

SYLLABUS

CODE: SPCH 127

TITLE: Voice and Diction

DIVISION: Arts and Communication

DEPARTMENT: Speech Communication

COURSE DESCRIPTION: The student will be able to improve the strength and resonance of the vocal mechanism and produce the sounds and stress patterns of American English. Particular stress will be placed on reading from the printed page for the logical as well as the emotional content. This course is not designed for speech correction or foreign accent elimination.

PREREQUISITES: READ 095 or passing score on the Basic Skills Test

COREQUISITES: None

CREDITS: 3

LECTURE CREDITS:

LAB CREDITS:

LAB HOURS:

REQUIRED MATERIALS:

Crannell, Kenneth. *Voice and Articulation*. 4th Ed. Boston. Wadsworth Thomson Learning, 2000. ISBN # 0-534-52354-4

ADDITIONAL TIME REQUIREMENTS:

(Identify open lab or other lab requirements)

INTENDED COURSE LEARNING OUTCOMES/COURSE GOALS (CORE COMPETENCIES):

Demonstrate effective use of vocal techniques in 5 skill areas: volume, rate, articulation, pitch and quality. (Communication, Critical Thinking)

Demonstrate effective breathing techniques. (Communication)

Demonstrate knowledge of General Standard English pronunciation patterns. (Communication, Critical Thinking)

Demonstrate successful oral readings for logical and emotional content. (Communication, Critical Thinking)

UNIT TOPICS AND/OR UNIT OUTCOME (OBJECTIVES):

OPTIONAL

e.g. identify, analyze, memorize

UNIT 1

PRODUCE THE SOUND – Breathing & Vocal Mechanics

The student will demonstrate an ability to produce a steady and sustained column of air by using the diaphragm as a source of power. The student will be able to identify common vocal problems and correction exercises.

UNIT 2

SHAPE AND SOUND – Articulating American English

The student will be able to clearly articulate all the consonants, vowels, and diphthongs of American English.

SYLLABUS

- UNIT 3 VARY THE SOUND - Volume, Pitch, Rate & Quality –**
The student will demonstrate the ability to use significant variety in volume, pitch, rate and quality in both conversational language and formal readings.
- UNIT 4 STRESS THE SOUND – Reading for Meaning**
The student will be able to use the four basic variables of the voice to highlight thought-bearing words in sentences.
- UNIT 5 COLOR THE SOUND -- Reading for Feeling**
The student will be able to use the four basic variables of the voice to project the emotional content of sentences.
- UNIT 6 WHERE ARE YOU NOW? – Post Test**
The student will create and perform a final project. Each project should highlight improvement the student has made over the semester.

Unit Objectives and Evaluation for SPCH 127

WHERE ARE YOU – Pre Test

CLASSROOM LEARNING GOALS AND ACTIVITIES

Each student will have an individual session with the instructor. Through assigned readings and discussion, an evaluation of his or her voice will be made and specific areas for work designated.

HOMEWORK

- Read Chapter 1
- Purchase two audio cassettes or two mini DVD-RW discs and record #1- 5 on page 15.
- Keep one cassette or disc for yourself and hand one to the instructor during second class.

No Grade Evaluation in this unit

UNIT 1 PRODUCE THE SOUND – Breathing 50 points

CLASSROOM LEARNING EXPERIENCES

The student will demonstrate an ability to produce a steady and sustained column of air by using the diaphragm as a source of power.

Text: Chapters 2, 3, 4 & 5

Classroom: Lecture, demonstration, and exercises

HOMEWORK

- Read Chapters 2, 3, 4 & 5
- Be prepared for weekly quizzes (mix and match) on Key Terms at the end of each chapter - 5 points each (5 quizzes = 25 points)
- Participate in all exercises in class (25 points - see below for evaluation criteria)
- Do daily breathing exercises for 30 minutes per day.

SYLLABUS

Assessment of Learning

A: Excellent:	Evaluate the breathing skills of four peers.
B: Good	Lead a breathing exercise in class
C: Satisfactory	Demonstrate the ability to use diaphragmatic breathing in class.
D: Marginal	Demonstrate theoretical understanding of Diaphragmatic breathing in class
F: Unsatisfactory	Unable to demonstrate theoretical or experiential knowledge of diaphragmatic breathing

UNIT 2 THE SOUND -- Articulating American English 50 points

CLASSROOM LEARNING GOALS AND ACTIVITIES

The student will be able to clearly articulate all the consonants, vowels, and diphthongs of American English. The student will memorize and use the IPA – The International Phonetic Alphabet.

Text: Chapters 6, 7, 8 and inside page of textbook cover

Classroom: Lecture, demonstration, and exercise

HOMEWORK

- **Read Chapters 6, 7, 8**
- **Be prepared for weekly quizzes (mix and match) on Key Terms at the end of each chapter - 5 points each (3 quizzes = 15 points)**
- **Participate in all exercises in class (15 points)**
- **Participate in transcription exercises in class (20 points)**

Assessment of Learning

A- Excellent:	Transcribe a one-minute oral selection with 80% accuracy, using the International Phonetic Alphabet.
B - Good:	Transcribe a one-minute oral selection with 70% Accuracy using IPA
C –Satisfactory:	Transcribe a one-minute oral selection with 60% Accuracy using IPA
D- Marginal:	Transcribe a one-minute oral selection with 40% Accuracy using IPA
F- Unsatisfactory:	Unable to transcribe a one-minute oral selection With at least 40 % accuracy

RETESTING to pass unit as well as to achieve a higher grade is possible in this unit

UNIT 3 VARY THE SOUND – Volume, Pitch, Rate and Quality 50 points

CLASSROOM LEARNING GOALS AND ACTIVITIES

SYLLABUS

The student will demonstrate an ability to use significant variety in volume, pitch, rate and quality.

Text: Read Chapter 9 and additional reading materials given out by instructor

Classroom: Lecture, demonstration, and exercises

HOMEWORK

- **Read Chapter 9 and additional materials given out by instructor**
- **Be prepared for weekly quizzes (mix and match) on Key Terms at the end of each chapter - 5 points each (1 quizzes = 5 points)**
- **Participate in all peer led exercises in class (15 points)**
- **Lead your own vocal variety exercises in class (35 points)**

Assessment of Learning

A - Excellent Lead class in your own 10- 15 minute vocal variety exercise.

B – Good Lead class in sound variable exercises

C - Satisfactory: Demonstrate in class a pitch range of one and one-half octaves; vary volume from a whisper to a roar; vary rate from a drawl to a rattle; and vary quality by being nasal, denasal, aspirate, and hollow.

D – Marginal: Demonstrate pitch range of one octave: vary volume From whisper to very loud, vary rate from slow to fast, Vary quality from nasal to denasal

F – Inability to demonstrate enough range of variety in pitch, Volume, rate and quality.

UNIT 4

STRESS THE SOUND – Reading for Meaning

50 points

CLASSROOM LEARNING GOALS AND ACTIVITIES

The students will be able to use the four basic variables of the voice to highlight the thought-bearing words in a sentence.

Text: Appendix B and additional class handouts

Classroom: Lecture, demonstration, and exercises

HOMEWORK

- **Read Appendix B and additional materials given out by instructor**
- **Prepare one two-minute news copy reading for class (25 points)**
- **Prepare one two minute commercial for class (25 points)**

Assessment of Learning

A – Excellent: Broadcast professional performance including superior manipulation of four basic variables (pitch, rate, volume and quality) to convey meaning of news and commercial copy. News and commercial copy is written by student.

SYLLABUS

- B – Good: Use of three basic vocal variables to manufacture primary and secondary level of comprehension for meaning in selected news and commercial copy.
- C- Satisfactory: Use of two basic vocal variables to manufacture primary and secondary level of comprehension for meaning in selected news and commercial copy.
- D – Marginal: Use of all two basic vocal variables to manufacture primary level of comprehension for meaning in selected news and commercial copy.
- F – Unsatisfactory; Inability to demonstrate giving primary and secondary stress to thought bearing words in an assigned news and commercial copy.

UNIT 5

COLOR THE SOUND – Reading for Feeling

50 points

CLASSROOM LEARNING GOALS AND ACTIVITIES

The student will be able to use the four basic variables of the voice to project the emotional content of a sentence.

Text: Read Chapter 10 and additional reading material from instructor

Classroom: Lecture, audio tapes, demonstrations.

HOMEWORK

- **Read Chapter 10 and additional materials given out by instructor**
- **Prepare to read one poem for class for class (25 points)**
- **Prepare one two minute commercial for class (25 points)**

Assessment of Learning

- A – Excellent: Performance of poem and commercial demonstrate superior ability to use vocal techniques to convey a wide range of emotions (at least five).
- B - Good : Read selected passages, demonstrating vocal ability to project a wide range of emotions (at least four).
- C - Satisfactory: Read selected passages, demonstrating vocal ability to project average level of emotions (at least three).
- D – Marginal: Read a selected passage, demonstrating vocal ability to project the basic emotional tone of the passage.
- F – Unsatisfactory: Inability to read selected passages for basic emotional tone.

WHERE ARE YOU NOW? – Post Test and Final Project

150 points

All skills learned throughout the semester in classroom and at home will be demonstrated. Each final project should highlight one or two specific skill areas the student has been working on. Final projects will be taped in Brookdale's recording studio.

Final Projects Content – no more than 7 minutes

SYLLABUS

1. contain a selection of short pieces of prose, poetry, essays and news items
2. the program should have a written introduction, transitions and conclusion
3. all material should be tied together by a theme
4. bring 2 copies of the material – 1 to read from and one for the instructor
5. all copy should be large and easily readable - at least 14 point font
6. copy should have slash (/) marks indicating phrasing stops and pauses
7. copy should have phonetic spelling where words are difficult to pronounce

Assessment of Learning – Final Project Criteria:

- A: Excellent : All criteria below plus:
the meaning must be clear and easily comprehensible
an appropriate mood must be established for each selection
ALL words are to be pronounced correctly
- B: Good: All criteria below plus:
articulation must be clear and precise
three pitch levels must be used
- C. Satisfactory All criteria below plus.
volume/energy level must reach every area of the room
- D: Marginal.
variable rates of speed must be used that reflect the content and mood of each selection use pauses to stress important words of phrases

GRADING STANDARD:

FINAL GRADE:

TOTAL POINTS - 500 points

Unit 1	-	50 points
Unit 2	-	50 points
Unit 3	-	50 points
Unit 4	-	50 points
Unit 5	-	50 points

Overall Class	
Participation-	100 points
Final Project	150 points

450- 500	A
435- 449	B+
400 -434	B
385- 389	C+
350 -384	C
300- 349	D
299-below	F

DEPARTMENT POLICIES:

SYLLABUS

Testing Policy: Each instructor will hand out a course schedule for the term. The schedule will list weekly activities including testing times. You may be required to take your tests at Brookdale's Testing Center located in the CAR Building.

Plagiarism: Plagiarism is intellectual theft and a violation of the Brookdale Community College Student Conduct Code. It is the verbatim or near verbatim use of ideas, concepts, and oral or written passages for personal gain without giving their true author credit. Any quoted written or oral passages incorporated into your speeches must be clearly noted as such. Plagiarism will result in receiving no credit for an assignment. Repeated plagiarism may result in failing the course or other severe disciplinary action by Brookdale College. (Refer to Chapter 2 in our textbook, *Ethics and Public Speaking*, for further explanation.)

Attendance Policy: Missing more than 9 class hours jeopardizes passing grades. Refer to your Instructor's addendum for your section's specific requirements regarding attendance.

COLLEGE POLICIES:

For information regarding:

- ◆ Brookdale's Academic Integrity Code
- ◆ Student Conduct Code
- ◆ Student Grade Appeal Process

Please refer to the **STUDENT HANDBOOK AND BCC CATALOG.**

NOTIFICATION FOR STUDENTS WITH DISABILITIES:

Brookdale Community College offers reasonable accommodations and/or services to persons with disabilities. Students with disabilities who wish to self-identify must contact the Disabilities Services Office at 732-224-2730 or 732-842-4211 (TTY), provide appropriate documentation of the disability, and request specific accommodations or services. If a student qualifies, reasonable accommodations and/or services, which are appropriate for the college level and are recommended in the documentation, can be approved.

ADDITIONAL SUPPORT/LABS: