

# USC School of Dramatic Arts

240a VOICE II  
Units: 2 units  
T/TH 10am -11:50am:

**Location:** PED 208

**Instructor:** Laura Flanagan

**Office:** [lgoldsch@usc.edu](mailto:lgoldsch@usc.edu) / 646-342-5314

**Office Hours:** by appointment

**Contact Info:** [lgoldsch@usc.edu](mailto:lgoldsch@usc.edu) - see above

## **Course Description**

The course is designed to re-introduce students to the fundamentals of voice training with a focus on putting those skills to use with heightened text. As such, we will explore the relationship between impulse and expression, deep release and communication, breath and meaning in an effort to provide you with the necessary confidence, skills, understanding and release and technique to begin your work with heightened language. In addition to weekly reading and text assignments, you will keep a journal of your growth and progression throughout the semester. The course will culminate in a final presentation.

## **Course Description Continued...**

There is no such thing as a perfect voice. There is no such thing as a correct voice. Every actor has their own peculiarities and these make us interesting and compelling performers. Actors that have great voices are actors whose voices are indistinguishable from the specificity, depth, commitment, and truth of their performance. We don't want to hear your voice, we want to hear, believe, and understand what you are saying. Meaning is our commitment to understanding what we are saying, and our willingness to communicate that understanding. Technique is the bridge between our understanding and our expression. 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.

## **Learning Objectives**

1. Create your own warmup using the fundamentals of de-structuring, restructuring, resonance, articulation, and thinking on the word.
2. Speak on support
3. Find meaning with a minimum of effort, maximum of expression.
4. Become comfortable and acquainted with learning a variety of texts - with an aim to allowing language to release your impulse and deep connection with word/image to spark your greater truth.
5. Familiarize yourself with specifics of speech actions.

**Prerequisite(s):** 140a, b

**Concurrent Enrollment:** 220a, 216

### **Course Notes**

This course will take place in person, with occasional pivots to zoom. Class will require that you wear loose and comfortable clothing that you can move and breath in - nothing tight - no big belts, or short skirts or shorts you aren't afraid to put your feet over your head in. You will be responsible for bringing your own yoga mat to class - along with a pillow or something you can lay on, and elevate your body with. Though we will be masked, come prepared to move and sweat.

### **Communication**

This course relies on your full buy-in. If issues come up I will be reachable through email. I will respond to all emails within 24 hours. All phones are off for the duration of class.

### **Technological Proficiency and Hardware/Software Required**

If and when this course pivots to zoom, it will require a good internet connection, and appropriate operating systems. In addition this course will require that you have a quiet space, large enough to facilitate you lying down and moving around a bit. A yoga mat is preferable but not required, as are flexible loose clothing that you can move comfortably at home or in your workspace - wherever that may be. Otherwise, all assignments and journals will be posted through blackboard.

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

All required readings and supplementary materials will be posted online during the semester.

### **Description and Assessment of Assignments**

Each class will be broken down into two parts: Warm-up/Exercises for the first hour - Text/Play/Performance for the second hour. Assignments will be as follows:

- after each class you will write in your blackboard journal, reflecting on lessons, experiences, challenges and connections you made in that day's class. Each class time will be represented by a journal entry.
- Each new piece of text assigned will be learned fully and completely
- Group text work will necessitate rehearsal together outside of class.
- All assignments will be assessed for heart felt conscientious effort.
- Midterm will be a sharing of a text we have worked on in class.
- Final will be a sharing of a text of your choosing.

### **Grading Breakdown**

Including the above detailed assignments, how will students be graded overall? Participation should be no more than 15%, unless justified for a higher amount. All must total 100%.

Journal	25	25%
Learning the assigned texts	25	25%
Midterm	25	25%
Final	25	25%

### **Grading Scale (Example)**

Course final grades will be determined using the following scale

A 95-100

A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

### Assignment Submission Policy

Assignments will be submitted through blackboard and USC email.

### Grading Timeline

Journals will be read and graded weekly

Daily text assignments will be graded daily.

Midterm and Final grades will be available four days after the presentation.

### Sharing of course materials outside of the learning environment

USC policy 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).*

### Course evaluation

Course evaluation occurs at the end of the semester university-wide. It is an important review of students' experience in the class. You should expect to receive an email update once the system has launched to provide your feedback on this course. In addition, you are always welcome to connect with with me as the instructor to offer any feedback on the course.

### Course Schedule: A Weekly Breakdown

(Please refer to the [Contact Hours Reference](#) guide.)

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
Week 1	Introduction to Fitzmaurice Voicework ©	"Breathing is Meaning" by Catherine Fitzmaurice	Oliver, Mary. "Wild Geese" and/or "The Journey" / Due Tuesday

<b>Week 2</b>	Beginning to de-structure	Fitzmaurice Interview between Saul and Catherine	Eve L. Ewing: "Requiem for Fifth Period and The Things That Went on There."
<b>Week 3</b>	Finishing back-structuring positions	Mary Oliver: Breathing	Neruda, Pablo - "Ode to the Present" / due Tuesday
<b>Week 4</b>	Learning front destructuring and EDI workshop (see notes)*		"On Listening to Your Teacher Take Attendance" by Aimee Nezhukumatathil.
<b>Week 5</b>	Destructuring: the whole series		Shakespeare, William. "Sonnet 29"
<b>Week 6</b>	<b>Creating your warm-up</b>		<b>Write your own sonnet</b>
<b>Week 7</b>	<b>MIDTERM WEEK</b>		<b>Perform your midterm on zoom</b>
<b>Week 8</b>	<b>Beginning articulation</b>	<b>Cicely Berry Chapter 2</b>	<b>Thomas, Dylan. "Under Milkwood"</b>
<b>Week 9</b>	<b>Consonants continued</b>		
<b>Week 10</b>	<b>Vowels Introduced</b>		<b>Herrick, Robert. "To Anathea.."</b>
<b>Week 11</b>	<b>Introducing Intention</b>		
<b>Week 12</b>			<b>"Here, the sentence will be respected," by Layli Long Soldier</b>
<b>Week 13</b>	<b>More Intention</b>		
<b>Week 14</b>			
<b>Week 15</b>	<b>FINAL EXAM</b>	<b>Poem of your choice</b>	<b>Tuesday December 14th 8am - 10am</b>
<b>FINAL</b>			

EDI @SDA: Professional Development/Mandatory EDI Training  
Wednesday, September 15, 2021 - week 4

As part of our EDI initiatives and call to action, some workshops will be offered to faculty and staff and to students. Competencies that will be included: Anti-Racism (Faculty/Staff) and Equity Mindedness (Faculty/Staff), and then Theater Intimacy & Building Cultures of Consent (Students, Faculty/Staff). More details will follow. NOTE: All SDA classes will be cancelled to support involvement in this effort.

#### **SDA PRODUCTIONS, ISPS, AND EXTRACURRICULAR ACTIVITIES**

SDA productions, ISPs and Extracurricular Activities\* will not excuse you from any class work. There will be no exceptions made for absences in class, missed or delayed assignments, homework or lack of class participation resulting from your involvement in any of the above. Your grade will reflect your work in this class, independent from work in any other class or activity.

\*Activities that have been officially sanctioned by the larger university (such as marching band, song girls, or varsity sports) are exempt. You must submit official documentation to your professor regarding your participation in an event prior to your absence.

## **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](http://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](mailto: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.

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### **Health and Participation in Class**

You are expected to complete your Trojan Check screener daily and, as your instructor, I may ask you to show your daily screening in class. Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on Trojan Check. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I will ensure that you can continue to participate in class remotely so that your education is not disrupted.

To reduce the spread of COVID-19, USC requires that face coverings (masks) be worn indoors including in classrooms. Face coverings must cover your nose and mouth and be worn throughout the class session. A mask with a valve is not considered an adequate face covering and should not be used, as it can expel exhaled air, increasing the risk to others. Eating or drinking during class is prohibited because of the risk posed by removing your mask for these activities. Failure to comply with these requirements will result in

your being asked to leave the classroom immediately. Requests for accommodations related to the face covering and eating/drinking policies should be directed to the Office for Student Accessibility Services (<https://osas.usc.edu/>).

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### **SDA Student Support & Reporting Form:**

To facilitate a supportive environment of accountability, SDA has created an internal system of reporting for students to address issues/concerns and to offer feedback or suggestions for improvement. This mechanism provides a pathway for reporting and offering feedback without fear of retaliation or judgment. Any submission filed through this form will be reviewed and processed accordingly through SDA Office of Equity, Diversity, and Inclusion.

To file a report, please visit: <https://bit.ly/SDAstudentreporting>

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### **Support Systems:**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](https://studenthealth.usc.edu/counseling)

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

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](https://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](https://equity.usc.edu), [titleix.usc.edu](https://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symphlicity.com/care\\_report](https://usc-advocate.symphlicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Student Accessibility Services - (213) 740-0776*

<https://osas.usc.edu>

Support and accommodations for students with disabilities. Services include assistance in providing readers/ notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Campus Support and Intervention - (213) 821-4710*

[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.