

TPP 4288 Speech For the Actor
University of Florida
Fall 2024

Time: Mondays, Wednesdays, Fridays 12:50-2:45 PM

Room: CON G013

Instructor: Susan Schuld **Office:** 213A **Office Hours:** Wednesdays 4-5pm and by appointment

Email: sschuld@ufl.edu *The recommended method of communication outside of scheduled class time is email.*

COURSE DESCRIPTION

Continuation of TPP 4287 with an emphasis Speech training for the actor. Students study speech anatomy and physiology and move to a very full overview of phonetics based on a linguistic model and apply this knowledge to acting.

COURSE OBJECTIVES

- To free and develop your voice and body so that they may be transparent to your thoughts and impulses as an actor.
- To improve the clarity, dexterity, and expressiveness of your speech.
- To increase physical awareness so that the voice and body is not inhibited by tension.
- To develop your ability to discern elements of a dialect or accent, including sound substitutions, placement and musicality.
- To use the International Phonetic Alphabet to identify and transcribe dialects/accents.
- To research, present, and apply in performance culturally relevant information that may inform a character's dialect or accent.
- To score, rehearse and perform texts in an accent or dialect.
- To connect the language and gesture of a dialect/accents with your body, thoughts and feelings.
- To develop a connection between a heightened text, your artistic impulse and physical action.
- To integrate the speech, vocal and physical work with your acting through personalization, playable actions, objectives, obstacles, high stakes and relationship.

COURSE OUTCOMES

- Continue to eliminate old habits that interfere with your free flow of sound
- Strengthen and develop your range and resonance
- Demonstrate knowledge of speech anatomy
- Aurally distinguish & demonstrate accent phonemes
- Demonstrate transcription competency when using the International Phonetic Alphabet
- To develop a process of accent and dialect acquisition
- Demonstrate skills of how to rehabilitate your voice when fatigued or damaged
- Demonstrate vocal variety and expressiveness through: volume and emphasis, rhythm and speed, phrasing and pausing, inflection and range

COURSE OVERVIEW

This term we will continue to practice the Linklater Progression of Voice exercises. The desire is to restore the connection of language to the body by re-circuiting of sensory experiences to oral

communication. Our goal as an actor is to be ultra-verbal: to simultaneously experience language in tactile, auditory and imagistic ways; indeed, to savor the tastes and smells of language. Students learn speech actions using the Knight Thompson Speechwork and learn skills to achieve intelligibility and begin accent acquisition of a “So Called General American” accent. We will study vocal anatomy and physiology and move to a very full overview 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 and 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 continue to learn the International Phonetic Alphabet (IPA) and develop phonetic transcription skills for future dialect study and script notation.

If time permits, students will also investigate a few of the following accents: Appalachian, Deep South, RP, Cockney, Multicultural London English, Brooklynese, and New Jersey.

TEXTBOOKS

Classically Speaking by Patricia Fletcher (2nd 3rd or 4th Editions)

MIDTERM AND FINAL EXAMS

Spring 2024 TBD - final showing will be presented for other classes, instructors, and invited guests.

REQUIRED MATERIALS

Classically Speaking textbook, Yoga Mat, Water bottle, pencil, Small hand mirror, Digital recorder

WEEKLY SCHEDULE OF PRACTICE: Syllabus is subject to change at the instructor’s discretion.

Week 1

- Introductions Review Progression, Introduction to IPA and Pillows, Introduction to Knight-Thompson, Space that Shapes Sound, Anatomy and Gurning,
- IPA and Pillows, Isolations, Points of Obstruent Focus, Physical Actions, Empty Chart

Week 2

- IPA and Pillows add FLEECE KIT, Isolations, Points of Obstruent Focus, Physical Actions, Empty Chart, all IPA consonants
- Introduction to Vowel chart, all consonants, intro /i/ /I/ /ε/ /æ/ /a/ for transcription

Week 3

- Introduction to SCGA
Front Vowels /i/ /I/ /ε/ /æ/ /a/ & /t/d/n/l / & /b/ /d/ /g/
- Continue SCGA Front Vowels /i/ /I/ /ε/ /æ/ /a/ & /t/d/n/l / & /b/ /d/ /g/

Week 4

- IPA Mid Vowels COMMA /ə/ letter /ɚ/ NURSE /ɜ/ -
- Continue SCGA Mid Vowels /ə/ /ɚ/ /ɜ/ & /r/ /j/ /l/

Week 5

- Pat Fletcher SCGA Back Vowels STRUT /ʌ/ THOUGHT /ɔ/ & PALM /ɑ/ & /m/ /n/

/ŋ/ /l/ & syllabics

Week 6

- IPA Pillows GOOSE FOOT GOAT Voice & Text Prosodic Elements
- SCGA Back Vowels /u/ /ʊ/ /o/ vs /oʊ/ & /s/ & /z/ & /sts/ /str/ /dr/ /tr/

Week 7

- IPA and Introduction to Diphthongs FACE PRICE CHOICE GOAT MOUTH - hand out
- SCGA Diphthongs /eɪ/ /aɪ/ /ɔɪ/ /oʊ/ /aʊ/ & /ʒ/ /dʒ/

Week 8

- IPA Pillows and Diphthongs of /r/
- Diphthongs of [r] /ɪ̯r̯/ /e̯r̯/ /ɔ̯r̯/ /a̯r̯/
- /ʃ/ /ʒ/

Week 9

- IPA continued Diphthongs of /r/ NEAR /ɪ̯r̯/ SQUARE /e̯r̯/ NORTH FORCE /ɔ̯r̯/ START /a̯r̯/ & /ʃ/ /ʒ/ Triphthongs /aɪə/ /aʊə/ & /θ/ /ð/ /f/ /v/
- Review all Lexical Sets

Week 10

- Triphthongs /aɪə/ /aʊə/ & /θ/ /ð/ /f/ /v/
- How To Learn Accents And Dialects Articles And Videos
- Introduction to Cultural Context Research (Values, Attitudes, Stereotypes, Or Archetypes)
- Model/Native Speaker
- Unstructured Listening and Structured Listening

Week 11

- Upper Rp/ Modern Rp
- Introduction to Oral Posture
- Placement, Zone, and Tone
- Hesitation Sound and Springboard Line

Week 12

- Cockney & Multicultural London English
- Laban Effort (Effort That Affects Rhythm: Press, Flick, Glide, Punch, Float, Glide)
- Oral Posture continued with Direction

Week 13

- Introduction To Southern Accents with Prosody
- Pitch (High, Mid, Low, Wide Or Narrow Range, Pitch Changes Frequently Or Infrequently)
- Volume (High, Mid, Low, Range Of Volume Changes Frequently Or Infrequently)
- Rate (Words Per Minute Are Fast, Medium, Slow)

Week 14

- Introduction To New York Accents with Pronunciation
- Pronunciation (Lexical Sets) Breakdown, Pronunciation Targets/Inventory Of Vowel And Consonant Characteristics. Include Practice Words, And Target Sentences For Each Sound
- Tongue Twisters, Magnet Sound (Sounds That Appear More Often Than Others)
- Focal Sounds

Week 15

- Pronunciation and Lexical Sets Continued
- Tongue Twisters, Magnet Sound and Focal Sounds

Week 16

- Work Final Presentation Notes
- Final Presentation

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 and speech skills)

Final Performance 20% (level of progress in voice skills, application of acting and speech/accent skills)

Here is [a link to the University grades and grading policies](#).

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 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.

Email Policy

Electronic mail or "email" is considered an official method for communication because it delivers information in a convenient, timely, cost effective and environmentally aware manner. Students are expected to check their official Illinois email on a frequent and consistent basis to remain informed of university-related communications. The university recommends checking email daily. Students are responsible for the consequences of not reading, in a timely fashion, university-related communications sent to their official student email account. This policy ensures that all students have access to this important form of communication. It ensures students can be reached through a standardized channel by faculty and other staff of the university as needed.

Attendance Policies:

Only a University sanctioned absence or medical absence will be excused (a note from your physician or school nurse).

No absences of any kind will excuse you from class responsibilities. You, the student, will be held accountable for keeping up with class assignments and projects.

- 3 unexcused absences = a single letter grade reduction
- 4 unexcused absences = a two letter grade reduction
- 6 unexcused absences = a three letter grade reduction

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 role-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

UF Policies:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [*See the "Get Started With the DRC" webpage on the Disability Resource Center site.*](#) 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.

University Policy on Academic Conduct: 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 honesty 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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-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.

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. [Describe what is expected and what will occur as a result of improper behavior [See Sample Netiquette Document](#)]

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Getting Help:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at: <http://helpdesk.ufl.edu> (352) 392-HELP (4357) Walk-in: HUB 132

HEALTH AND WELLNESS

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273- 4450.

Academic Resources E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

[Career Connections Center](#): Reitz Union Suite 1300, 352-392- 1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.

[Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information.](#)

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)

**UNIVERSITY OF FLORIDA
SPEECH TRAINING FOR THE ACTOR
SPRING MID-TERM EVALUATION**

Date:	
Student Name:	
Section:	
Instructor Name:	Susan Schuld
Course:	Speech for the Actor

Area	Ranking
Level of Progress: <i>commitment to new skills & application, comprehension of terminology</i>	
Comprehension Skills: <i>Ability to interpret, and retain, thoroughly and reliably, information and skills received from class work, homework, and the rehearsal process, and to work independently on those skills to deepen and refine them</i>	
Physical Instrument: <i>alignment, efficient use of energy in body, open channel for sound, release of jaw & tongue, enlivened velum & open pharynx</i>	
Extra Capacity Breathing: <i>coordination of breath, elasticity in intercostal muscles</i>	
Vocal Energy: <i>tonal energy, ring & use of resonating ladder</i>	
Vocal Variety: <i>melody use in story (phrasing, inflection), pitch range & emotional connection to text</i>	
Speech Skills: <i>targeting vowels, diphthongs as prescribed by breakdown</i>	
Speech Skills: <i>targeting consonants as prescribed by breakdown</i>	
IPA Skills: <i>quizzes, exams, homework</i>	
Acting Skills: <i>use of actions, tactics & response to bring story to life & personal connection to text</i>	

Ranking Key
Poor = 5 - 6
Fair = 7 - 7.5
Good = 8 - 8.5
Very Good = 9 - 9.5
Excellent = 10

Comments / Suggested Goals for Student:

**UNIVERSITY OF FLORIDA
SPEECH FOR THE ACTOR
SPRING FINAL EVALUATION**

Date:	
Student Name:	
Section:	
Instructor Name:	Susan Schuld
Course:	Speech for the Actor

Area	Ranking
Level of Progress: <i>to have improved vocal strength, endurance, and responsiveness to impulse</i>	
Application of Skills: <i>practice and comprehension of terminology</i>	
IPA Skills: <i>quizzes, exams, homework</i>	
Physical Instrument: <i>alignment, efficient use of energy in body, open channel for sound, release of jaw & tongue, enlivened velum & open pharynx</i>	
Vocal Energy: <i>tonal energy, ring & use of resonance</i>	
Vocal Variety: <i>melody use in story (phrasing, inflection), pitch range & emotional connection to text</i>	
Final Presentation	
Text Skills: <i>punctuation, phrasing, inflection, pauses</i>	
Cold Reading Skills	
Acting Skills: <i>use of actions, tactics & response to bring story to life & personal connection to text</i>	

Ranking Key
Poor = 5 - 6
Fair = 7 - 7.5
Good = 8 - 8.5
Very Good = 9 - 9.5
Excellent = 10

Comments / Suggested Goals for Student:

