

# Voice and Diction

COM 140



“Speak Up, make your voice heard” by [Howard Lake](#), licensed by [C.C. 2.0](#).

## Sara B.T. Thiel - Instructor

**Room:** C154

**Time:** Tuesday/Thursday  
1:00p.m.-2:15p.m.

**Office Hours:** Thursday 2:15p-3:15p

**Office:** C152

**Email Address:** [sthiel@parkland.edu](mailto:sthiel@parkland.edu)

### COURSE OBJECTIVES

**Our goal is to train your natural speaking voice -as well as your ear - to maximize your vocal potential in performance. In performance and practice the focus is not so much on WHAT you say, but rather HOW you say it.**

**Upon Completion of this course you will be able to:**

- Understand how your vocal mechanism works.
- Recognize the unique strengths and weaknesses of your voice in order to improve your vocal techniques.
- Understand the origins and dynamics of regional dialects and accents as well as their impact on individual perception
- Know and practice the elements of a great speaking voice
- Know and apply the symbols and uses of the International Phonetic Alphabet (IPA)
- Know the correct production process for each phoneme in the English language

- Improve your pronunciation and vocabulary skills
- Improve your articulation skills
- Analyze your vocal quality as well as utilize techniques to improve it
- Use the elements of expressiveness to communicate meaning and emotion.
- Improve your projection and volume modulation skills to enhance communication.

## Course Materials

### Textbook

Lyle V. Mayer, *Fundamentals of Voice & Articulation*. 15th ed. Boston: McGraw-Hill. 2012.

**(Do not use an earlier edition – you’ll need this edition in particular.)**

### Other Materials

You will be making recordings of yourself for certain assignments in this class. These assignments will be turned in through the course Cobra site. You will need a device of some kind (e.g. digital recorder, mobile device, computer, etc.) to record yourself in order to successfully complete the assignment.

# Course Policies



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## ATTENDANCE

Attendance is required for this course. You will be responsible for material presented in class regardless of your attendance at the time the material was presented.

## ABSENCES

When you participate as defined above, you will keep all 100 points. Note that absences are one of the items that will cause you to lose class participation points. Absences will be counted in the following manner.

1-2 absences = no loss of points

3-4 absences = loss of the five (5) class participation points per absence

A 5th absence = loss of ten (10) class participation points PLUS 5% of final point total will be deducted.

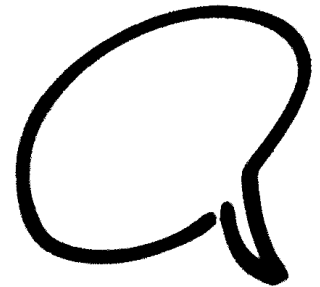
An 6th absence = loss of twenty (20) class participation points PLUS an additional 10% of your final point total (for a loss of 15% of your final point total!)

**Habitual tardiness or early departures will count as ½ absences.**

### **CLASS PARTICIPATION**

Class participation is critical to your success in this class. You begin with all 100 participation points to your credit. You will lose points if you fail to do the following:

- Attend class and arrive on time to class
- Come to class with your text and/or Angel material read, and be ready to discuss your reading. Bring text and needed materials to class.
- Complete and submit assignments on time.
- Participate in class activities and performances as assigned.
- Be ready to perform as assigned.
- Practice good listening skills during student performances
- Participate in peer and self critiques
- Ask questions and be engaged in class discussions.



**PLEASE NOTE:** After the 6<sup>th</sup> absence it may not be possible to pass the class regardless of your reason. You may be advised to drop the course.

### **WITHDRAWING**

After the first week of a full semester class faculty are required to assess your attendance. If you have not attended to that point, you will be dropped with no refund of tuition and fees. At the time of midterm grade entry, another census will be taken. If, at the time of midterm grade entry, you have not attended class for two full consecutive weeks, you will be administratively dropped from the course. In order to avoid losing your tuition and having a W appear on your permanent record, withdraw from the class yourself in a timely manner. You are ultimately responsible for your own withdrawal by the withdrawal date. Non-attendance after midterms will result in an F if you do not withdraw yourself.

### **INCENTIVES:**

As an incentive, those with perfect attendance during the semester will receive the following:

1. Perfect attendance during the semester will earn **10 extra credit** points added to your final point total.
2. Perfect attendance at MIDTERM will earn you a free assignment that will allow you to opt out of the Outside Speaker Analysis #2 paper.

**EMERGENCIES:** must be documented and will be considered on an individual basis. Contact me via email as soon as possible with any problems. Continual problems that effect attendance throughout the semester will not be considered emergencies. **Please see the attached Deadlines, Extensions and Late Work Policy** for details.

## **OTHER NEEDS:**

Students with approved accommodations through the Office of Disability Services are expected to meet privately with instructors to discuss accommodations listed on their Disability Services ID card. (e.g. extended time on exams, notes, etc.). This personal introduction officially marks the beginning of your accommodations for the semester. Instructors should be allowed to view your Disability Services ID card and note approved accommodations.

Reader/Scribe and Extended Time Testing Accommodations are not accessible in the classroom.

Students should work with Disability Services staff to schedule tests/quizzes with accommodations.

Call Disability Services at 353-2338 or visit us in x148.

**\*\*PLEASE NOTE:** No accommodation can be made until you have contacted the office of Disability Services.

## **Center for Academic Success**

If you find yourself needing assistance of any kind to complete assignments, stay on top of readings, study for tests, or just to stay in school, please contact the Center for Academic Success in D120 at 353-2005 or 351-2441. You may also email the CAS at

[CenterForAcademicSuccess@parkland.edu](mailto:CenterForAcademicSuccess@parkland.edu)



“Studies of speakers (11): Prof. Elke Seeger, photographer, painter, designer, and art professor” by [www.uptal](http://www.uptal.com), licensed by [C.C. 2.0](https://creativecommons.org/licenses/by/2.0/).

# Grading and Course Requirements

## GRADING AND REQUIREMENTS

Your grade for this course will be based on **1000 possible points**.

The grading scale used will be a 10- point scale. A= 90-100%, B=89-80%, C=79-70%, D=69-60%, F= below 60%.

The following is a breakdown of the grades for this course:

### Grading Breakdown:

Participation & Attendance	100 points
Oral Performance I	50 Points
Oral Performance II	75 points
Oral Performance III	75 points
In-Class Exercises	100 points
Outside Speaker Analysis - 2 @ 50 points each	100 points
Articulation Assessment Project	50 points
IPA Lists 3 @ 25 points each	75 points
Radio Play	75 points
Final Paper & Vocal Portfolio	100 points
Written Midterm Exam	100 points
Written Final Exam	100 points

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**Total:** 1000 points

## ASSIGNMENTS

• Each assignment will be more thoroughly detailed and discussed as the semester

progresses; you can also find more information on Cobra. This syllabus gives a brief overview of each assignment.

• You will be assigned dates for your oral performances. If you are not present or not prepared when you are scheduled to perform, a grade of 0 will be given.

• **NO LATE ASSIGNMENTS WILL BE ACCEPTED** except through prior arrangement with me for a documented emergency. Please refer to the Deadlines, Late Work and Extension policy at the end of this document.

• **PRACTICE:** In order to improve vocally, you will be assigned guided practice exercises that you will complete outside of class. Practice is essential. The more practice time you put in the more improvement you will see by the end of the semester.

• I do not require that you memorize your presentation pieces; however, a grading criterion includes the ability to maintain maximum eye contact during performance. **Most performers will work to memorize at least part of their performance pieces.**

### Oral Performances

You will be required to present three performed readings over the course of this semester. For each performance you will be choose a particular document that will NOT need to be memorized but will need to be well prepared for a live performance in front of the class. You will be graded on various areas of proper speech habits and personal interpretation. You will also need a device to record each performance for your voice portfolio and you will have to upload your recording to its respective file on the COBRA website. In addition, in order to earn full credit you will need to go to the Presentation Center. You will receive more information about this at a later date.

### Outside Speaker Analysis

You will be required to watch and analyze two speeches given by public speakers this semester. For each assignment you will need to attend the speech of a public speaker. This speech must be at least 20 minutes in total length. You will need to listen to the speaker for their vocal qualities and present your critique in a 2-page double-spaced paper (~300 words) that will need to be turned in through COBRA. More information to come.



Orson Welles during a radio broadcast.

### Articulation Assessment

For this assignment you will be given a list of words that will test your articulation skills and the use of your articulators. You will need to record yourself speaking each of the words on the list. Once you have recorded yourself, you will then need to listen to that recording and complete the Articulation Assessment on the COBRA site. You will also need to upload your recording to COBRA as well. More information to come.

### 30 Second Commercial Spot

You will be required to write and record a 30-second commercial spot for a product of your choosing. This may be a product that is already in existence or something you make up on your own. Regardless of your product, this recording must be EXACTLY 28-30 seconds. You will be graded on all aspects of proper speaking technique as well as creativity and expressiveness. This recording must be uploaded to COBRA. More information to come.

### Final Paper

At the end of the semester you will need to go back and assess your progress as a speaker through the various recordings made through this class. This must be a 3-page double-spaced paper (~700 words) that is a look back at your work and a self-critique of what you have done well and areas that you may still need to work on. In order to complete this assignment you will need to keep all recordings made throughout the semester. This paper will be uploaded to COBRA. More information to come later in the semester.

### Radio Play

This is an opportunity for you to collaborate with students in COM 142, Intro to Radio Production. In the 9<sup>th</sup> week of the semester we will cast and perform in a radio drama produced by the Radio Production students. This play will then air on 88.7 WPCD. The Radio Play is an opportunity for all students to practically implement vocal skills learned throughout the semester.

### CLASSROOM EXPECTATIONS:

It is vital to the success of this course to have a supportive atmosphere in the classroom. It is essential that each individual feel comfortable and able to work to his/her full potential. Here are my expectations:

- I expect each individual to behave in a respectful and courteous manner at all times

especially when listening to student performances.

- I do not tolerate rude behavior, abusive or foul language for any reason.
- When selecting material for performance, avoid excessive violence, explicit sexual themes and abusive/foul language.
- All cell phones/electronic devices must be put away and set on vibrate during class time.
- All criticism offered in this course is constructive and designed to help you become a better speaker. If you have any problems regarding the behavior of others in the classroom, please speak to me immediately.
- If you have any questions about grading, assignments, or any other concerns I will be available to meet with you.

## **ACADEMIC HONESTY POLICY**

Parkland is committed to the values of honesty, integrity and responsibility; therefore, academic dishonesty is not tolerated. Anyone found to be cheating will receive a minimum penalty of a zero for that assignment/exam and the incident will be reported to the Dean of Students. Be aware that you may also receive a failing grade for the course.

Academic Honesty can be broadly defined as performing academic work without cheating, fabrication, or plagiarism:

***Cheating:*** Using or attempting to use unauthorized materials, information, or study aids in any academic activity. Submitting as one's own work term papers, homework, and examinations that are not one's own work or for which a student received unauthorized help. Copying the work of another, or allowing another to copy one's own work, without proper acknowledgment (from this or previous semesters).

***Fabrication:*** Falsifying or inventing any information or citation in an academic activity.

***Plagiarism:*** External information borrowed and directly quoted must be indicated by use of quotation marks, and any changes,

omissions, or addition to the direct quotation must be shown in bracket, and the source documented. All cited external information that has been paraphrased and summarized must also be documented.

***Collaboration:*** Students at Parkland College are encouraged to work together on group projects, study, and other activities. However, work submitted to fulfill an assignment not specifically identified as a group activity must be substantially the work of the author. I will provide guidelines so that you will know who to maintain the academic integrity of these collaborative activities. Collaboration beyond this constitutes academic misconduct.

The complete policy is found in the *Student Policies and Procedures Manual* online at <http://www.parkland.edu/studentpolicy/honesty>

## **MY GRADING AND CRITIQUING PHILOSOPHY**

After each of your vocal assignments I will give you a written and/or verbal critique with notes about the strengths and weaknesses of your vocal skills. The critique will focus primarily on your verbal skills, but will also evaluate nonverbal delivery as the two are an integral part of effective performance. The purpose of the critique is to help you better understand your areas of strengths and weaknesses not to make you feel bad about your voice, vocal skills or performance.

The critique is an important tool to communicate to you where you are being successful and where you need to improve. My goal is to help you build on your strengths and strengthen your weaknesses. All voices can benefit from voice work and vocal practice.

I do have high expectations when grading performance assignments. An "A" is earned for excellence in preparation, selection choice, vocal delivery, and nonverbal skills. A perfect grade on a vocal performance is very difficult to achieve – 100% means that you have given a flawless performance. I consider a "B"

performance to be above average performance in preparation, selection choice, vocal and non-vocal delivery. A “C” for a performance” is average for preparation, selection choice, vocal and non-vocal delivery.

Earning a “D” or “F” grade for a performance is difficult to do. This means you did not follow the directions for the assignment and that you devoted little time and effort in preparation, selection choice, vocal and non-vocal delivery and did not take advantage of personal coaching from me or in the **Presentation Center – located in C150.**

Your assignments, performances and papers are graded based on how well you fulfill the criteria for the assignment. I do not compare you to any other student in this course – it is your personal best that counts. **I believe that any student who has the desire and is willing to practice can improve their vocal skills.**

My goal in this class is to help you develop your natural voice for performance and to develop a more professional sounding voice, therefore I am available to help you prepare, select material and practice your delivery during the semester. Please feel free to drop in on my office hours or make an appointment to meet with me at a time that is convenient for you. Also plan to practice in the Presentation Center - see details below.

#### **Presentation Center:**

You are encouraged (and at times required!) to make use of the **Presentation Center located in C150.** The lab is designed to provide you with one-on-one coaching to help you prepare for your performances and improve your voice work. You can get help with selecting material, and practicing your vocal and non-vocal delivery skills for this or any other class you are taking.



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# Fall 2015 Course Calendar

**\*\*\*BRING YOUR BOOK TO CLASS  
EVERY DAY\*\*\***

## **Week 1**

Tuesday, August 25<sup>th</sup>

Course Intro and Syllabus Review

Thursday, August 27<sup>th</sup>

Intro to Vocal Quality, Dialects and Accents

Intro to Sound Production

**DUE:** Chapter 1 reading

## **Week 2**

Tuesday, September 1<sup>st</sup>

Vocal Diagnostic: Listening to yourself

**DUE:** Diagnostic Recording

**BRING:** Digital Recording Device

Thursday, September 3<sup>rd</sup>

Vocal Diagnostic: Listening to yourself

**DUE:** Diagnostic Recording

**BRING:** Digital Recording Device

## **Week 3**

Tuesday, September 8<sup>th</sup>

Sound Production

Vocal Quality

**DUE:** Written Self-Assessment

Chapter 2 and 3 reading

Thursday, September 10<sup>th</sup>

Sound Production

Vocal Quality

## **Week 4**

Tuesday, September 15<sup>th</sup>

Volume and Projection

**DUE:** Chapter 4 reading

Thursday, September 17<sup>th</sup>

Volume and Projection

## **Week 5**

Tuesday, September 22<sup>nd</sup>

Articulation

**DUE:** Chapter 5 (pgs. 65-71) reading

Thursday, September 24<sup>th</sup>

Articulation

In class exercises

## **Week 6**

Tuesday, September 29<sup>th</sup>

Oral Performance I – Vocal Quality, Volume,  
and Articulation

**BRING:** Digital Recording Device

Thursday, October 1<sup>st</sup>

IPA - Introduction

**DUE:** Chapter 5 (pgs. 72-74) reading

## **Week 7**

Tuesday, October 6<sup>th</sup>

Midterm Exam

Thursday, October 8<sup>th</sup>

IPA - Consonants

**DUE:** Articulation Analysis

Chapter 6 (pgs. 75-90) reading

## **Week 8**

Tuesday, October 13<sup>th</sup>

IPA – Consonants

**DUE:** Chapter 6 (pgs. 91-122) reading

Thursday, October 15<sup>th</sup>

IPA – Consonants

**DUE:** Chapter 6 (pgs. 123-150) reading

**DUE:** Speaker Analysis I

## **Week 9**

Tuesday, October 20<sup>th</sup>

Radio Play Recording – campus radio station

Thursday, October 22<sup>nd</sup>  
Radio Play Recording – campus radio station  
**DUE:** IPA List A (pgs. 252-53)

**Week 10**

Tuesday, October 27<sup>th</sup>  
IPA – Vowels  
**DUE:** IPA Lists B and C (254)  
Chapter 7 (pgs. 151-167) reading

Thursday, October 29<sup>th</sup>  
IPA – Vowels  
**DUE:** IPA Lists D and E (255-256)  
Chapter 7 (168-190) reading

**Week 11**

Tuesday, November 3<sup>rd</sup>  
IPA – Diphthongs  
**DUE:** Chapter 8 reading

Thursday, November 5<sup>th</sup>  
Oral Performance II – Consonants, Vowels  
and Diphthongs  
**BRING:** Digital Recording Device

**Week 12**

Tuesday, November 10<sup>th</sup>  
Oral Performance II – Consonants, Vowels  
and Diphthongs  
**BRING:** Digital Recording Device

Thursday, November 12<sup>th</sup>  
Vocal Expressiveness  
**DUE:** Chapter 9 reading

**Week 13**

Tuesday, November 17<sup>th</sup>  
Vocal Expressiveness  
**DUE:** Speaker Analysis II

Thursday, November 19<sup>th</sup>  
Vocal Expressiveness

**Week 14**

Tuesday, November 24<sup>th</sup>  
30-second Commercial Spot Recording  
**DUE:** Commercial script and performance  
**BRING:** Digital Recording Device

Thursday, November 26<sup>th</sup>  
**THANKSGIVING DAY**

**Week 15**

Tuesday, December 1<sup>st</sup>  
Oral Performance III – Expressiveness  
**BRING:** Digital Recording Device

Thursday, December 3<sup>rd</sup>  
Oral Presentation III – Expressiveness  
**BRING:** Digital Recording Device

**Week 16**

Tuesday, December 8<sup>th</sup>  
TBA

Thursday, December 10<sup>th</sup>  
Review for Final Exam  
**DUE:** Final Paper

**Final Exam: Wednesday, December 16 2:00-4:00pm**

**\*\*\*THIS SCHEDULE IS SUBJECT TO CHANGE\*\*\***

## **DEADLINES, EXTENSIONS AND LATE WORK POLICY COM 140**

**DEADLINES:** All verbal and written deadlines are firm. I do not generally allow work to be turned in late. Exceptions to this policy are listed below. Students are expected to submit work at the beginning of class, or when I ask for it.

**EXTENSIONS:** I will consider granting an extension for emergency reasons only. I will consider all requests on an individual basis.

**To request an extension on an assignment you must:**

1. Contact me **before** the day the assignment is due. If the nature of the emergency prevents you from contacting me before the due date, you must contact me as soon as possible.
2. If an extension is granted, you and I will determine the earliest possible date to submit the assignment.

**LATE WORK:** I generally do not accept late work. I define late work as anything submitted after the printed or stated deadline. Deadlines are listed in your syllabus and/or communicated in class. **Work submitted late will be returned without a grade unless you have requested and been granted an extension.**

It is generally very difficult to accommodate make-up performances due to time constraints. If an emergency situation arises which makes it impossible for you to perform on your scheduled day, you must contact me as soon as possible and we will work together to try to find a time to make up your speech.

**Please be aware that there is no guarantee that you will be able to make up an assignment or performance and that may result in a grade of 0 for that assignment.**