

**TPP 4288 Speech For the Actor**  
**University of Florida**  
**Fall 2025**

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

**Room:** CON G015

**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.

## TEXTBOOKS

*Classically Speaking* by Patricia Fletcher (2<sup>nd</sup> 3<sup>rd</sup> or 4<sup>th</sup> 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
- 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

- add FLEECE KIT, Isolations, Points of Obstruent Focus, Physical Actions, Empty Chart, all IPA consonants

### Week 3

- Introduction to SCGA
- Introduction to Vowel chart, all consonants, intro /i/ /ɪ/ /e/ /æ/ /a/ for transcription  
Front Vowels /i/ /ɪ/ /e/ /æ/ /a/ & /t/d/n/l/ & /b/ /d/ /g/
- Continue SCGA Front Vowels /i/ /ɪ/ /e/ /æ/ /a/ & /t/d/n/l/ & /b/ /d/ /g/

### Week 4

- IPA Mid Vowels COMMA /ə/ letter /ɜ/ NURSE /ɜ/ -
- Continue SCGA Mid Vowels /ə/ /ɜ/ /ɝ/ & /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/ & /ɜ/ /ɔ/

### Week 8

- IPA Pillows and Diphthongs of /r/
- Diphthongs of [r] /ɪə/ /eə/ /ɔə/ /aə/
- /ʃ/ /ʒ/

### Week 9

- IPA continued Diphthongs of /r/ NEAR /ɪə/ / SQUARE /eə/ NORTH FORCE /ɔə/ START /aə/ & /ʃ/ /ʒ/ Triphthongs /aɪə/ /aʊə/ & /θ/ /ð/ /f/ /v/

### Week 10

- Triphthongs /aɪə/ /aʊə/ & /θ/ /ð/ /f/ /v/
- Review all Lexical Sets

### Week 11

- Introduction to Oral Posture
- Placement, Zone, and Tone
- Hesitation Sound and Springboard Line

### Week 12

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

### Week 13

- Introduction To 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 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. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. [See Sample Netiquette Document](#)

## 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: [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)

## 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:** The University's Honesty Policy regarding cheating, plagiarism, etc.:

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information.](#) If you have any questions or concerns, please consult with the instructor or TAs in this class.

- **In-Class Recording:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040

Student Honor Code and Student Conduct Code.

## 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](mailto: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](#).

### **Academic Resources:**

- E-learning technical support: Contact the [UF Computing Help Desk](#) at [352-392-4357](tel:352-392-4357) or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- [Career Connections Center:](#) Reitz Union Suite 1300, [352-392-1601](tel: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](tel:866-281-6309) or email [ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com) for more information.
- [Academic Resources:](#) 1317 Turlington Hall, Call [352-392-2010](tel:352-392-2010), or to make a private appointment: [352-392-6420](tel:352-392-6420). Email contact: [teaching-center@ufl.edu](mailto:teaching-center@ufl.edu). General study skills and tutoring.
- [Writing Studio:](#) Daytime (9:30am-3:30pm): 2215 Turlington Hall, [352-846-1138](tel: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](#).
- UF Student Success Initiative: Visit <https://studentsuccess.ufl.edu/> for resources that support your success as a UF student.

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.ua.ufl.edu/students/>.

## **UNIVERSITY OF FLORIDA**

# SPEECH TRAINING FOR THE ACTOR

## SPRING MID-TERM EVALUATION

<b>Date:</b>	
<b>Student Name:</b>	
<b>Section:</b>	
<b>Instructor Name:</b>	Susan Schuld
<b>Course:</b>	Speech for the Actor

Area	Ranking
<b>Level of Progress:</b> <i>commitment to new skills &amp; application, comprehension of terminology</i>	
<b>Comprehension Skills:</b> <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>	
<b>Physical Instrument:</b> <i>alignment, efficient use of energy in body, open channel for sound, release of jaw &amp; tongue, enlivened velum &amp; open pharynx</i>	
<b>Extra Capacity Breathing:</b> <i>coordination of breath, elasticity in intercostal muscles</i>	
<b>Vocal Energy:</b> <i>tonal energy, ring &amp; use of resonating ladder</i>	
<b>Vocal Variety:</b> <i>melody use in story (phrasing, inflection), pitch range &amp; emotional connection to text</i>	
<b>Speech Skills:</b> <i>targeting vowels, diphthongs as prescribed by breakdown</i>	
<b>Speech Skills:</b> <i>targeting consonants as prescribed by breakdown</i>	
<b>IPA Skills:</b> <i>quizzes, exams, homework</i>	
<b>Acting Skills:</b> <i>use of actions, tactics &amp; response to bring story to life &amp; 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:**



# SPEECH FOR THE ACTOR SPRING FINAL EVALUATION

<b>Date:</b>	
<b>Student Name:</b>	
<b>Section:</b>	
<b>Instructor Name:</b>	Susan Schuld
<b>Course:</b>	Speech for the Actor

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