

Louis Colaianni, professor
Office: JEF
Office Hours: by appointment
colaiann@usc.edu
816-419-6914

Course Description

[The Linklater Voice Progression] aim[s] to provide a series of exercises to free, develop, and strengthen the voice as human instrument and to present a lucid view of the voice both in the general context of human communication and as a performer's instrument... The result of the voice work will be to produce a voice that is in direct contact with emotional impulses, shaped by the intellect, but not inhibited by it. It will have an innate potential for wide pitch range, intricate harmonics, and kaleidoscopic textural qualities and will be articulated into clear speech in response to clear thinking and the desire to communicate. The natural voice is transparent, it reveals, not describes, inner impulses of emotion and thought, directly and spontaneously. The person is heard, not the person's voice. — Kristin Linklater, *Freeing the Natural Voice*.

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

1. By the end of this class students will have learned how to warm yourself in a comprehensive way, that is efficient, and thorough, in approximately 20 minutes.

2. How to foster the development of your voice, by continued practice of the exercises.
3. You will have skills to transform your voice for character and poetry.
4. Have a sense of how to coach yourself for performance, when no coach is available.

Reading List

Freeing the Natural Voice: Imagery and Art in the Practice of Voice and Language – Kristin Linklater

Freeing Shakespeare’s Voice – Kristin Linklater (optional)

Grading Breakdown

Assignment	Points	Percent of Grade
Class work	60	60%
Class project sharings	15	15%
Culminating class project sharing	25	25%
TOTAL	100	100%

Grading Scale

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

Attendance Policy

• The training at this MFA program is ensemble-based work; therefore, it is a requirement for the entirety of the ensemble to be present for every class. Absences will directly affect your grade and standing in the program. A lateness will be counted as an absence. A lateness is anything after a 5 minute grace period at the official start time of class. Anything longer than five minutes will result in being locked out of class. Don't be absent. Don't be late.

Absences

• THREE (3) absences will result in a full letter grade demotion. If you miss a total of FIVE (5) classes, you fail the class. Any failed class results in academic probation.

Excused and unexcused absences are the same.

Email records

• All latenesses and absences need to be documented by the Student at fault via email. The Student must email the specific professor for which class will be missed, as well as David Warshofsky and Natsuko Ohama.

If a Student is late/absent to class and an email has not been sent in advance, the professor must report these events to David Warshofsky and Natsuko Ohama.

Lateness

There is no need to text professors if you are late.

Illness

• Stay healthy. Illness counts as an absence. Please notify your professor, as well as David Warshofsky and Natsuko Ohama with a doctor's note.

Grading Policy:

THREE (3) absences will result in a demotion of your grade. The totality of 3 absences results in a full letter grade demotion. If you miss a total of FIVE (5) classes, you fail the class. Any failed class will result in academic probation.

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

Course Schedule: A Weekly Breakdown

Subject to change based on pacing and needs of the group

Week 1:

Physical awareness:

- rib stretch with elbows/wrists/fingertips
- breath deepening through vertebrae articulation, dropping down and coming up spine.

Week 2:

Breath awareness:

- natural rhythm of breath
- blue print for sound
- the need for relief
- sighing breath, sighing sound

Week 3:

Vibration awareness:

- pool of vibrations
- touching sound
- solar plexus, receiving and transmitting center

Week 4:

Amplification of vibrations:

- sigh, gather, release vibrations
- using the lips, skull, spine, whole body as sounding boards
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Week 5:

The channel for sound:

- Jaw release. Swinging and shaking the jaw

Week 6

The Channel for sound, continued

- Tongue stretch and relax, tongue loosening, tongue shake

Week 7:

No class, October Recess

Week 8:

Resonators:

- Chest
- mouth
- teeth
- combining on hey

Week 9:

Resonators leading to extra breath:

- vacuuming the lungs
- four huge sighs, six medium, many small pants of anticipation.

Week 9:

Resonators continued:

- Sinus resonator, facial isolations
- moving the middle of the face

- sighing hee; letting lips and cheeks spring into wey wey wey
- sighing hey in middle of voice.

Week 10:

- Resonators continued:
- Nasal bone resonance pinging mee mee mee from nasal bone, then, across, orbs of eyes, brows and temples, mee mee mee, mey mey mey, mai, mai, mai maaaaai

Week 11:

Resonators continued

- Top of skull, beyond familiar speaking range, keee-eee-eee-eeee.

Week 12:

Range:

- sighing from lowest resonance and ascending to each resonator, eventually sighing from highest resonance, moving from chest to mouth to teeth to sing to nasal bone to top of skull, the descending from top of skull to nasal bone, to sinus, to teeth, mouth and chest.

Week 13:

Articulation,

- warming up for text, introducing more vowels and consonants
- sighing freely and clearly on a wide variety of vowel/consonant permutations.

Week 14: Long warm up using the previous steps as a progression, checking in with text along the way.

Week 14:

Reviewing the progression.

Week 15:

Culminating exercise, warming up and checking in with text at various points.

Final Exam

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

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form). This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from

the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity. Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage. Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even ex-pulsion. Syllabus for THTR 540C pg. 8 For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct. Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

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.

Equity, Diversity & Inclusion + Intimacy in Theatre Consent Culture Statement

Through our pluralistic approach of diverse pedagogies, methodologies, ideologies, and modalities of artistic expression, we invite(engage) and challenge students to expand their breadth and depth of knowledge, complexity, and range of the human experience. Even though we nurture, guide, and challenge our students to embrace the unknown or unfamiliar and step outside of their comfort zones through storytelling/art, we aim to practice effective strategies and offer tools to students mindful of their physical, psychological, social, and emotional wellbeing. In alignment with professional and industry standards, we will integrate core principles and techniques of Intimacy in Theater and Building Cultures of Affirmative Consent. This will provide agency, offer resources and support to the teachers, students, directors, and staff to establish healthy boundaries of consent when working on material that is physically, intimately, or emotionally charged content in both the classroom and production.

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> Syllabus for THTR 540C pg. 9

Statement on University Academic and Support Systems Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be

done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Life-line) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call Free and confidential therapy services, workshops, and training for situations related to gender-and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086 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. Syllabus for THTR 540C pg. 10

Reporting Incidents of Bias or Harassment - (213) 740-2500 Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776 OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411 Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101 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 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) 442-1200 – 24/7 on call Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC) A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu Confidential
Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance. Syllabus for THTR 540C pg. 11