ADVANCED VOICE
THTR-540F
SECTION #63251

Term: Spring 2015
10-11:50 am M W
PED 204

Units: 2.0

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Office hours:
Available by appointment

Course Overview:
This advanced course in voice will build on the work and ex-
ploration based on previous training in the Linklater approach, with the culmination of 3 years focusing on performance, and issues pertaining to the 3-Play Rep and the showcase. There will be the elements of voice-over and singing added to the curricula this semester, and this course will support and enhance all the voice work.

Goals:
As these students prepare to go out in world we want to sharpen the tools and abilities they bring. It is important to lift off to another level of focus and preparation. This is the final year to galvanize and prepare, strengthen and free the voice. The work in this class will give a base of knowledge and clarity as well as direct and useful ways of opening up the actor’s instrument. Independence and individual responsibility will come to the forefront via the intention to have voice class, just as they might in a rep company, or as working actors.

The special nature of each one of the students will be supported. This will take the form of individual tutorial lab work.

Attendance:
We are expecting the highest level of commitment from senior students. Lateness is not tolerated without prior notice. Absences will be evaluated on an individual basis. Unexcused absences are unacceptable. Communication with the instructor is part of evaluation.

Grading policy:
A-excellent quality  
B-good quality  
C-fair quality  
D-poor quality  
F-fail  

Grading and evaluation:  

Class work- 60%  
Mid term-15%  
Final exam- 25%  

Final exam in conjunction with teaching team.  
Final exam Monday May 11th 8-9 a.m.  

Proposed Schedule:  

Week 1: Continuing with vocal connection and strength. Warm up and start the semester with check-in and preparation for the 3-Play Rep. Rehearsal takes focus. In-class focus is mainly in support of Rep. Tutorial schedule will be set and begin with Lauren.  

Week 2: Practical observations, exploration of the group, checking in, and examining the knowledge of voice work are what we will do in the early stages. We will be preparing to plunge back into performance. Keeping the importance of exploration and refining at the forefront.  

Week 3: Class check-in, we will see what is needed as you
head into performance. Voice support is a focus, but in your third year you know how to do maintenance, and we want to take the detail of text work on to another level with continued support of the Rep.

Week 4: Consistency of connection, and practice on the advanced level. There will be an exploration of individual issues that arise, and on ways of working. Look to flexibility in the schedule as we will be rehearsing in tandem, working notes, making performance preparations, and bringing the work to a deeper level.

Week 5: Focus will be on the Rep shows. We will be working in the rehearsal space supporting the productions. Class time will be fluid.

Week 6: Support and work on the 3-Play Rep and showcase. Moving everyone to independence, and complex detailing of their work. All work will be moving towards the shows, and showings. Continued group warm-up and tutorials. The major emphasis will be on tutorial work.

Week 7: Voice work continues, deepening it in the body. Individual check-in as well as supporting each individual to be present in him or herself. Everything moves towards acting, and preparation to move into the professional world.

Week 8: Finishing, polishing, wrapping up the final touches on the 3 years of work: recapping the practical aspects of voice work and celebration honoring the complete galvanizing of the work. Support for showcase and individual polishing will be taking place.

Week 10: The following classes will cover showcase issues and voice work. At present we are listing the classes as tutorials. This is subject to change according to what is needed for showcase preparations, etc. The best thing to do at this point is individual scheduling, but there will be group sessions for the company. We will feel this out as we get there. Things arise, and will arise.

Week 11: Tutorial work and company work as needed.

Week 12: Tutorial work and company check in as needed.

Week 13: Final Hand off project and tutorials.

Week 14: There will be preparation for showcases in NY and LA and the final Hand off Project exploration and rehearsal.

Week 15: Showcase.

**Statement on Academic Conduct and Support Systems**

**Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards [https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/](https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [http://policy.usc.edu/scientif-](http://policy.usc.edu/scientif-)
Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity [http://equity.usc.edu/](http://equity.usc.edu/) or to the Department of Public Safety [http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us](http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us). This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men [http://www.usc.edu/student-affairs/cwm/](http://www.usc.edu/student-affairs/cwm/) provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

**Support Systems**

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute [http://dornsife.usc.edu/ali](http://dornsife.usc.edu/ali), which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs [http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information [http://emergency.usc.edu/](http://emergency.usc.edu/) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

**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.