

## **MFA Voice & Speech 3: Speech for the 21<sup>st</sup> Century Actor**

**TPP6717: Section 134D**

**Time:** Period 2/3 8:30-10:25am **Days:** T, TH

**Location:** CON G013

**Academic Term:** Fall 2022

**Instructor:** Susan Schuld **Office Hour:** by appointment

**Email:** [sschuld@ufl.edu](mailto:sschuld@ufl.edu)

*The recommended method of communication outside of scheduled class time is email*

### **COURSE DESCRIPTION**

Content emphasizes that "Good American Speech" is an outdated, elitist ideal. Actors are encouraged to find intelligibility in their own accents for today's multicultural artistic world. Work begins with a close study of speech anatomy and physiology and developing muscularity of the speech organs. Actors will identify their idiolects and learn accents of "General American" and "Standard American" while exploring commercial voiceover techniques and (if permitted during this pandemic) create an industry demo.

### **LEARNING GOALS**

- To study the history and KTS's philosophy of the "General American" accent/dialect
- Identify that speech acts as a gesture and that speech choices are a layer of storytelling
- To obtain access of resources available for further study and research of how to implement speech training
- To explore the notion that proficiency in speech anatomy and oral posture will open doors in terms of character choice
- To obtain fundamental speech skills that will assist the actor in future accent acquisition
- Discern introductory elements of accent & dialect including placement, musicality, rhythm and physicality and incorporate these elements into the performance of text

### **LEARNING OUTCOMES**

- Demonstrate knowledge of speech anatomy
- Apply formal and informal speech actions
- Aurally distinguish & demonstrate accent phonemes of your own "idiolect," a "So Called General American, and a "Standard American" accent
- Demonstrate transcription competency when using the International Phonetic Alphabet
- Apply voice, speech, and accent skills to the voiceover genres of commercial, audiobook, and corporate copy

### **COURSE STATEMENT TO DISRUPT RACE, CLASS, SEXUAL ORIENTATION DISCRIMINATION**

Diverse languages and dialects are welcome in this classroom. As we communicate with one another, keep in mind that the reader/listener should work as hard as the writer/speaker in the communication process. This means that we will listen patiently, work to understand one another, seek out clarification when necessary and avoid finishing each other's sentences or correcting grammatical errors unless invited to do so

## **COURSE OVERVIEW**

Our work begins with a close study of speech anatomy and physiology. It continues to a very full study of phonetics based on a much more linguistic model than is usually taught in speech courses. The emphasis is on the physical awareness and experience of sound distinction. Students develop the ability to discern subtle changes in vocal articulated sound using sounds that are found in many languages other than English. Through this process, we learn the International Phonetic Alphabet (IPA) and develop phonetic transcription skills for future dialect study and script notation.

The second aim is to begin the investigation of “A *So-Called* General American Accent, and A Standard/Classical American Accent as prescribed by Patricia Fletcher. Our focus will be how to research and practice an accent or dialect - *not mastery*.

Lastly, we will begin an introduction to voiceover acting techniques. You will begin to explore information on the industry, professional work, and studio etiquette which includes building a voiceover career plan and collecting information for a future website. And time permitted, with the assistance of Jing Zhao and the UF SoTD sound design department, you will be recording a commercial voiceover demo and/or other narrations.

## **PERSONAL STATEMENT**

My primary goal in voice training is to reacquaint you with the tools of physical and vocal expression that is your birthright. I am acutely aware of how traditional voice and speech training practices were created for a majority white population of theater artists and how they do not enhance all students’ experiences. Therefore, I am committed to continually interrogating my course curriculum and practices to include diversity, equity, and inclusion topics to carefully create a supportive setting. Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

### **Required Texts:**

Classically Speaking by Patricia Fletcher,  
ISBN-13: 978-1300594239

<https://www.amazon.com/Classically-Speaking-Patricia-Fletcher/dp/1300594233>

### **Content Warning:**

In this course, we will cover content and materials that some may find difficult. It is important that in a voice and speech course, we do not shy away from engaging with materials that may be controversial or challenging. I will do my best to give you advance notice when specific materials or content covered may contain images, language or perspectives that some may find difficult, and I encourage you to reach out to me if you are struggling with the course materials. In class, if you need to step away for a period of time as we are covering particular content, you may do so without penalty, but I ask that you remember that you are responsible for any information covered in your absence. We are looking to:

- Build our capacity for uncomfortable conversations
- Allow our classes to be a “Brave Space not a Safe Space”
- Relax into the discomfort

**Required Materials:**

Water bottle, pen or pencil, small hand mirror, recording device

**COURSE CALENDAR (SUBJECT TO CHANGE)**

**Week 1** Introduction to Knight-Thompson, Space that Shapes Sound, Anatomy, Isolations, and IPA Review

**Week 2** Muscles that Shape, Phthongs & Obstruent's Front Vowels /i/ /ɪ/ /ε/ /æ/

**Week 3** Introduction to SCGA, Front Vowels /i/ /ɪ/ /ε/ /æ/ & /t/d/n/l/ & /b/ /d/ /g/

**Week 4** Outlandish, Back Vowels /ɔ/ & /ɑ/ & /s/ & /z/

**Week 5** Points of Obstruent Focus, /s/ & /z/ & /sts/ /str/ /dr/ /tr/

**Week 6** VO Techniques for Commercial Copy, Physical Actions, /m/ /n/ /ŋ/ /l/ & syllabics

**Week 7** The Empty Chart, Back Vowels /u/ /ʊ/ /o/ & /oʊ

**Week 8-** Mid Vowels /ʌ/ /ə/ & /r/ /j/ /l/ **Tongue Twisters/IPA Midterm**

**Week 10** VO Techniques for Commercial Copy, Vowel Quad, /eɪ/ /aɪ/ /ɔɪ/

**Week 11** (Record Demo's with Jing?), Introduction to Standard American, Diacritics, /oʊ/ /aʊ/ & /ʒ/ /dʒ/

**Week 12** Chekhov Acting Tools, /iə/ /eə/ ə/ /aə/ & /ʃ/ /f/

**Week 13** /aɪə/ /aʊə/ & /θ/ /ð/ /f/ v/ **Tongue Twisters and IPA FINAL**

**Week 14** Chekhov Acting Tools, work final Speeches for presentation

**Week 15** Final presentations TBA

**Student Responsibilities:**

- Students are expected to participate daily in warm-ups, exercises, and performances
- Students must be dressed in appropriate movement clothing for every class and performance
- Students must be supportive and respectful of their fellow classmates
- Students must complete all assignments and performances on their assigned due date
- Students must contribute focused and creative participation in all class exercises, assignments, and discussion

### **Attendance Policies:**

If you are experiencing COVID-19 symptoms please stay home, get tested and follow guidance from the Center for Disease Control. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

Students who elect to enroll in a primarily face-to-face or hybrid course are expected to participate in in-person instruction. If a student is uncomfortable attending in-person, the student should elect courses that are delivered online only and plan to take the hybrid or face-to-face course in a future semester. In the case that the student does not have the option to take the class at a later time (i.e. a graduating senior), the student must make arrangements with the instructor to “attend” all class meetings synchronously, when available, or asynchronously if approved by the instructor.

### **For our class that meets three times a week:**

Barring the above circumstances, students are expected to be in attendance (either remotely or in-person, as assigned) daily and to be on time. Students are allowed one “unexcused” absence that does not require documentation and does not conform to the UF “acceptable reasons for absence.” Any other “unexcused” absence will result in a penalty of a full letter grade (10%) from the final grade per “unexcused” absence. To be considered “excused” an absence must be accompanied by appropriate official documentation. Religious observances do not require documentation.

Any absence from class for the following reasons must be supported by official acceptable documentation to avoid a grade penalty:

- Illness—doctor's note must be on official letterhead with address and phone number, noting the date and time of visit and diagnosis verifying that an absence from class is warranted, doctor name and signature
- Serious family emergencies
- Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Participation in official university activities such as music performances, athletic competition, or debate
- Court-imposed legal obligations (e.g., jury duty or subpoena)

To help organize accommodations, students should inform the instructor by the end of the second week of classes of religious observances of their faith that will conflict with class attendance this semester.

Any student that acquires 3 absences (either excused or unexcused) will be required to meet with this course’s instructor and/or area faculty to discuss the student’s continued participation in the course.

For Majors: Failure to attend this meeting will result in Artistic Probation.

### **Tardiness:**

Tardiness is disruptive to a class of this nature and will not be tolerated. Any tardiness will be recorded along with attendance. Attendance will be taken promptly at the start of class. If you enter

the room after the roll-call has been completed, you will be considered tardy. If you enter the room anytime after 20 minutes of the official start of the class you will be marked absent for that class day.

2 tardies = 1 absence

### **Grading**

Class Participation/Professionalism 20% (*punctuality, communication, attitude*)

Conceptual Information 45% (*homework, quizzes, blogs, papers*)

Midterm 15% (*level of progress in voice skills, application of acting skills, and text skills*)

Final Performance 20% (*level of progress in voice skills, application of acting skills, and text skills*)

### **General Grade Guidelines**

#### **A Exceptional Work** (Outstanding Work)

Inspired Work

Imaginative and through solutions to problems

Shows continuous and exceptional (above average) growth

Shows understanding of basic ideas and methods taught through exceptional application in projects

Timely preparation and submission of class work

Regular and constructive classroom participation in critiques and/or discussion as appropriate to class and subject

Perfect attendance

#### **A - Exceptional Work** (Noteworthy Work)

#### **B+ Above Average** (Well Above Average Work)

#### **B Above Average** (Above Average Work)

Good workable solutions to problems

Shows some insight into problem solving

Shows continuous and above average growth

Shows understanding of basic ideas and methods taught through skillful application in projects

Regular attendance

#### **B- Above Average** (Narrowly Above Average Work)

#### **C+ Average** (Average in all respects)

#### **C Average** (Marginally Average in all respects)

Appropriate solutions to problems

Shows understanding of basic and methods taught through application in projects

Most class work is prepared and submitted in a timely manner

Participates in classroom critiques and/or discussions

Regular attendance

#### **C - Average** (Narrowly Average in all respects)

**D+ Below Average Work** (Marginally Acceptable)

**D Below Average Work** (Narrowly Acceptable)

Inconsistent solutions to problems

Shows little growth

Shows inconsistent understanding of basic idea and methods taught and applied to projects

Class work is often not prepared and submitted in a timely manner

Rarely participates in classroom critiques and/or discussions

Inconsistent and poor attendance

**D- Below Average Work** (Barely Acceptable)

**F Unacceptable Work** (Failed to meet requirements of the course)

Incomplete or no solutions to problems

Shows little or no growth

Shows little or no understanding of basic ideas and methods taught and the applications of these ideas are often missing or inconsistently presented in class work

Class work is not prepared and/or presented on time or at all

Participates rarely or not at all in classroom critiques and/or discussions

Poor attendance

Grading Scale

Letter Grade	% Equivalency	GPA Equivalency
A	100-94	4.0
A-	93-90	3.67
B+	89-87	3.33
B	86-84	3.00
B-	83-80	2.67
C+	79-77	2.33
C	76-74	2.00
C- *	73-70	1.67
D+	69-67	1.33
D	66-64	1.00
D-	63-60	.67
E, I, NG, S-U, WF	59-0	0.00

Please note that a C- is not an acceptable grade for any course in which a 2.0 GPA is required.

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)

[Grades and Grading Policies](#)

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#calculatinggpa>

**Class Participation and Professionalism**

20% of your grade for this class is based on your Participation and Professionalism in discussion and the physical explorations.

Participating in the online and physical component of the class, means having a positive and rigorous attitude with exploring new work. In other words, resistance to change or negative attitudes towards the work or feedback from the instructor is not participating. It means arriving early, suited up, and ready to move right when class starts.

Participating in discussion does not necessarily mean talking a lot or showing everyone else that you know or have studied a lot. ‘Good discussion’ participation involves trying to build on, and synthesize, the physical experience that has transpired. It also involves showing, respect and appreciation for others’ comments and contributions and learning how to “agree to disagree”.

If you find yourself talking a lot in the feedback sessions, some of the most helpful things you can do are allow for a quiet interlude. Learning to live with unanswered questions is a valuable skill as an actor/artist.

### **Skills that Define a Professional Attitude Are:**

- Demonstrate empathy, integrity, honesty, good interpersonal skills, curiosity, courage, and desire for change.
- Ability to adapt to a working environment that is both rigorous and demanding.
- Ability to show flexibility to changes.
- Ability to function in the face of uncertainties questions and stresses, which are inherent in the training and artistic process, as well as the profession.
- Ability and willingness to respond physically to appropriate verbal and tactile cues given by their teachers.
- Acknowledgment that the work is the discipline and self-discipline will lead to the attainment of one’s goals.

### **Mistakes to Avoid:**

- Refusing to Ask for Help
- Not Being Able to Handle Feedback
- Gossiping
- Being Afraid to Make Mistakes
- Not Admitting You Made a Mistake
- Having a Bad Attitude
- Not Learning from Your Classmates
- Not Being Prepared
- Comparing your Artistic Journey to Other’s Journey’s

### **Work Expectations:**

You will have to plan on reading, watching videos, and/or practicing your voice/acting exercises outside of class. A good general rule is to spend two to three hours studying—practicing, reading, taking notes, for each credit hour. Examples of how to manage your time include:

1 credit is 2-3 hours of homework outside of class / 2 credits is 4-6 hours of homework outside of class / 3 credits is 6-9 hours of homework outside of class

4 hours or 240 minutes of homework = 48 min of practice for 5 days a week  
5 hours or 300 minutes of homework = 60 min of practice for 5 days a week  
6 hours or 360 minutes of homework = 72 min of practice for 5 days a week

### **Classroom Behavior:**

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will study engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

### **Students Requiring Accommodations**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### **Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students on the [Gator Evals page](#).

### **University Honesty Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **Software Use**

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

### **Student Privacy**

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).



## Campus Resources:

### Health and Wellness

#### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** [counseling.ufl.edu/cwc](http://counseling.ufl.edu/cwc), and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

#### **Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://police.ufl.edu).

### Academic Resources

[E-learning technical support](#), 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).

[Career Resource Center](#), Reitz Union, 392-1601. Career assistance and counseling.

[Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

[Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

[Student Complaints Campus](#)

[On-Line Students Complaints](#)

## Participation Assessment Rubric\*

	HIGH QUALITY	COMPETENT	IMPROVEMENT NEEDED	SIGNIFICANT IMPROVEMENT NEEDED
CONTRIBUTION	Student volunteers one or more insightful comments, questions, or observations in every (or almost every) class meeting. Arguments, claims, or positions are relevant to the topic and supported with evidence from the readings	Student usually volunteers at least one thoughtful comment, question, or observation per class meeting. Arguments, claims, or positions are usually relevant to the topic and mostly supported with evidence from the readings	Student volunteers a reasonable or thoughtful comment, question, or observation in some class meetings. Student sometimes does not volunteer or participate in discussion, though they may contribute when the instructor calls upon them. Arguments, claims, or positions are not entirely relevant to the topic	Student rarely or never volunteers a comment, question, or observation and/or comments are usually off-topic or unsupported by readings. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
LISTENING	Student always listens to and makes collegial eye contact with peers or instructor whenever they are speaking or presenting. Always or nearly always responds to or productively builds upon peers' comments or questions. Often reminds group of comments made by someone earlier that are pertinent.	Student usually listens to and makes collegial eye contact with peers or instructor when they are speaking or presenting. Usually responds to or productively builds upon peers' comments or questions. Student is rarely distracted and is consistently attentive in class.	Student sometimes does not listen to or make collegial eye contact with peers or instructor when they are speaking or presenting. Only sometimes responds to or productively builds upon peers' comments or questions.	Student often does not listen to or does not make collegial eye contact with peers or instructor when they are speaking or presenting. Rarely or never responds upon peers' comments or questions. Student is often distracted or inattentive.
CONDUCT	Student shows respect for all classmates and instructor, both in speech and manner, and for the method of shared inquiry and peer discussion. Does not dominate discussion. Student challenges, critiques, or analyzes ideas respectfully, and encourages and supports others to do the same. Student always works with all classmates and instructor in a cooperative, professional, and supportive manner.	Student generally shows respect for all classmates and instructor and for the method of shared inquiry and peer discussion. Participates regularly in the discussion but occasionally has difficulty accepting challenges to their own ideas or occasionally may lack diplomacy or consideration when challenging or critiquing others' ideas.	Student sometimes shows little respect for a classmate(s), the instructor, or the process as evidenced by speech and manner. Student may sometimes be uncooperative, apathetic, or unsupportive of other members of the class; may sometimes demonstrate rudeness, insensitivity, or lack of support or lack of consideration for other members of the class.	Student shows a lack of respect for members of the class or the process. Often dominates the discussion or disengages from the process. When contributing, can be argumentative or dismissive of others' ideas, or may resort to <a href="#">ad hominem</a> attacks.

\*Participation rubric adapted from Relearning by Design, Inc., 2000 and Eberly Center for Teaching Excellence, Carnegie Mellon University, 2022.