Voice and Diction

Class: SPCH 1233 - 103, Voice and Diction, Fall 2012
Instructor: Elizabeth J. Lewandowski
Time: TR 8:00-9:20 am
Location: Fine Arts B114
Office Hours: M - F 1:00-5:00pm  B205 (Costume Studio)
Textbook: Voice and Diction Workbook  Carla Bennett & Ron Fischli
Supplies: One flash/thumb drive for tracking student progress during the semester.
          One plain folder with pockets and brads for use during in-class presentations.
Contact info: office 940-397-4392  home 940 723-0936
            Email: Elizabeth.lewandowski@mwsu.edu
            Mail box: Located in the Fine Arts main office.

I. COURSE DESCRIPTION

This course will be a study of vocal communication, phonetics, voice production, and the IPA. We will investigate characteristics of good and healthy speech, as well as identify and evaluate improper and unhealthy speech techniques and habits. A substantial part of the course will include in-class exercises and activities designed to correct common vocal deficiencies and enhance communication skills. Through application of the IPA students will be able to improve articulation, analyze their speaking habits, and move toward the pronunciation of “General American” speech. Being able to communicate clearly and with a wide range of people is a crucial skill in the current job market. It is imperative that students leaving the university have advanced skills in speaking and communication if they expect to be competitive in the market place.

II. COURSE OBJECTIVES
The primary objective in Voice and Diction is specific improvement of the speaking voice. To achieve this, we will A: focus on analyzing the physiology of vocal production communication theory, and B: use phonetics to analyze and discuss speech. Students will learn to use the International Phonetic Alphabet (IPA) to analyze and transcribe spoken English. By the end of this course students should demonstrate proficiency in the following areas:

A. Control and management of performance anxiety.
B. Demonstration of proficiency in reading and writing of the International Phonetic Alphabet to transcribe American English.
C. Understanding of the theory and physiology of vocal production and communication.
D. Diagnosis and specific strategies for remediation of articulation errors and mispronunciations present in one’s own speech and the speech of others.  
*General Education Learning Outcome 3: Critical Thinking*

E. Clear and specific improvement in vocal quality, diction, vocal variety, and clarity of communication. Evaluations will be taken from performances in class and via an audio-tape that will be turned in periodically during the semester.

F. Students will also be expected to offer a clear and accurate analysis of their personal speech habits, vocal health, and improvement needs.  
*General Education Learning Outcome 3: Critical Thinking*

III. PARTICIPATION

Each student is expected to **participate** in class **daily** and **practice** what they are learning. Students will occasionally perform speeches, work in small groups, perform board-work, and offer constructive input to classmates. Part of your grade will be your participation during class. Participation grades will be given at random intervals, but often on days when people are absent. The goal of a participation grade is to offer students an opportunity to honestly and objectively analyze speech (their own as well as their classmates), and offer critical and specific strategies for improved communication.

IV. GRADING

The Professor reserves the right to adjust or cancel assignments as the course progresses. If, for some reason, assignments administered total somewhat more or fewer than 1,000 points, the method for obtaining the final grade will remain essentially the same: the total points achieved will be divided by the total points possible to obtain a percentage, and a grade will be assigned according to the percentage scale outlined below.

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Homework &amp; Participation</td>
<td>100</td>
</tr>
<tr>
<td>Test I</td>
<td>100</td>
</tr>
<tr>
<td>Test II</td>
<td>100</td>
</tr>
<tr>
<td>Test III</td>
<td>100</td>
</tr>
<tr>
<td>Test IV</td>
<td>125</td>
</tr>
<tr>
<td>Oral Presentation I</td>
<td>25</td>
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<tr>
<td>Oral Presentation II</td>
<td>100</td>
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<tr>
<td>Oral Presentation III</td>
<td>100</td>
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<tr>
<td>Oral Presentation IV</td>
<td>100</td>
</tr>
<tr>
<td>Oral Presentation V</td>
<td>150</td>
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<tr>
<td></td>
<td>1000</td>
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</tbody>
</table>
V. ATTENDANCE

Attendance is **MANDATORY**!! **Be on time** to class. Tardiness beyond ten minutes will be counted as an absence. Excessive tardiness may result in a student being dropped from the course with an **F**. We have a substantial amount of material to cover and a limited amount of time. Each day we will be covering or presenting NEW material. Since there will be considerable collaboration amongst students your absence will affect the progression and dynamic of the rest of the class. After five absences you may be dropped from the class as per the college policy.

If you have a university-sponsored function or a religious holiday that will keep you from attending class please see the instructor as early as possible to discuss this. You will be expected to provide documentation for all university-sponsored events that will result in an absence. All assignments will need to be turned in on or before the due date, no exceptions. Late assignments will not be accepted, so please, don’t ask.

VI. EXPECTATIONS

Students are expected to be on time to class everyday. Respect will be given to everyone at all times. If you are disrespectful to someone (especially during a performance) the instructor reserves the right to ask you to leave the room and receive an absence for the day. You will be required to complete assignments on or before the due date, and you will be required to submit an official form from the university before an absence.

You are expected to do the assignments when they are assigned. Failure to do so will result in an inability to keep up with the work. All graded assignments should be submitted on or before the deadline. Late assignments will not be accepted.

In this class, we will be reading to each other. It is the hope of the instructor that each student will carefully consider the content of their reading material before presenting said material to the class. The instructor will provide each student with guidelines for choosing materials. Social justice is one of MSU’s stated core values, and the professor considers the classroom to be a place where students will be treated with respect as human beings, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age or ability. In a university environment, an environment in which all are encouraged to grow and develop to their ultimate potential, it is not beneficial to present material that is derogatory to an individual or a group of people because of race, ethnicity, religion, age, gender, or sexual orientation. For that reason, students should avoid reading material that may be offensive to others in the classroom. There is a whole world of marvelous literature from which to choose-let us treat each other with respect due to all persons. Be civil at all times and focus on understanding the material being presented.
Honesty is paramount. Dishonest work on homework and tests will not be tolerated. Expect disciplinary action to be sought in the event that the instructor discovers dishonesty or cheating. The instructor reserves the right to drop any student engaging in academic dishonesty from the course. Students dropped from the course by the instructor for failure to attend classes or for academic dishonesty may receive an F for the semester. By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and educational purposes.

Cell phone use in class is prohibited. If your cell phone goes off during a class you may be asked to leave the classroom and receive an absence for the day. No texting; again, you may be asked to leave the classroom. Please don’t make this an issue, just turn off the phone during our class. If other commitments are so pressing that they can not wait until the end of the class session, it may be in the student’s best interests to reconsider the priority placed on being this class. In any case, the instructor reserves the right to ask you to leave immediately or to embarrass you mercilessly if your phone makes noise during class. TEXTING and SLEEPING will NOT be tolerated.

Students with disabilities or special needs should see the instructor as early in the semester as possible. Please note that in order to qualify for consideration of special accommodations, the student must be registered with the MSU Office of Disability Services, and the instructor must receive a memo on file from that office, along with a Special Accommodations Request form.

Please note that work, non-emergency medical and dental appointments, intramural games, and all other forms of personal engagements do NOT constitute an excused absence.

All audio recordings are to be submitted in an mp3 format. Failure to submit in the appropriate format may result in the student receiving a 0 for the recording portion of the grade on that project/presentation.

In short: Be on time. Be awake. Be prepared. Be engaged. Ask questions. Study. Come ready to be a scholar or stay home!

VII. PRIVACY POLICY

In accordance with Federal Privacy Laws a student’s personal information is protected. As an instructor it is unlawful for me to share your personal information (including grades) with anyone unless I have written consent. This means I will not be able to discuss your grades with parents. If you have questions about your grades or have forgotten the grading policy for the course please come by during office hours.

By accepting this syllabus, you are indicating that you understand and accept all the instructor’s policies listed herein.
Here is a **TENTATIVE** schedule for the semester.

**Should there be a change in due dates or the number of assignments, presentations, or tests the instructor will alert students in advance and adjust as needed.**

It is **CRITICAL** that students stay on top of the assignments and come to class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activity</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28</td>
<td>Orientation.</td>
<td>Write Oral Presentation I.</td>
</tr>
<tr>
<td>August 30</td>
<td>Discuss good voice and diction and nerves. Begin discussion of communication process.</td>
<td>Rehearse Oral Presentation I.</td>
</tr>
<tr>
<td>September 4</td>
<td>Oral Presentation I.</td>
<td>Oral Presentation I.</td>
</tr>
<tr>
<td>September 6</td>
<td>Oral Presentation I.</td>
<td>Review notes.</td>
</tr>
<tr>
<td>September 11</td>
<td>Discuss functions of voice production and Characteristics of voice.</td>
<td>Choose Oral Presentation II.</td>
</tr>
<tr>
<td>September 13</td>
<td>Begin discussing vocal instrument. Discuss IPA.</td>
<td>Rehearse Oral Presentation II.</td>
</tr>
<tr>
<td>September 18</td>
<td><strong>Test I.</strong></td>
<td>Rehearse Oral Presentation II</td>
</tr>
<tr>
<td>September 20</td>
<td>Oral Presentation II. Submit tape.</td>
<td>Rehearse Oral Presentation II.</td>
</tr>
<tr>
<td>September 25</td>
<td>Oral Presentation II. Submit tape.</td>
<td>Rest and relax!</td>
</tr>
<tr>
<td>September 27</td>
<td>Discuss stop consonants.</td>
<td>At home practice. Choose Oral Presentation III.</td>
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</tbody>
</table>
October 2
Class Activity: Discuss fricative consonants.
Assignment: At home practice. Rehearse Oral Presentation III.

October 4
Class Activity: Discuss fricative consonants and affricates.
Assignment: At home practice. Rehearse Oral Presentation III.

October 9
Class Activity: Discuss nasal consonants and glide consonants.
Assignment: At home practice. Rehearse Oral Presentation III.

October 11
Class Activity: Test II.
Assignment: Rest and relax!

October 16
Class Activity: Oral Presentation III. Submit tape.
Assignment: Review for Test II.

October 18
Class Activity: Oral Presentation III. Submit tape.
Assignment: Review for Test II.

October 23
Class Activity: Begin discussion of vowels.
Assignment: At home transcription. Rehearse Oral Presentation IV.

October 30
Class Activity: Continue discussion of vowels.
Assignment: At home transcription. Rehearse Oral Presentation IV.

November 1
Class Activity: Discuss vowel-r combinations.
Assignment: At home transcription. Rehearse Oral Presentation IV.

November 6
Class Activity: Oral Presentation IV. Submit tape.
Assignment: Review for Test III.

November 8
Class Activity: Oral Presentation IV. Submit tape.
Assignment: Review for Test III.
November 13
Class Activity: Test III.
Assignment: Rest and relax!

November 15
Class Activity: Discuss diphthongs.
Assignment: At home transcription. Choose Oral Presentation V.

November 20
Class Activity: Discuss diphthongs.
Assignment: At home transcription. Rehearse Oral Presentation.

November 22
No class! Happy Turkey Day!

November 27
Class Activity: Discuss diphthongs.
Assignment: At home transcription.

November 29
Class Activity: In class transcription.
Assignment: Review for Test IV.

December 4
Class Activity: Test IV.
Assignment: Rehearse Oral Presentation V.

December 6
Class Activity: Discuss Test IV.
Assignment: Rehearse Oral Presentation V.

Final Exam
Thursday, December 13  8:00am – 10:00am
Oral Presentation V