

THTR 540E - Advanced Voice Diction

Fall 2020

M/W 1pm-2:50pm

Location: Zoom

Instructor: LAUREN MURPHY YEOMAN

Office: Zoom

**Office hours: M/W 11am-1pm,
Or other times by appointment**

Email: laurenmu@usc.edu

Phone: 617-872-4194

Reply timeline: Within 48 hours

MEDIA SUPPORT: You will be working through two platforms: Zoom for class and office hours, and Blackboard for all course content, announcements, assignments, and grading. Please reach out to me prior to class if you have concerns about Time Zone conflicts with class time, or about access to technology and personal space for class.

USC Technology Support Links

[Zoom information for students](#)

[Blackboard help for students](#)

[Software available to USC Campus](#)

[Student basic needs technology assistance](#)

Course Description

This advanced course in voice will build on the work and exploration of the previous two years of training in the Linklater approach. As these students prepare to go out in the world, we want to enhance the tools and abilities they bring. It is important to lift off on to another level of focus, preparation, self-generated process, and taking initiative, so that the actor is operating more as an independent professional than as a student at this point. Through tutorial work, we will be supporting each individual's process of performing in the the Three-Play Repertory, and entering into the profession post-Showcase knowing their own unique voice. The individual work in this class seeks to deepen each student's knowledge and clarity as well as to supply direct and useful ways of opening up the actor's instrument as special performance needs arise. This is the final year to galvanize and prepare, strengthen and free the voice, in the chrysalis of school.

Voice and Speech Class Philosophy:

As voice teachers at USC's School of Dramatic Arts, we ardently stand for and strive to align ourselves with principles of anti-racism, anti-oppression, inclusivity, and equity in the classroom and on our stages. We stand in support of Black Lives Matter and the voices of BIPOC artists. We seek to educate not as privileged experts, but as facilitators whose hearts and minds are concerned with our students' health and well-being both as individuals and collectively. We encourage and celebrate students who speak out as advocates for themselves and others. We recognize systemic racism as part of our culture and so we seek to uplift our students to be the voices of change and the bearers of the torch for a new generation, a generation that does not seek to deny its past, nor to downplay the serious challenges of the present, but to face those challenges with resilience and bravery.

Learning Objectives

By the end of this course, students will be able to:

1. Support and sustain their vocal health in approaching the Three-Play Repertory
2. Self-diagnose vocal issues arising from performance
3. Conduct a fine-tuned hour-long self warm-up
4. Apply vocal exercises to character development
5. Increase their repertoire of audition materials and Showcase materials
6. Self-reflect on areas of performance to refine, shift or strengthen

Prerequisite(s): N/A

Co-Requisite(s): N/A

Concurrent Enrollment: N/A

Recommended Preparation: Performance experience not necessary but helpful

Description and Assessment of Assignments

Guidelines and expectations for all of the below components of your grade will be discussed thoroughly in class, establishing specific parameters to follow. Rubrics will be posted in Blackboard.

Written Tutorial Breakdowns:

Students will identify "voice goals" for the semester, for their productions and for their professional preparation. Students will then submit, as a Google Document via Blackboard, a breakdown of their tutorial schedule for the semester self-identifying the work

they want to bring for each tutorial. This will be a living document that the student can update prior to each tutorial as their projected goals and needs may shift in Rep rehearsals. Students will need to review and/or update their self-identified agenda for each tutorial 48 hours before each appointed time, and send me the necessary materials (accent donor recordings, scenes, audition sides, sheet music, etc.) so that I have time to review it beforehand. These breakdowns will be graded on timeliness and thoroughness of completion.

Midterm Performance:

In their tutorial slot that falls in the midterm block, students will perform self-selected material from the Three-Play Repertory worked on in tutorials in the first half of the semester to gauge the forward movement of their work. The actor must demonstrate preparation and caliber of work that fulfills the director's requirements and advances the production's progress.

Final Performance:

In the final exam period, students will perform self-selected material worked on in tutorials in the second half of the semester, to gauge development from the Midterm Performance to semester's end.

Personal Process Report:

Concluding the semester's tutorials and the "Work-Light" performances of the plays, each student will submit via Blackboard a one-page write-up, where they assess their incorporation of the work done in tutorials to the "Work-Light" performance, and identify the goals they will pursue in the month-long 3-Play Rep performance run in the Spring of 2021. Reflections will be graded based on how deeply and specifically the student examines the links and gaps between their preparation work, their performance work, and their new goals.

Grading Breakdown

Grades will be recorded in the Blackboard gradebook and updated weekly.

Unit	Points	% of Grade
Attendance and Participation	10	10
Written Tutorial Breakdowns	20	20
Midterm Performance	25	25
Final Performance	25	25

Personal Process Report	20	20
Total	100	100

Grading Scale

Excellent quality: A+ = 100-97; A = 96-94 A- = 93-90

Good quality: B+ = 89-86; B = 85-84; B- = 83-80

Average quality: C+ = 79-76; C = 75-74; C- = 73-70

Poor quality: D = 60's

Fail: F = 59 and below

Course-specific Policies (Assignment Submission, Grading Timeline, Late work)

Assignment Submission Policy:

Guidelines and expectations for all of the above components of your grade will be discussed thoroughly in class, establishing specific parameters to follow. All written assignments are to be submitted via Blackboard by the due date. Please ask me for clarification if you need it at any time in the semester.

Grading Timeline:

In-class assessments will be graded by the next class meeting. All other graded work will be returned no later than one week from the submission.

Late Work:

There is a two-point deduction each day past the due date. Paperwork will not be accepted after the third day past the due date. No late delivery of in-class exercises or performances shall be accepted unless advance extensions have been arranged with me or unless exceptional circumstances occur.

Attendance

Attendance of each pre-scheduled tutorial is imperative, especially as the rehearsal schedule is immovable and a missed session will not be able to be rescheduled or made up unless approved arrangements are made and extension is given in advance for extenuating circumstances. For these reasons, students should plan to attend every synchronous session for the classes in which they are enrolled, irrespective of when it occurs in their time zone. However, I will only maintain normal attendance, participation, and assessment expectations for students when the class time falls within reasonable learning hours in the student's time zone, defined as 7:00am to 10:00pm in the student's time zone. If the class falls outside those hours, accommodations will be extended. Please notify me immediately if you have time zone concerns that will affect synchronous class attendance.

Within synchronous class attendance, lateness and absences will be evaluated on an individual basis. Unexcused absences are unacceptable. Communication with me is part of evaluation. No credit for missed classes and no makeups for missed performances unless extenuating circumstances occur. Under these circumstances, please notify me immediately.

Attendance is weighted at no more than 15% as per University Guidelines.

Dress

This class will be very physical. Movement clothing is mandatory. Please also remove any jewelry that could interfere.

Netiquette Considerations

- Only water is allowed to be consumed and no eating.
- It is preferable to mute your microphone when not speaking, unless directed otherwise.
- Use of the chat is discouraged during class times unless directed.
- Please enable your webcam so you can be visible during class.
- Questions and comments will be taken in turn, first raised hand in that order. We will feel this out as sometimes I would like open verbal discussion.
- Treat the Zoom learning space as you would a classroom, sitting up (not lying down unless directed to), being attentive, dressed in working clothes, and use of technology during class time other than Zoom class is not allowed unless directed for research.
- Accommodations will be made for students with concerns. Please notify me immediately if you have concerns about any of the above items.

Course evaluation

Student feedback is essential to making this course the best it can be. Students will have an opportunity to submit comments on the mid-semester evaluation and the standard USC course evaluation survey at the end of the semester.

Synchronous session recording notice

Synchronous class sessions will be recorded and provided to all students asynchronously in Blackboard.

Sharing of course materials outside of the learning environment

Please be aware that USC has a policy that prohibits sharing of any synchronous and asynchronous course content outside of the learning environment:

SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

COVID-19 Resources

Continuously updated requirements can be found on the [USC COVID-19 resource center website](#).

Course Schedule – A Weekly Breakdown ***Subject to change based on the group's needs**

	Topics/Daily Activities	Readings and Homework	Assignment Dates
Week 1 8/17-8/19	Group warm-up and exploration of the group. Review of work, personalization of communication. Practical observations, examining the knowledge of voice work in tandem with the early stages of rehearsal. Individual tutorials will be scheduled.		Written Tutorial Breakdowns due 8/24
Week 2 8/24-8/26	Individual tutorials, show support.		

Week 3 8/31-9/2	Individual tutorials, show support.		
Week 4 9/7-9/9	Individual tutorials, show support.		Prepare for Midterm Performance
Week 5 9/14-9/16	Midterm Performances		
Week 6 9/21-9/23	Individual tutorials, show support.		
Week 7 9/28-9/30	Individual tutorials, show support.		
Week 8 10/5-10/7	Individual tutorials, show support.		
Week 9 10/12-10/14	Individual tutorials, show support.		
Week 10 10/19-10/21	Individual tutorials, show support.		
Week 11 10/26-10/28	Individual tutorials, show support.		
Week 12 11/2-11/4	Individual tutorials, show support.		
Week 13 11/9-11/11	Individual tutorials, show support.		Prepare for Final Performance Personal Process Report due by Final Exam time (11/18 4:30pm)
FINAL EXAM 11/18 4:30-6:30pm	Final Performances		

Final Exam

In-class exam:

November 18, 2020

4:30pm-6:30pm

Final Performances

*Personal Process Report due before start of in-class exam time

EXTRA-CURRICULAR COMMITMENTS AND ISPS

Should you choose to participate in any extra-curricular project, such as an Independent Student Production, the SDA administration and faculty will not make allowances or exceptions for absences in class, missed or delayed assignments, home work that is required as preparation for class, or lack of participation in class resulting from your extra-curricular involvement.

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 Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. 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>.

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 for DSP and contact information: (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

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. See the university’s site on Campus Safety and Emergency Preparedness.

Support Systems:

Campus Support & Intervention (CSI) – (213) 740-0411

Campus Support & Intervention is an office within Campus Wellbeing and Crisis Intervention. We are a team of professionals here to assist students, faculty, and staff in navigating complex issues. Whether you

are here seeking support for yourself or someone else, we are available to help you problem solve, understand options, and connect with resources. <https://uscsa.usc.edu>

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <https://titleix.usc.edu/>

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://titleix.usc.edu/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

Student Advocacy Groups and Resources from the USC Diversity website resources list:

- [Residential Student Government – Social Justice and Inclusion](#) / Contact: [Corey Lueker](#)
- [Undocumented Trojans Online Resource Center](#)
- Graduate Student Government – Immigration Law and Advocacy Task Force / Contact: [Andrew Brendon Ojeda](#)
- Graduate Student Government – International Student Advocacy Task Force / Contact: [Andrew Brendon Ojeda](#)
- Graduate Student Government – Health Sciences (HSC) Diversity and Equity Task Force / Contact: [Cynthia Ramirez](#)
- Graduate Student Government – Task Force to Address the Needs of Transgender and Gender Nonconforming Students / Contact: [Emmett Harsin Drager](#)
- Undergraduate Student Government – Contact [Diversity Officers](#)
- Program Board Special Interest Committees:
 - [Asian Pacific American Student Assembly](#) (MONDAYS 6:00 PM IN TCC 350)
 - [Black Student Assembly](#) (MONDAYS AT 6:00 PM IN TCC 227)
 - [International Student Assembly](#) (MONDAYS AT 7:00 PM IN TCC 351)
 - [Latinx Student Assembly](#) (TUESDAYS AT 5:00 PM IN TCC 350/351)
 - [Queer & Ally Student Assembly](#) (WEDNESDAYS AT 6:30 PM IN TCC 232)

- [Student Assembly for Gender Empowerment](#) (WEDNESDAYS AT 7:00 PM IN TCC 450)

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu