

USC School of Dramatic Arts

342B Voice
62939
M/W 12:00 - 1:20
Units: 2 units

Location: PED 207
Instructor: Laura Flanagan
Office: lgoldsch@usc.edu / 646-342-5314
Office Hours: by appointment
Contact Info: 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, 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. By the end of our thirteen weeks together you will be much more comfortable and confident using heightened text to express greater meaning, as well as much more adept at using your vocal apparatus to maximize your authenticity and spontaneity in the moment.

Course 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, 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.

Further, As voice teachers at USC's School of Dramatic Arts we strive to align ourselves with principles of inclusivity and equity in the classroom online and in person. 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 voice(s) of change and the bearers of the torch for a new generation; a generation that does not seek to deny it's past, nor to downplay the serious challenges of the present, but to face those challenges with resilience and bravery.

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): 342A

Concurrent Enrollment:

Course Notes

This course will take place in person, with occasional pivots to zoom. We will remain open and flexible to our changing circumstances. Assignments and Journals will be posted on blackboard.

Technological Proficiency and Hardware/Software Required

Access to a laptop for possible zoom pivots is crucial. As well as the ability to access blackboard.

Communication

I will be available for office hours by appointment ON ZOOM. I will strive to return all communications no later than 24 hours after I receive them.

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. This also means that there will be no posted about class on social media. What happens in class, stays in class. If you are absent and have to watch the tape, you are NOT allowed to share that tape with others who are NOT in the class. See below.

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).

Required Readings and Supplementary Materials

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

Advised but not required is VOICE AND THE ACTOR by Cicely Berry - available online in paperback or in kindle format: I am putting links to bookstores that are NOT Amazon, in case you want to spend your money

elsewhere. There is no need to have this book on hand when we begin class. Getting it by the third or fourth week will be acceptable, so feel free to order it from the attached small bookstores. Or you can find it yourself on Amazon. **Skylight Bookstore in Los Feliz:** <https://www.skylightbooks.com/search/site/Voice%20and%20the%20Actor>; **Vroman's Bookstore in Pasadena** <https://www.vromansbookstore.com/search/site/VOICE%20AND%20THE%20ACTOR>; **Book Soup in West Hollywood** <https://www.booksoup.com/search/site/Voice%20and%20the%20Actor>

Description and Assessment of Assignments

Each class will be broken down into two parts: Warm-up/Exercises for 45 minutes, - Text work/play/performance. 45 minutes.

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 graded weekly. Please keep up.

Daily text assignments will be graded weekly.

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

Additional Policies

Students are expected to attend all meetings barring excused absences and sickness. However, please do not come to class if you aren't feeling well. If you do come, you must be on time. Journals will be checked weekly to make sure that students are keeping up with their work. I will be available for office hours for any individual concerns, challenges and needs that come during the course of the class. Zoom office hours will also be available to accommodate more flexibility in schedules.

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. M. Student Introductions, games, and then into leg tremors. W starting with mind/body connection and leg tremors continued - into TEXT.	"Breathing is Meaning" by Catherine Fitzmaurice	Oliver, Mary. "The Journey" or "Wild Geese" See blackboard for description of Assignment.
Week 2	M. mind/body connection and leg tremors adding side tremors. W. Adding final back tremor position	Fitzmaurice Interview between Saul and Catherine	2. Neruda, Pablo - "Ode to the Present"
Week 3	M. LABOR DAY. W. Addition of second front tremor position	Breathing article from the Guardian	3. Gwendolyn Brooks "song from the front yard." Or Jericho Brown "Duplex"
Week 4 *	M. DEI DAY! (See notes) W. Mind/Body and full review plus discussion of the warm-up sequence.		
Week 5	Continue with Destructuring Sequences		
Week 6	MIDTERM WEEK		Sharing our poems

Week 7	M. Concrete/ abstract nouns, locating meaning in the body. W. The Long Thought - how to build an argument through a long thought	Howlround article of your choice with reflection in your journal	Sonnet 29 Shakespeare W: Everyone will perform Sonnet 29.
Week 8	Making the thought your own, breathing the thought	Mary Oliver: Breathing	For M. Write your own sonnet and learn it. We will work on it in groups and by yourself. / W. perform your own sonnet on zoom.
Week 9	Beginning articulation: Consonants M. Plosives W. fricatives/ continuents	Cicely Berry Chapter 2	Dylan Thomas: "Under Milkwood" Learn this text for W: we will play in groups.
Week 10	M and W. Practice tongue release with both plosives and continuents		M. Play W. Perform Undermilkwood in groups
Week 11	Vowels Introduced Monday: lip vowels/ Wednesday: Tongue Vowels		"Here, the sentence will be respected": Layli Long Soldier
Week 12	More exercises for tongue release and vowels		
Week 13	Introducing INTENTION: working on the spine and connecting to Given Circumstances		
Week 14	More Intention		
FINAL	FINAL EXAM:	Warm-up and share Poem of your choice	Friday December 10th 11am - 1pm

*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.

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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. 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 Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. OSAS is located in GFS 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website for OSAS and contact information: (213) 740-0776 (Phone), (213) 814-4618 (Video Phone), (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.

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/>).

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>

Support Systems:

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

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

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, 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.symplicity.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

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

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, 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

Non-emergency assistance or information.