THTR 240b: VOICE II
Spring 2019 T/Th 10 - 12
Location: PED202
Instructor: Laura Flanagan
Office: JEFF 200 -B
Office Hours: 10am - 12:00 M/W and or by appointment
Contact Info: lgoldsch@usc.edu

Course Description and Overview
Development of the voice using material from Shakespeare and his contemporaries.

Learning Objectives
The goal of this class is to challenge each student to develop his or her own voice: to find greater meaning through vocal expression by developing breath, articulation and intention. By the end of the semester students should be familiar with destructing for maximum breathe release, the muscles of articulation, and with restructuring support for rich text.

> **Prerequisite(s):** 140a,b/ 240a
> **Concurrent Enrollment:** 215b, 220b

Required Readings and Supplementary Materials
"Voice for the Actor" by Cicely Berry; all assigned texts for memorization.

Description of Grading Criteria and Assessment of Assignments
We will learn new text each week, or every other week - depending on the facility of the class. You MUST be fully off book for each new piece of text we work on in class or your class work and grade will suffer. Since the class is built on enriching your experience of meaning - if you don't learn the text, you won't be able to do the work in class. Though there is not an official lab time for this class - you must find one for yourselves. Plan on working a couple of hours a week outside of class on work we are doing in class. Again, if not, your work and grade will suffer.

You will write a journal for this class. Journals will be handed on at Midterm and for the Final. There are no exceptions.

You must come to class in soft flexible clothing - loose fitting sweat pants and shirts that won't fall off your body if you move around. No belts and try to avoid too much spandex. Bring socks - though we may not use them every class.

No late assignments will be accepted and all journals will be written by hand and turned into me on the day due.

Grading Breakdown

Journal -	25%
Midterm -	25%
Final -	25%
Weekly Assignments	25%

Additional Policies

If you are late, you will not be able to enter until after warm-up. This will severely affect your grade, because the warm-up / destructuring is the central thrust of what we are learning. Plan on arriving at least five minutes before class to set up the room.

Philosophy

There is no such thing as a perfect voice. Every actor has their own strengths and weaknesses and these make us interesting and compelling performers. Actors that have great voices are actors whose voices are indistinguishable from the specificity, depth, and commitment of their performance. We don't want to hear your voice, we want to hear and believe what you are saying. Meaning is our commitment to understanding what we are saying, and our willingness to communicate that understanding. Thus, our meaning is the depth of our courage, truth, range, freedom, inspiration and exhalation as actors. It is the spirit that unites us as humans and elevates our work from the realm of ego into a greater realm of transformation

Course Schedule: A Weekly Breakdown

week 1: Chorus speech from Henry V - "Now, entertain conjecture of a time" - understanding the story and communicating it through the text with supported breath (restructured breath)
week 2:
week 3: Messenger from Macbeth - "Doubtful it stood as two spent swimmers…" - entering the action, letting the sentences work on you, and living the story as your own.
week 4: same
week 5: Hamlet "To be or not to be…" the question of meaning…
week 6 : same
week 7: midterm
week 8:   Ophelia & Richard II…"Oh What a Noble Mind.." and "Ay no, no Ay, for I must nothing be." - Vowels; breath; emotion
week 9: same
week 10: group poetry project: Percey Shelley: "O Wild West Wind…" - big breath, big nature, big connection.
week 11; same
week 12 - 15 - Ophelia's "where is the beautious majesty of Denmark.." and whatever else we do.

Final Examination Date:

 Tuesday May 7th: 11 - 1pm.

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 *Campus* in Section 11, Behavior Violating University Standardshttps://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/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/ 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.htmlprovides 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.