



SYLLABUS FOR VOICE AND DICTION I

Credits 1

THE 1760-01CL Voice and Diction I

Spring 2023

Instructor: Jessica López-Barkl, Associate Professor of Theater and Speech, Theater Program Director

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Office Hours: M/W/F 5-6 PM

Course Format: In person, on campus

Meeting Times/Location: F 4:15 PM-5:05 PM / Seelig Theatre E113

Course Start Date: 1/27/23

Course End Date: 5/12/23

Last Day to Withdraw: Friday, April 7, by 5 PM.

COURSE DESCRIPTION

Students study voice production employing exercises in relaxation, breathing and resonance designed to liberate the individual's optimum natural voice. Exercises include projection in a variety of performance spaces and some text presentation.

The class takes an enlightening approach to learning the sounds of Standard American speech for clear articulation, without emphasis on "correct" speech. Students become fluent in their use of the International Phonetic Alphabet, as a means of "training the ear" in preparation for dialects.

LEARNING OBJECTIVES

General Education Learning Outcomes 8. THE ARTS

Students will demonstrate:

1. understanding of at least one principal form of artistic expression and the creative process inherent therein.

Upon completing this course, students will:

- Demonstrate improved ability to perform given voice tasks in the production of a live performance.

- Demonstrate improved understanding of the given “tools/materials” in voice and diction work used in the production of a live performance.
- Demonstrate an appreciation for the issues of responsibility/discipline necessary to create a successful live performance utilizing voice and diction and what each individual character is responsible for.
- Demonstrate people skills necessary for effective ensemble work (teamwork) to occur.
- Start to become aware of unconscious limiting habits in voice and diction.
- Work on the whole body/mind of an actor utilizing voice and diction.

CO/PREREQUISITES

None.

COURSE MATERIALS

Access to a computer and the internet. Clothes that are not distracting and that you can move in. An open mind.

TECHNOLOGY REQUIREMENTS

[Brightspace](#) (Digital Learning Environment) is where your course materials can be located.

Pulse – Mobile access to your Brightspace Classes. Download from your phone’s Play or App Store. Choose the app from SUNY.

Brightspace Help – contact Brightspacehelp@sunysullivan.edu or go to E006 for in-person help.

Campus Tech Support Phone: 845-434-5750 extension 4457

Campus Tech Support Email: ithelpdesk@sunysullivan.edu

ACCESSIBILITY AND ACCOMMODATIONS

SUNY Sullivan values equity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or achievement, please notify the instructor as soon as possible.

Students with disabilities are also welcome to contact [Kelly Dearborn](mailto:kdearborn@sunysullivan.edu) (845-434-5750 ext 4328 or kdearborn@sunysullivan.edu) within The Department of Learning and Student Development to discuss a range of options to removing barriers in the course, including accommodations.

REGULAR AND SUBSTANTIVE INTERACTION

As your instructor, I plan to interact and engage with each of you on a regular basis throughout the term to support your learning. I will provide direct instruction related to the course’s learning objectives, respond to your questions, grade and/or provide feedback on your submitted

coursework, post regular announcements, and engage in the course discussion areas regarding academic course content when appropriate.

COURSE EXPECTATIONS

PARTICIPATION EXPECTATIONS

For Discussion Forums: You will need to respond with college level spelling and grammar. If you cite something, be sure to use MLA. (There is a tutorial available if you do not know how to cite...). In brainstorming discussion forums, you will need to respond to four students. In Feedback Forums, you will need to respond to each student that posts. This means you should check in to the on-line class daily, post your original post **ON THE FIRST DAY OF THE MODULE**, and then proceed to spend the rest of the day checking in and responding, in order to watch and respond to every speech in the forum. I will only give full points to the student who responds, at least once to every speech posted. Lastly, please use the Liz Lerman Method of Critical Response as your guide to good feedback. The article is in course information. However, briefly, please begin with positive feedback and then give opinions in a neutral/open way...i.e..." I thought your use of the word "um" was unconscious, and therefore, troublesome to the fluidity of your speech."

In regards to what you can expect from me as an instructor: You can expect that I will always utilize my one rule (The Golden Rule) to treat you as you would like to be treated, so...I will always attempt to have everything graded and commented upon within 2-3 days of its posting. I hated not knowing my grade or how I did for weeks on end, so...you won't receive that kind of treatment from me. I will also always attempt to respond to any emails or questions within 24 hours of receiving them.

FEEDBACK AND SUGGESTIONS

There is a Questions section in the Content area of the Learning Management System. Please create a thread for any questions you may have about the class. No question is a dumb question, and your fellow students may have the same one but are too afraid to ask.

EVALUATION AND GRADING SCALE

No Late Assignments Accepted, unless an act of God (hurricane, tornado, ice storm) occurs or you have a PREVIOUS arrangement with the professor.

Rubrics for each assignment are on Brightspace for evaluation methods.

GRADING WEIGHTS:

Weekly Participation/Discussions	40%
Weekly Journal	40%
Weekly IPA drill sheet	10%

GRADING SCALE:**Grade, Grade Points, & Numerical Equivalent**

Grade	Grade Point	Numerical Equivalent
A	4	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1	63-66
D-	0.67	60-62
F	0	0-59

COURSE POLICIES

LATE WORK/MAKE-UP POLICY

No late work is accepted.

ONLINE ATTENDANCE POLICY

For on-line/remote learning classes we assume that you will be checking in at least three times for each module (3 contact hours – class time and otherwise) in addition to, at least 3 hours of work at home for the speeches or research. This will be obvious in the discussion forums. If you only check in on at the beginning of the module, then you will have a hard time catching up. Check in by 9:30 AM on the first day of the module, check again a couple more days, and then the time during the last hours of the module.

The SUNY rules state that you need to complete an assignment in the module or email the instructor to be counted as "present" in the module that is occurring.

NETIQUETTE

Please use this link to help you understand netiquette:

<https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/>

ACADEMIC INTEGRITY POLICY

Found on the college website at <https://sunysullivan.edu/academic-policies/>

BASIC NEEDS STATEMENT

To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you're having trouble with any of those things, please contact the Dean of Student Development Services at dean@sunysullivan.edu, or me. Together we can work to make sure those needs are met.

NAMES & PRONOUNS

This institution recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. You are invited to share how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). I will do my best to address and refer to all students

accordingly, and will support you in doing so as well. In this classroom, we will respect and refer to people using the names and personal pronouns that they share.

COURSE SCHEDULE

Week 1: Syllabus, Why are voice and diction so important to “good” speech? Why are YOU in this class? Getting to know each other. What is communication? Being a Good Listener as a good speaker. Dialects vs. accents vs. language vs. speech. Respiration: inhalation, exhalation, support, anatomy and physiology, exercises with student partner. Vocal Pitch and Quality: Your voice, how it works, optimum vs. habitual pitch. How to analyze your voice: what to listen for in others.

Week 2: International Pronunciation Alphabet (IPA) Introduction

Week 3: IPA drill (The Plosives) and then Voice Resonance, Loudness, Articulation, and Tempo exercises.

Week 4: IPA drill (consonants: the glides) and then Pitch, Quality, Rate, and Loudness exercises.

Week 5: IPA drill (consonants: nasals, plosives, fricatives) and then consonant voice exercises.

Week 6: IPA drill (vowels) and then vowel voice exercises.

Week 7: IPA drill (vowel “r”) and then vowel “r” voice exercises

Week 8: IPA drill (diphthongs and triphthongs) and then diphthong and triphthong voice exercises.

Week 9: IPA drill (competitive game in groups).

Week 10: IPA drill and then tongue twister exercises.

Week 11: Assign final projects begin exercises to work on them.

Week 12: Voice exercises to help the final project.

Week 13: Voice exercises to help the final project.

Week 14: Voice exercises to help the final project.

Week 15: Final project presentations.