

## **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 Two-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 strive to align ourselves with principles of inclusivity and equity in the classroom. 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 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 Two-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 Two-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 Two-Play Rep performance run in the Spring of 2022. 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.

<b>Unit</b>	<b>Points</b>	<b>% of Grade</b>
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.

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 unless extenuating circumstances occur. Under these circumstances, please notify me immediately.

## **Dress**

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

## **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](#).

## **EDI @SDA: Professional Development/Mandatory EDI Training**

**Wednesday, September 15, 2021**

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.

## **Course Schedule – A Weekly Breakdown**

**\*Subject to change based on the group's needs**

	<b>Topics/Daily Activities</b>	<b>Readings and Homework</b>	<b>Assignment Dates</b>
<b>Week 1</b>	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 Week 2
<b>Week 2</b>	Individual tutorials, show support.		
<b>Week 3</b>	Individual tutorials, show support.		
<b>Week 4</b>	Individual tutorials, show support.		Prepare for <b>Midterm Performance</b>
<b>Week 5</b>	<b>Midterm Performances</b>		
<b>Week 6</b>	Individual tutorials, show support.		
<b>Week 7</b>	Individual tutorials, show support.		
<b>Week 8</b>	Individual tutorials, show support.		
<b>Week 9</b>	Individual tutorials, show support.		
<b>Week 10</b>	Individual tutorials, show support.		

<b>Week 11</b>	Individual tutorials, show support.		
<b>Week 12</b>	Individual tutorials, show support.		
<b>Week 13</b>	Individual tutorials, show support.		
<b>Week 14</b>	Individual tutorials, show support.		
<b>Week 15</b>	Individual tutorials, show support.		Prepare for <b>Final Performance</b>  Personal Process Report due by 12/3, last day of classes
<b>FINAL EXAM</b>	<b>Final Performances</b>		

## **Final Exam**

Final Performances

**Date/Time:** To be decided in conjunction with other faculty, dependent on Culminations schedule.

\*Personal Process Report due by EOD 12/3, last day of classes

### **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 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 (Vidoe Phone), (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.

\*\*\*

### 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](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.symplicity.com/care\\_report](https://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/note-takers/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](https://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](https://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](https://dps.usc.edu), [emergency.usc.edu](https://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](https://dps.usc.edu)

Non-emergency assistance or information.