flexible inflection pattern that adequately amplifies the speaker's intention in meaning without monotony, artificiality, or a set inflection pattern.
11. changes of tempo or rate appropriate to intended meaning.
12. an ability to recognize and produce vowels and consonants in connected speech with accuracy and smoothness.
13. the ability to control General American Speech.
14. the ability to sight read intelligently and smoothly.
15. the ability to respond to meaning and emotion of words while reading:
through intelligent phrasing: through appropriate pitch, quality, loudness, rate, inflection.
16. the ability to apply appropriate voice and speech standards to sight reading, prepared reading, conversation, dramatic interpretation, and public speaking.

REQUIRED TEXT:

Mayer, Lyle V. Fundamentals of Voice and Articulation. Fourteenth Edition. New York, NY: McGraw-Hill Companies Inc., 2008.

RECOMMENDED:

Rodenburg, Patsy. The Actor Speaks. New York: St. Martin's Press, 2000.

Hyde, Stuart. Television and Radio Announcing. Boston, MA: Houghton Mifflin Co., 2004.

ELECTRONIC DEVICES:

Cell phones must be disabled during class (no texting) and laptops or other devices used only for note-taking (in the front row and visible to instructor, wifi disabled.) Other use will heavily impact the class participation portion of your grade.

COURSE REQUIREMENTS:

1. Thorough reading of assigned portions of text on date assigned, evidenced through active discussion and application of concepts (evaluated through unannounced quizzes as required). This is a course focused on developing your voice, so you are expected to discuss the concepts from your readings and fully participate in the life of the class. Your active contributions and involvement are essential.
2. Prompt, regular class attendance. More than 2 absences will seriously affect the class participation portion of your final grade. Students who arrive late or leave early will be marked for 1/2 an absence. Assignments missed due to absence may not be made up. Arrangements must be made ahead of time to make up work due to absences excused by the Provost.
3. Conscientious drill work, exercises and regular practice for vocal improvement as assigned.
4. Prepared readings presented on date assigned, and analytical evaluations of peers.
5. Unannounced quizzes over reading and class material as needed, and an IPA Quiz. Bringing your text each session and taking detailed class notes will be an expected part of participation, and essential for quiz and final project preparation.
6. Final oral exam project consisting of an extensive prepared reading (4-5 min.) and detailed critical evaluation of that taped reading assessing growth, remaining goals for voice improvement, and application of all material introduced in the course (5-8 pp.) Project due on or before the last day of class.

GRADE COMPUTATION:

	Points
50% Prepared Readings (5)	500
20% Active Class Participation, Attendance	200
20% Final Exam Project	200
<u>10% IPA Quizzes</u>	<u>100</u>
100%	1000

- A: Indicates excellent work that reflects thinking, creativity, individuality, and a very high level of intellectual application.
- B: Indicates good work that reflects a thorough understanding of theory but is lacking in individual thinking and creativity.
- C: Indicates work that reflects a satisfactory completion of the assignment as directed, but is lacking in thoroughness, individual thinking, and creativity.
- D: Indicates work that reflects a lack of understanding of theory and/or fails to fulfill the assigned tasks.
- F: Indicates work that reflects an inability or unwillingness to do the assigned task.

ACADEMIC ACCOMMODATIONS

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the instructor during the first two weeks of class and provide approved documentation and verification of need. The Academic Support Center is available to students for a variety of tutorial needs.

ACADEMIC HONESTY AND PLAGIARISM *“Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations...A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course.” (see catalogs for full text)*

COURSE SCHEDULE

DATE	TOPIC	READING DUE	ASSIGNMENT
1/8	Course orientation and overview	Syllabus	
1/9	Record voices for analysis	Chapter 1	Bring a tape
1/14	Audit recordings- discuss voice issues	Chapter 1, 2	Self-analysis, profile
1/16	Breathing and physical production	Chapter 2	Exercises
1/23	Relaxation, Quality	Chapter 3 (29-37)	“ “
1/28	Alexander/Linklater approaches	Handout	“ “
1/30-2/4	Present Reading #1 (breathing) – 2-4 min.		*Reading #1
2/6	Vocal Quality	Chapter 3 (37-50)	Resonance exercises
2/11	Quality problems	Chapter 3	Remedial exercises
2/13	Volume	Chapter 4	Support exercises
2/18	Present Reading #2 (support, projection, quality) - 2 min.		*Reading #2
2/20	Presentations “ “		
2/25-27	Articulators, Phoneme symbols	Chapter 5	Articulatory exercises
Spring Break! 3/2-9			
3/11	Consonant symbols (plosives & glides)	Chapter 6(75-112)	IPA Diction exercises
3/13	Consonant articulation	Chapter 6(113-149)	“ “
3/18	Vowel Pronunciation symbols	Chapter 7	IPA Diction exercises
3/20	“ “ and Diphthongs	Chapter 8	IPA practice quiz
3/25	Extemporaneous Reading #3 (3-5 min. story told for artic, expression)		*Reading #3
3/27	Presentations		
Blessed Easter! 3/28-4/1			
4/3	IPA Test – Final Project Discussion		*IPA Quiz
4/8	Expression/Vocal Variety	Chapter 9	Interp. Exercises
Little Shop of Horrors! PLNU Salomon Theatre 4/9-13! Don't miss it! 20 points			
4/10-15	Present Fourth Reading (integrating)- 3-5 min.		*Reading #4
4/17	American Standard Dialects	Handouts	Dialect Selections
4/22	Foreign Dialects	“ “	“ “
4/24	Present Dialect Readings (1 min. w/ copy of eye dialect script)		*Reading #5- Dialect
			*Final Project Due
4/29	10:30-12:30 Complete Dialect Readings		