

ADVANCED VOICE & DICTION
#540A
Fall 2016

NATSUKO OHAMA

JEF

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Office Hours

Available by appointment.

Course Overview

Work on the basic progression of the Linklater voice work, freeing the natural voice. Through a classical series of voice exercises we will be exploring the dimension of the actor that is the voice. From breath work, vibration, jaw, tongue, soft palate and resonators to personal exploratory and imaginative work, we will be covering all the elements involved with the basic speaking voice. Natsuko Ohama will be working with all students.

Course Goals

Free the natural voice of the actor. The class will learn the basic vocal progression of exercises, which lead to a warm-up. Our goal is to release and connect the elements of the voice, body, emotions and clarity of thought. We want to hear the person, not the voice.

Attendance, Tardiness, Absences

I expect the highest level of commitment from MFA actors. Lateness is not tolerated without prior notice. Unexcused absences are not permitted. Communication with the instructor is essential in case of emergency or illness. Violation of these requirements will result in disciplinary measures.

Grading Policy

A-excellent quality

B-good quality

C-fair quality

D-poor quality

F-fail

Grading and Evaluation

Class work- 65%

Mid term-10%

Final exam- 25%

Final exam scheduled in co-ordination with other teachers.

Class Meetings

Tuesday and Thursday 3:00-5:50

Location: PED 202

Final Exam

Tuesday, December 13th 2-4 pm

Class Schedule

Week 1-3: Introduction to each other and discussion of individual voice issues. 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 looking at breath freedom and vibration in particular. Personalization work begins.

Week 4-6: Clarification of the vocal progression as it applies to individuals. We will be looking to build consistency of connection and freeing vibration of the voice. Exploration of jaw, tongue, soft palate, and the channel will be introduced.

Week 7-9: Individual check-in with head rolls and breath check. First three resonators, power breathing, panting, ribs, moving into the middle of the face or sinus resonators.

Week 10-12: Finishing vocal progression, and deepening it in the body. There will be continuing individual check-in as well as supporting the individual to be present in themselves.

Week 13-15: Group exploration as it applies to a vocal warm-up. Looking at text projects, review the voice work up to this point.

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, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) 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 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.

Statements 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/>.

Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

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/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-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/> provides 24/7 confidential support, and the sexual assault resource center webpage 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>, 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 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/> 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.