

Course Description

In this second year, we will be working more deeply and specifically on the voice work. There will be continued work on freeing and strengthening the actor's instrument involving character elements, and a deepening review of work begun in the first year. There will be scene text work and support of the performance projects.

Natsuko will be focusing on the voice and text (in lecture section) and Peter will be focusing on the phonetic pillow work of speech and dialects (in lab section). You will work on scenes applying the techniques that you acquire to an accent of your choosing. We are using the English language as the template for our explorations which will allow us to share a jumping off place as we dive into other dialects from around the globe.

Learning Objectives

By the end of this class students will be able to:

1. Write and reproduce the sounds of the International Phonetic Alphabet
2. Acquire a dialect through a personalized process
3. Perform various accents in monologue and/or scene work
4. Apply a further investigation of vocal exercises building vocal power and versatility, and the application to text
5. Incorporate voice work more strongly in warm-ups. There must be considered awareness and consciousness of the ensemble no matter how small as we work on play productions.

6. Diagnose using tools you have to create character and connection in performance

Prerequisite: THTR 540B

Required Readings and Supplementary Materials

Freeing the Natural Voice by Kristin Linklater

Freeing Shakespeare's Voice by Kristin Linklater

The Joy of Phonetics by Louis Colaianni

English with an Accent by Rosina Lippi-Green

Netiquette Considerations if Zoom or distanced class occurs

- 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.
- Use of the hand raising symbol is encouraged for questions.
- 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 class room, 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.

Grading Breakdown

Class work- 60%

Midterm-15%

Final exam- 25%

Grading 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

A-excellent quality
B-good quality
C-fair quality
D-poor quality
F-fail

Attendance, Tardiness, Absences

We expect the highest level of commitment from MFA actors. Lateness is not tolerated without prior notice. Unexcused absences are not permitted. Communication with the instructors is essential in case of emergency or illness. Violation of these requirements will result in disciplinary measures.

Please dress appropriately in clothes you can do physical work in, tights, sweatpants, we will be stretching and moving around.

- 4 excused absences and/or lateness for the semester. Late=absence. You are kept out of class if you are late. Grace period=5minutes. You have 5 minutes where the class will hold and wait for you.
- If you are out with COVID you must have tested positive. At home Rapid tests are now the University standard. You do not need to wait for PCR.

For a specific policy on isolation, we can reference the following should a student test positive:

ISOLATION INSTRUCTIONS

Current public health guidance is that a full isolation period is 10 days, with a minimum of 5 days. Isolation means you cannot leave your residence (or have guests at your residence), except to seek medical care.

Day Zero (0) is your date your symptoms began, or if you are asymptomatic, the date of your positive test. Day One (1) is the first full day after Day Zero. Isolation instructions:

<http://publichealth.lacounty.gov/acd/ncorona2019/covidisolation/>

You may end isolation on day 6 with a negative antigen test.

You may meet requirements to end isolation earlier if the following criteria are met:

- You have no fever for 24 hours (without using fever-reducing medicines).

- Your symptoms are improving.
- You are able to take an Antigen/NAAT/LAMP test on Day Five (5) or later, and the results are negative.

You will receive an automated message from Student Health on the morning of Day Six (6) to let you know how to book an antigen test appointment through MySHR. Antigen tests are subject to supply availability.

You are required to make a truthful assessment of your condition and complete an attestation.

During days 6-10, you must exercise additional precautions:

- Wear a well-fitting surgical mask or N95 at all times both indoors and outdoors
- Eat alone or outdoors. Individuals dining on campus must use “Grab and Go” options.

If you do not have a negative antigen test on or after day 5, you must isolate for at least 10 days, and for the last 24 hours of isolation, your symptoms must be significantly improved, including no fever. Once you have met the above criteria you may end isolation and return to campus on Day 11. A repeat or negative test is not needed nor recommended to end isolation after Day 10.

- Half a point marked down once a student reaches their limit per absence/late day per semester. For example: Absence/lateness #5 you have an A- at best. #6 B+ etc.
- Minimum passing grades for graduate credit is a “C”. Students who receive a B- in any course will be placed on probation for the following term.

Discussion Norms

- **Share responsibility for including all voices in the conversation.** If you tend to have a lot to say, make sure you leave sufficient space to hear from others. If you tend to stay quiet in group discussions, challenge yourself to contribute so others can learn from you.
- **Listen respectfully.** Don’t interrupt, turn to technology, or engage in private conversations while others are speaking. Use attentive, courteous body language. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers’ comments.
- **Be open to changing your perspectives based on what you learn from others.** Try to explore new ideas and possibilities. Think critically about the

factors that have shaped your perspectives. Seriously consider points-of-view that differ from your current thinking.

- **Understand that we are bound to make mistakes in this space**, as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others' as valuable elements of the learning process.
- **Understand that your words have effects on others.** Speak with care. If you learn that something you've said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Learn how you can do better in the future.
- **Take pair work or small group work seriously.** Remember that your peers' learning is partly dependent upon your engagement.
- **Understand that others will come to these discussions with different experiences from yours.** Be careful about assumptions and generalizations you make based only on your own experience. Be open to hearing and learning from other perspectives.
- **Understand that there are different approaches to solving problems.** If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work.
- Strive for intellectual humility. Be willing to grapple with challenging ideas.
- Differentiate between opinion--which everyone has--and informed knowledge, which comes from sustained experience, study, and practice. Hold your opinions lightly and with humility.
- Let go of personal anecdotal evidence and look at broader group-level patterns.
- Notice your own defensive reactions and attempt to use these reactions as entry points for gaining deeper self-knowledge, rather than as a rationale for closing off.
- Recognize how your own social positionality (e.g., race, class, gender, sexuality, ability) informs your perspectives and reactions to your instructor and those whose work you study in the course.
- Differentiate between safety and comfort. Accept discomfort as necessary for social justice growth.
- Identify where your learning edge is and push it. For example, whenever you think, I already know this, ask yourself, How can I take this deeper? Or, How am I applying in practice what I already know?

Course Schedule: A Weekly Breakdown

Subject to change based on the group's needs

Week 1: August 22 and 26

In lecture: This will be the first Monday back and we will check-in and discuss where we are with our work and our thoughts on the upcoming semester. Rededication to the discipline and the commitment required for this first semester of work.

In lab: Guided Warm up into Crossing the Rubicon (Names and Heritage)

Week 2: August 29 and September 2

In lecture: Check-in, and review vocal warm-ups and exercises. We will begin the incorporating physical exercises that will support the voice. Listening and receiving observations.

In lab: Vowel Ladder, tongue/lips, intrinsic pitch

Week 3: September 5 and 9

In lecture: NO CLASS

In lab: Sound and Movement into Consonants, Draw What You Remember Part 1, YOUR Cons. Accent Chart and Questionnaire

Week 4: September 12 and 16

In lecture: There will be clarification of the voice work as it applies to each class member and consistency of connection. Structure of words on the page and breath. See what are the needs of each of you. Writing a personal poem in your journal. Exploration of where that impulse comes from in you. More detailed work on the face, jaw, tongue, lips, and breath.

In lab: Consonant Mouth into Find Your Monologue (Shakespeare Monologue)

Week 5: September 19 and 23

In lecture: We will be reading and taking a look at preparation of text. What do we look for? How can we use the text, character, clues, creativity, imagination, research, relationship.

In lab: Draw What you Remember Part 2

Week 6: September 26 and 30

In lecture: Processes supporting exploration. Discuss playing in different kinds of stage spaces.

In lab: One Vowel Monologue

Week 7: October 3 and 7

In lecture: Continuing strengthening. Throughout rehearsals, we will have been looking at rehabilitated reading for script work, and naturally the work on the shows will be a framework to support for heightened language.

In lab: One Vowel Monologue, Nuance and Accents

Week 8: October 10 and 14

In lecture: Groundwork laying for production will be our goal.

In lab: NO CLASS

Week 9: October 17 and 21

In lecture: There will be flexibility with our needs, things that come up are hard to predict, so fluidity of work will be our watchword.

In lab: Remembered Voice

Week 10: October 24 and 28

In lecture: Classes will continue as in the prior weeks. This is just part of building stamina, drilling, practice and checking in on the text projects.

In lab: Remembered Voice Wrap up, Warm up and work monologues

Week 11: October 31 and November 4

In lecture: Rehearsal support for Personalization and text exploration examining sensory, imaginative, emotional connection to language and imagery. Supporting the voice in heightened emotional states.

In lab: Sound and Movement Review into Donor

Week 12: November 7 and 11

In lecture: We will adjust our needs based on the process.

In lab: NO CLASS

Week 13: November 14 and 18

In lecture: Group exploration continues. Detail work on issues that may be arising will be addressed. Staying in vocal tone, building stamina, deepening and refining text and character connection.

In lab: Your Donor's Vowel Ladder, One on One Accent Help

Week 14: November 21 and 25

In lecture: Support will shift over to the performance project. Before you begin to add accent to the scenes, how do you approach character.

In lab: NO CLASS

Week 15: November 28 and December 2

In lecture: Review, address where we are postmortem on performance. Where do we go from here?

In lab: Pillow Toss in Accent, Converse in Donor Accent

Final Exam

This will be decided in conjunction with other faculty. Dependent on schedule of performance.

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.