

## **THTR 499**

### **Professional American Speech: Practice & Theory**

**Fall 2014**

**Units:** 2 units

**Time:** 6:00 to 8:50 p.m. Thursdays

**Location:** TBA

**Instructor:** Kathleen Dunn-Muzingo

**Office:** McClintock Bldg. Adjunct Office-2

**Office Hours:** 1-2pm Thursdays or by appointment

**Contact Info:** [kdunn@usc.edu](mailto:kdunn@usc.edu)

### **Course Description and Overview**

An introduction to speaking Professional American English clearly and dynamically. The purpose of this course is to serve students who wish to gain experience and confidence in speaking Professional American English.

### **Course Scope:**

Through class exercises, warm ups, presentations, and discussion students will begin to apply elements of healthy professional speech and voice through the study of American English. Through journaling, vocal practice and sound identification, the student will begin to experience the specific features and elements of clear, effective speech. These experiences are to provide the student concrete skills in developing their own unique and expressive voice that supports the student in presentation work, daily life and simple communication.

### **Learning Objectives**

1. Identify the basic features of clarity, pronunciation and dynamics of Professional American English and begin to apply these new sensations in simple conversations and basic presentations.
2. Compose a repertoire of situations that utilize Professional American English in
3. the areas of simple conversation to a professional presentation in the field of student interest.
4. Begin to develop power, range, and clarity by taking part in group warm ups focusing on consonant, and vowel features as well as healthy volume.
5. Gain experience in spontaneous expression, by participating in partner exercises
6. Gain more confidence in Professional American English through classroom exercises, conversation, and presentation.
7. Identify and apply the basic theories of clarity and pronunciation through journaling about the use of vocal concepts in daily life events.

**Prerequisite(s):** As this is not a course in English grammar, so please adhere to university policy of having successfully completed the appropriate standardized tests and English Proficiency Criteria prior to taking this course.

<http://www.usc.edu/admission/undergraduate/firstyear/prospective/international.html>

### **Required Readings and Supplementary Materials**

*The Use and Training of the Human Voice*, 3rd Edition by Arthur Lessac.

### **Description of Grading Criteria and Assessment of Assignments**

1. Participation/Class Exercises 40 points
2. Journal Entries of Process 60 points
3. Three Speech Projects 300 points

### **Grading Breakdown**

#### ***Participation/Class Exercises:***

Class exercises are planned for each class period as well as participation in a class warm up. The exercises will vary depending on student need and progression, and some exercises will be assigned and completed the same class period. The class warm-up is progressive with new elements being introduced each class period so that at the end of the semester, the student will have acquired a basic warm-up for American speech.

Taking part in class discussion, warm ups and exercises are designed to support your speech projects. 40 points (3 points per class)

#### ***Journal Submissions:***

In recording journal entries, the student will begin to understand the concept of self teaching through habitual awareness in order to melt away vocal and physical habits which impede healthy, clear speech. It is the student's responsibility to carry what is learned outside the classroom, and the journal aids in that awareness.

Each week, the student will be given a vocal concept to apply in his/her daily life and practice. The student is expected to write a paragraph about a discovery or experience utilizing the concept in his/her daily life and practice. The Journals will be picked up twice during the semester, the first set of entries will be mid-semester and the second set of entries will be the final week of class. Specific dates can be found in the tentative schedule attached.

#### ***Three Speech Projects: 300 points***

There will be a total of three projects during the semester. It is up to the student to provide the material. The material or speech should be written out and identified with the appropriate markings. For each presentation, the student is required to complete an in-class rehearsal.

**Speech Project 1:** Construct a simple conversation with a partner that would take place in daily life.

**Speech Project 2: Passion Project.** Talk about someone who has inspired you, or share your favorite poem.

**Speech Project 3:** Construct a presentation based on your major course of study.

**EACH PROJECT will be assessed according to the following breakdown:**

***Written:*** Identification of consonant-vowel features in speech--50 points

***Rehearsal:*** In class rehearsal-no make up for missed rehearsals--25 points

***Performance/Presentation:*** In class performance-presentation-- 25 points

## **DESCRIPTION OF GRADING CRITERIA AND ASSESSMENT OF ASSIGNMENTS**

**To calculate your grade, each unit is valued at 100 points or 100%**

**Participation/Class Exercises/Journal Entries of Process   100%**

**Three Speech Projects (see above for breakdown)           100% for each**

94-100	<b>A</b>	4.0	74-76	<b>C</b>	2.0
90-93	<b>A-</b>	3.7	70-73	<b>C-</b>	1.7
87-89	<b>B+</b>	3.3	67-69	<b>D+</b>	1.3
84-86	<b>B</b>	3.0	64-66	<b>D</b>	1.0
80-83	<b>B-</b>	2.7	60-63	<b>D-</b>	0.7
77-79	<b>C+</b>	2.3	0-59	<b>F</b>	0

### **SCHOOL OF DRAMATIC ARTS GRADING POLICIES:**

1. No late papers, exams, projects, etc. shall be accepted unless advance extensions have been arranged between the student and the teacher, or unless exceptional circumstances occur.
2. There are no unexcused absences allowed. See policy below for excused absences.
3. A grade of IN (incomplete) shall only be awarded under exceptional circumstances, according to University Policy.
4. **Grading Scale for SDA:** A indicates work of excellent quality; B of good quality; C of average quality; D of below average quality; and F indicates inadequate work.

### **Submission Requirements for Assignments:**

***Text Identifications:*** Xerox and Double Space your speech/text. Mark for the appropriate features. Submit either a hard copy to instructor or scan and send via email.

***Journal Entries:*** Maybe hand written, if your handwriting is legible, and hard copy submitted to the instructor. Entries may also be a double spaced WORD DOC via email. All assignments are due on the due date at 11:59 p.m.

## **Course Schedule: A Weekly Breakdown**

August 28 <sup>th</sup>	Introduction to Basic Concepts of Voice and Body Communication
September 4 <sup>th</sup>	Consonant Introduction and Class Exercises
September 11 <sup>th</sup>	Consonant Application in Daily Life Communication
September 18 <sup>th</sup>	Consonant Rehearsals in Daily Life -Identifications Due on Scenes
September 25 <sup>th</sup>	Presentations of Consonant Energy in Daily Life Scenes
October 2 <sup>nd</sup>	Vowel Introduction and Class Exercises
October 9 <sup>th</sup>	Vowel Applications in Passion Speeches and Poetry
October 16 <sup>th</sup>	Vowel Rehearsals in Passion Speeches/Poetry-Identification Due
October 23 <sup>rd</sup>	Presentations of Vowels in Passion Speeches and Poetry
October 30 <sup>th</sup>	Pitch Power and Range Workshop
November 6 <sup>th</sup>	Pitch Power and Range Workshop-Introduction to Final Projects
November 13 <sup>th</sup>	Review of Standard American Warm-ups/ Prep for Final Projects
November 20 <sup>th</sup>	Prep Final Projects
December 4 <sup>th</sup>	Final Project Presentations/Address and prep for IPA final
December 11 <sup>th</sup>	7 to 9 p.m. IPA Exam (This is the final exam)

### **Reading Assignments: *The Use and Training of the Human Voice* by Arthur Lessac**

Week 1	Chapters 1 to 4
Week 2-5	Chapter 5 <i>Consonant Energy</i>
Week 6 -9	Chapters 7 to 8 <i>Music of the Vowels</i>
Week 10	Chapter 6 <i>Dynamics of Tonal Energy</i>
Week 11-15	Chapters 9 to 11 <i>Reaping What We Sow</i>

**FINAL EXAMINATION DATE: December 11<sup>th</sup> -- 7:00 to 9:00 p.m.**

### **Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html), (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) [ability@usc.edu](mailto:ability@usc.edu).

### **Statement on Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

### **Emergency Preparedness/Course Continuity in a Crisis**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an

electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.