EXPANDED COURSE DESCRIPTION

THEATRE

School of the Arts, Media, Performance and Design
Department of Theatre

FA / THEA 3060 3.0 SECTION A
PUBLIC SPEAKING: PREP, PRACTICE, PRESENT
FALL 2018 / WINTER 2019

COURSE CALENDAR DESCRIPTION

Examines how to prepare and practice for presentations in seminars, office, public events. Develops physical, vocal and rhetorical skills needed for public presentations. Prerequisite: third- or fourth- year standing, FA/THEA 2060.3.00 or permission of the department. Open to theatre majors and non-majors. This upper level course examines how to prepare and practice for presentations for seminars, office, public events, etc. It will aid the student in developing the physical, vocal and rhetorical skills needed for public presentations. The course will address the technical issues of how to handle smaller meetings as well as large public auditoriums. The expected outcome is that the students will be fully prepared to do public speaking in a variety of arenas. Prerequisite: third or fourth year standing, Theatre 2060.3.0. Voice and Speech I or permission of the department. Open to theatre majors and non-majors.

INSTRUCTOR(S)

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<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
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<tbody>
<tr>
<td>Mikhail, Peter</td>
<td>Sec. A / STDO / F</td>
<td><a href="mailto:peter@petermikhail.com">peter@petermikhail.com</a></td>
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SPECIAL FEATURES

SCHOOL OF ARTS, MEDIA, PERFORMANCE AND DESIGN

COURSE OUTLINE

Course: THEA 3060 3.0 Public Speaking
Course Webpage: N/A

Term: Fall Term 2018

Prerequisite / Co-requisite:

Course Credit Exclusion: AK/THEA3060 3.0.

Course Director

Peter Mikhail peter@petermikhail.com
Course Consultation hours: TBA By Appointment
This course presents a rare opportunity where the primary focus of a university course is dedicated to the art of communication based on understanding and employment of the human voice, and therefore, on the preparation and presentation of oral and spoken skills. At the beginning of the twenty-first century, we are witnessing a shift from the powerful tradition of the written and the spoken word as the two main forms of language communication, to competition from a five-way split. The dominant modes of communication now are: 1) visual: print advertising and commercials, 2) the compression of e-mail and text messaging, 3) the aggressive beat of contemporary music and its reflection in its vocal track, 4) the excessive non-negotiation and politicalization of language (you're with me or against me), 5) the tight throat locking voice reflecting the stress of modern society.

The human voice is a physical event, therefore the primary focuses of this course are:
1. To aid the students in developing a tangible physical experience and freedom in their vocal sound.
2. To develop an understanding how breathing is the basic working tool of the human voice and human communication.
3. To develop confidence in an active engagement with the breath and the physical body, thereby reducing performance stress, which in turn will help to develop specific skills for handling performance stress situations.
4. To develop interpersonal vocal skills so that we know when we are effectively communicating.
5. To develop skills in exploring an idea on one’s feet and articulating it in a manner to which another person can respond.
6. To examine, through practical exercises, the tension or stress patterns that inhibit our voices and therefore evolve skills in reducing vocal and performance stresses.
7. To develop a personal practice or warm up for improving your voice.
8. To develop a confidence in the preparation and rehearsal for an oral presentation.

Each three-hour studio session is divided into two parts. The first part is focused on a series of physical and vocal exercises designed to free your voice and develop an individual personal vocal warm up. The training will be though a combination of group and individual experiences led by the tutorial leader. The second half of the session will be devoted to the application of the physical and vocal skills to specific performance situations. Students will gain valuable experience in the oral presentation of research material, as well as personal, poetic, political, and rhetorical materials.
There will be some written assignments. In addition, students will be expected to keep a journal of their practice.

The instructor will supply each section with a section specific course outline in session 1.

Please note, there are twelve class sessions in total. Due to thanksgiving and reading week there are no classes in the week of October 8th 2018 to October 12th. The University is not in session and therefore the Monday and Wednesday class will not be in session that week. We will resume on October 15th.

**Course Text / Readings**

No texts are required for this course A bibliography will be assigned.

**Evaluation * **

Each student who comes to a studio course is arriving with a unique set of skills and potential. The class work grade reflects the individual’s attitude in exploring new concepts, their respect for own and for their colleagues unique development and the degree of mastery of the various studio investigations. As each studio session builds on the previous session, the familiarity and repeatability through practice is also noted.

The evaluation of the assignments and presentations will vary from instructor to instructor. Your instructor’s priorities will be noted on the individual section course outline. The final assignment is an oral presentation that will evolve out of the studio work.

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class work (participation, attitude, attendance)</td>
<td>28%</td>
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<tr>
<td>Research Presentation</td>
<td>3%</td>
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<tr>
<td>Hat Talks</td>
<td>5%</td>
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<td>Journal</td>
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<tr>
<td>Story Telling</td>
<td>10%</td>
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<tr>
<td>Debating</td>
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<tr>
<td>Classical Oration</td>
<td>10%</td>
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<tr>
<td>Power Point</td>
<td>6%</td>
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<tr>
<td>Product/Service Presentation (groups)</td>
<td>10%</td>
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<tr>
<td>Final Presentation</td>
<td>12%</td>
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As this is a studio course, attendance at all sessions is a requirement. If you are late three times (10 minutes after the start time is late), it will count as one absence. Three absences is one quarter of the studio work. **As studio work cannot be made up, three absences is a failure.** This is a Department regulation for all studio
courses. It is impossible to make up the loss in a studio course.

**You will receive at least 15% of your overall grade prior to October 31st.**

**ADDITIONAL INFORMATION**

**DRESS:**
As the work in the first half of the term may be very physical, it is required that the students wear comfortable clothing that they can move around in: sweats, loose trousers. You will be working in socks or bare feet. In the second half of the term, you will need to dress appropriately for more formal presentations.

**CLASS STRUCTURE:**

Each class will be divided into two sections. The first part of each class will focus on the development of the physical and vocal exercises. The rest of each class will be focus on rhetorical skills and presentational skills.

**ATTENDANCE:**

Students are reminded that Department of Theatre rules require attendance at all classes. There is no differentiation between excused and unexcused absences - an absence is an absence and will affect your chances of success in this course.

*Failure to attend classes will result in either academic penalty or a request that the student withdraw from the course.*

**LAST DATE TO DROP A FALL TERM COURSE WITHOUT RECEIVING A GRADE**

IS - TBC

**IMPORTANT COURSE INFORMATION FOR STUDENTS**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents)

http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

- York’s Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
Academic Honesty and Integrity

York students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty (http://www.yorku.ca/secretariat/legislation senate/acadhone.htm).

There is also an academic integrity website with complete information about academic honesty. Students are expected to review the materials on the Academic Integrity website (http://www.yorku.ca/academicintegrity/students.htm).

Access/Disability

York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials.

It is the student's responsibility to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations.

Additional information is available at www.yorku.ca/disabilityservices or from disability service providers:


• Learning and Psychiatric Disabilities Programs - Counselling & Development Centre: 130 BSB, 416-736-5297, www.yorku.ca/cdc


Ethics Review Process

York students are subject to the York University Policy for the Ethics Review Process for Research Involving Human Participants. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an Application for Ethical Approval of Research Involving Human Participants at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.
**Religious Observance Accommodation**

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre or online at [http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf](http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf)

**Student Conduct**

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York website [http://www.yorku.ca/secretariat/legislation/senate/harass.htm](http://www.yorku.ca/secretariat/legislation/senate/harass.htm)

*Please note that this information is subject to periodic update. For the most current information, please go to the CCAS webpage (see Reports, Initiatives, Documents):*

**IMPORTANT INFORMATION FOR STUDENTS**

*Reminder:* Students must maintain a 5.00 (C+) grade point average in their major (i.e. all Theatre courses) to remain in good academic standing in the department. Check the grade point average calculator at the following link if you have any questions:
[http://ampd.yorku.ca/current-students/academic-resources/gpa-calculator/?](http://ampd.yorku.ca/current-students/academic-resources/gpa-calculator/)

*A NOTE ON CHALLENGING CONTENT:* One of the central educational goals of the Theatre Department is to produce socially conscious artists — artists who are aware of and capable of participating in challenging dialogues about social injustice and inequality. This means that our courses, public events, and productions often grapple with difficult subject matter, including sex, violence, terror, and illness (among other topics). While these presentations will no doubt provoke strong emotions and cause discomfort, we feel that the diverse experiences they promote are also essential to the development of our students’ critical faculties, empathy, and understanding of the world. Rather than warning our students in advance about every potentially uncomfortable topic that they might encounter in the course of their studies, we instead encourage students to meet them head on in the classroom, in rehearsals, and performances, and to engage in civil and
compassionate debate about the possibilities and effects of staging difficult knowledge.

If you require an accommodation related to your participation in Theatre experiences, please ensure that you share relevant documentation with your course director. Academic Accommodation for Students with Disabilities

**ACADEMIC POLICIES / INFORMATION:** The Senate Academic Standards, Curriculum and Pedagogy Committee (ASCP) provides a Student Information Sheet that includes:
York's Academic Honesty Policy and Procedures / Academic Integrity Web site
Access/Disability
Ethics Review Process for Research Involving Human Participants
Religious Observance Accommodation
Student Code of Conduct
Alternate Exam and Test Scheduling

"20% Rule" - No examinations or tests collectively worth more than 20% of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms. Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles. http://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust20121.pdf

Grading Scheme and Feedback Policy: The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade.

**The Key Points of York's Policy on Academic Honesty**

York's Senate Policy on Academic Honesty affirms and clarifies the general obligation for all members of the University to maintain the highest standards of academic honesty.

In particular, the policy:
- Recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of students to be mindful of and abide by such standards;
- Defines the types of conduct that are regarded as offences against the standards of academic honesty, including plagiarism, cheating, impersonation, and other forms of academic misconduct;
- Defines the penalties that can be imposed on a student who is found to have committed plagiarism or any other form of academic misconduct;
- Outlines the procedures for dealing with students who are accused of violating the Senate Policy on Academic Honesty.

**Note: a lack of familiarity with the Senate Policy cannot be used as a defence by those accused of academic misconduct.**

Range of Penalties for Plagiarism
When verified, violations of academic honesty may lead to the following penalties – imposed singly or in combination depending on the severity of the offence:

- Written disciplinary warning or reprimand
- Required completion of an academic honesty assignment
- Make-up assignment, examination or rewriting a work, subject to a lowered grade
- Lower grade on the assignment, examination or work
- Lower grade in the course
- Failure in the course
- Permanent grade of record
- Notation on transcript
- Suspension from the University
- Expulsion from the University

If the offence is a second or subsequent one for the student, or is in combination with another offence, the Senate Policy recommends consideration of a severe penalty. For further information on the penalties for academic misconduct, please see York's Senate Policy on Academic Honesty.

A danger signal in physical contact could be unnecessarily prolonged touching, or touching body parts not involved in the current teaching. Students who feel uncomfortable about touch from the teacher, staff member or another student have a responsibility to speak to the teacher about opting out, or to discuss the problem with York's Centre for Human Rights, South Ross, Suite 327, 416-736-5682 / TTY: 416-650-8023, rights@yorku.ca

The removal of clothing, however, is integral to a costume fitting. Getting changed into or out of a costume is done in the privacy of a closed fitting room, but then the costume designer and/or the cutter building the costume will have to touch the costume (and therefore the student in the costume) anywhere that it needs fitting. The costume may also include undergarments that are not the student’s (e.g., corsets for women), that require the removal of the student’s own undergarments, and costume undergarments also require fittings. No students will be asked to put on or remove any item of underclothing in the presence of any other person.

- In acting, voice and movement classes, students will be touched in the abdomen, diaphragm area, rib cage, chest, spine, back, shoulders, limbs, neck and head to assist the student in proper breathing, relaxation of tensions, alignment or similar instruction. At no time should a teacher, without the student’s permission, touch those parts of a student’s body that would normally be covered by a two-piece bathing suit. At no time in an acting class will a student be asked to remove intimate apparel.
- The York policy lists “unnecessary touching or patting” as behaviour indicative of sexual harassment. However, in the Department of Theatre, touching routinely happens in acting/directing classes and in costume fittings.

As we know, theatre reflects life; and life has its share of sex, violence, murder, insanity, cruelty and terror, as well as romance and hilarity. To teach students to evoke an empathetic response in audiences involves the simulation of physical violence and dealing with strong emotions in the classroom, in rehearsals and in performances. Clearly, we cannot avoid these topics, so we meet them head-on in the classroom.

- **HARASSMENT GUIDELINES:** Sexual harassment is not anyone’s favourite topic, but we ask you to take a few minutes to read this section carefully. These guidelines explain what sexual harassment is, and what it is not, in the context of the Department of Theatre. We also hope to decrease any chance for misunderstanding surrounding activities, such as costume fitting, that are absolutely essential to the teaching and craft of theatre. What should you expect? What are the warning signals that something might be wrong?

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As well as physical contact, there is also psychological contact and gender harassment. Sexual harassment can occur with no physical contact at all: psychological contact can therefore be a more difficult area to ascertain than physical contact since it involves words, intonations or body language. Theatre training must deal with sex. For example, some of the discussions needed in acting classes are of a sexually explicit nature. There is no way for students to fully explore the nature of acting without being honest, to some level, with their personal lives.
Gender harassment consists of derogatory or degrading remarks directed towards members of one gender or sexual preference group. These are most often directed at a woman, women in general, or homosexuals. Gender harassment is definitely sexual harassment.

If you feel that sexual harassment may have occurred, speak to the teacher, the class rep, your faculty advisor, or to the Centre for Human Rights, South Ross, Suite 327, 416-736-5682 / TTY: 416-650-8023, rights@yorku.ca

Sexual assault awareness and resources information is available on the York website and we encourage you to also carefully review this information.

You shouldn’t ever feel guilty or be made to feel guilty about reporting a problem!

ATTENDANCE POLICY for:
• THEA 1520 3.0 Acting for Non-Majors
• THEA 1521 3.0 Acting for Non-Majors II
• THEA 2060 3.0 Voice & Speech
• THEA 3060 3.0 Public Speaking

Full and prompt attendance is an absolute requirement of this course. As this is a studio course where the bulk of learning occurs in class, all classes are mandatory. Any student who is absent without prior arrangement with the Instructor may have a half letter grade deducted (5 percent) from his/her final grade for each absence. Excused absences are at the Instructor’s discretion, and must be arranged well in advance. Arriving late for class, or leaving class early, will affect your participation grade. Leaving class early is the equivalent to being late. Students who are more than 15 minutes late will have 1% deducted from their overall grade. Any student arriving after the halfway point in a class will be marked absent. Three lates are the equivalent of one absence; three absences—excused or not—may result in course failure. Failure to attend classes will result in academic penalty. Late enrollment: Students enrolling late to the course may receive a lower midterm grade.

(W) course without receiving a grade: March 8, 2019
• Last date to drop a full year (Y) course without receiving a grade: February 8, 2019
• Last date to drop a fall term (F) course without receiving a grade: November 9, 2018

IMPORTANT UNIVERSITY SESSIONAL DATES (where you will find classes and exams start/end dates, reading/co-curricular week, add/drop deadlines, holidays, University closings and more.

If unresolved, speak to the Course Director.

DISPUTES: The following steps are the steps to be taken in the event of unresolved issues within the class:

DEGREE STATUS – BA AND BFA: All students accepted into the Department of Theatre in the School of the Arts, Media, Performance and Design (AMPD) enter as Specialized Honours BA Theatre-Theatre Studies majors. The first year is a program common to all Theatre students, and offers courses in Acting, Production/Design and Performance Creation & Research. At the end of the first year, there is a selection process (either by audition or interview) to proceed into the various areas of interest.
POLICY REGARDING LOSS, DAMAGE AND THEFT OF PERSONAL EQUIPMENT AND BELONGINGS: The School of Arts, Media, Performance & Design at York University will not be held responsible for the loss, damage or theft of personal equipment or any other personal belongings that are left in studios, classrooms, storage areas or any other space within the School. It is each individual’s responsibility to take care of their own property. Under no circumstances will the School incur liability for loss, damage or theft of such property.

Please take all reasonable measures to protect your personal belongings. If you do experience loss, damage or theft of personal property, please report it immediately to the Department of Security Services at (416) 736-5333 or extension 33333 from any University phone.

ROOM BOOKING POLICY: Rehearsals for mainstage productions take precedence when assigning rooms, followed by faculty assigned work. Personal projects, including playGround, will be considered only if space allows.

FIRST-YEAR THEATRE MAJORS AND NON-MAJORS ARE NOT ELIGIBLE TO BOOK STUDIOS.

Adopt professional standards by agreeing on a rehearsal schedule with group members and by having one group member do the arranging of the space in advance. Please ensure that the floors and walls are clean. All garbage must be removed. Please treat the studios with respect.

The studios are available only within the following hours: **Mon-Fri 8:00am-10:00pm and Sat-Sun 10:00am-6:00pm**

All spaces must be booked one week in advance and will be accepted only until 4:00pm on Thursday the previous week. Requests will be confirmed Friday by 4:00pm and must be sent by e-mail only to rehearse@yorku.ca

*Include your full name, student ID, program, brief explanation of what the space will be used for and what kind of space you need (studio / classroom / big / small).*

Requests must be submitted each week for a room unless special arrangements have been made.

You cannot “claim” a space by writing in your name or the course name in an empty slot on the weekly schedules posted outside each space (exception – Light Lab CFT 153).

Spaces must be returned to neutral at the end of each booking session. There will be a picture of what “neutral” is in each studio. Anything left behind in the spaces after your booking will be thrown out.

The sign-off sheet must be checked and signed at the end of your studio time. If you enter a space and find it not “neutral”, please e-mail rehearse@yorku.ca.

Procedures for use of studios after-hours: These procedures are designed to enhance the safety of authorized students when working alone in one of our studios after-hours - Monday through Friday from 11:00pm to 6:30am, and Saturday/Sunday from 10:00pm to 8:00am.
An After-Hours Use form will be completed and emailed to University Security at: scc@yorku.ca;

Be advised of the University’s emergency protocols (e.g. contact 911 in the event of a life threatening situation) and University Security’s urgent number (416.736.5333);

Contact University Security non-urgent number - 416.650.8000 - upon arrival and departure.

SITE-SPECIFIC PROJECTS: All site-specific theatre projects anywhere on campus must be cleared by the course director, York University’s Security Services, and the department or governing body of the proposed site. This request should be made in writing at least three weeks in advance of the date required.

All public spaces on Campus require contact with the Office of Temporary Use of University Space - http://tuus.info.yorku.ca/space-room-reservations-forms/

The course director will also need to complete a “Temporary Use of University Space Application and Notification Form” and submit it two weeks in advance of the date required.

For ALL site specific work, the course director must send the request to security@yorku.ca outlining where and when the work is to take place.

Please note: at no time shall any form of replica, prop, or real weapon (handguns, rifles, shotguns, swords, daggers, knives, etc) be used in any site specific work.

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York University, Department of Theatre
Course: THEA 3060 3.0 Voice and Speech Instructor: Peter Mikhail
Fall Term 2018
Section: Mondays, Thursdays, 14.30-17.30/6.30pm–9.30pm & 8.30-11.30/11.30-14.30 Room: ATK 102F/ACE 209

Course Outline Addendum
“The basic assumption of the work is that everyone possesses a voice capable of expressing. The second assumption is that the tensions acquired through living in this world, as well as defenses, inhibitions, and negative reactions to environmental influences, often diminish the efficiency of the natural voice to the point of distorted communication. The approach in the work here is to free the natural voice and its connection to speech and sound.” Kristin Linklater.

Class Structure
Emphasis in the first half of each class will be on the removal of the blocks that inhibit the human instrument. This will include physical and vocal work in awareness of breath, identifying the source of sound and the connection to the breath, thought and speech. The second half of each class will be in taking these techniques and discoveries and applying them to text. Work will be done in and outside of class, working in applying these techniques to presentations of anatomy, a speech, lecture or address, and a sonnet from Shakespeare. A journal will also be required, detailing your personal experiences and discoveries you make in the work in and out of the studio. Assignments are required to be handed in on time.

Hands on
In teaching this course, it will at times be essential for the instructor and students to use a respectful “hand on” approach. This is done to make students aware of proper alignment, breathing and of habitual tension
that inhibit vocal expression. If this is a concern, please see the instructor immediately after class.

**Homework**

Aside from work done out of class for rehearsals or assignments, it is recommended that students spend some time going over the work done in class on their own (repetition is key). A short period of 5-15 minutes a day will go a long way to further developing your voice, communication skills, and a connection to text and language, as well as adding to your overall progress in the course. Your commitment to this practice will be apparent in the work done in the studio. All handwritten or typed assignments must have name and student number clearly displayed. Homework that is not legible will be handed back, please write clearly. Do not rely on spell-check always, read and re-read your work for mistakes before handing it in.

**Attire**

Work on voice is of physical nature and you must wear clothing that is appropriate. Because we will often be on the floor and “rolling down”, low neck lines, and dresses are not appropriate. Your clothing should be loose and comfortable for you to move around in. Pants with a drawstring and a loose fitting shirt are best. Anything that restricts your body (including jeans) is not appropriate. Also, because the instructor needs to be able to “read” your body anything too baggy is not recommended. Dressing appropriately counts toward your participation in the class.

**Assignments**

**Research Presentation (Tools of relationship, research, practice - 2mins) Week 2**

This paper is a research paper that you will present to the whole class in week two. The details of the specific research will be given out in session one by the instructor. This assignment is an invitation for you to present your personal research orally to your class. It is very important to begin to form your practice early. It is therefore required in this assignment to not just simply deliver the information you find, but to support the research by modeling during the public speaking of it. It is important to note that although you are allowed to have your research paper with you, it is to be used as a reference only and not to be read. Should you fall into the trap of simply reading your piece it will affect your grade substantially.

**Journals Week, 3, 5 or 6, (6 wed) 11**

It is recommended that you write **at least** one entry per class. Your journals will be handed in 3 times over the course for feedback purposes. You should write about the nature of the work or exercise and your experience of it, your challenges, what has worked for you and what hasn’t. You are encouraged to write on how the work may affect you in your day-to-day life and interactions. Please use a notebook for the exclusive purpose of recording (journaling) your experiences with the in-class exercises, assignments and presentations both as participant and spectator. The journal is a way to connect with what you are thinking and feeling about what is happening in class and in your practice.

What did we do? How did we do it? Why do you suppose we did what we did? How did the exercise affect you physically? Emotionally? What did you think about while you were participating? What happened to your breath? What changes did you note in yourself and in others as a result of the work in class? Don’t be afraid to be honest. This is not an exercise in perfection but rather an opportunity to build your OBSERVATION skills - don’t judge yourself or others - OBSERVE!

Record observations and experiences both in and out of class. What are you noticing in your everyday experience regarding breath? Posture? Thoughts? Your response to the work may include (but is not limited to) feelings, thoughts, images, and impulses. Record them and be as specific as you can. “I didn’t like it” or “It felt good” are not adequate responses. Clearly describe your experience.

Remember that these will be handed in, so only write down what you are comfortable sharing or if you write something down that you do not want shared, tape a piece of paper over that section and it will remain private.

1. **Hat Talks (improvisation 2mins) formulate a beginning, middle, end – Week 3**

This exercise is designed to gage and strengthen your ability to think on your feet: to quickly ground yourself physically, mentally assess the topic at hand, formulate a point of view and execute your arguments clearly so that they have a beginning, middle and end.

2. **Story Telling Week 4**

Narratives’ are very important and potent tools in public speaking. The human psyche is fond of stories and they have been used across all cultures for a millennium to impart and reveal important information, cultural
history, and essential values and principals. Understanding the art and arc of story telling is an invaluable skill to speakers. This exercise will assess your ability to engage an audience through story and to persuade them towards a particular point of view or move them towards an emotional experience.

**table work on rhetoric, set topic and groups for debating examine roles of moderator.**

**3. Debating - (set moderator and two opponents week 3) – Week 5**

Public debate is a forum that has been used for thousands of years as a means of addressing political differences and providing groups of people within societies with clear choices regarding decisions that will effect their social, political, economic, religious and spiritual lives. Debating is a cultivated skill that need not only live in the political or legal arenas but can be used across society to enrich, inform and persuade.

**4. Classical Oration - making a statement you are risking your life on, staying in the spoken word. 2mins. Week 6**

Other than the forces of nature nothing has held more sway over the course of human events than the spoken word. This is most powerfully demonstrated through the art of the Speech. In this exercise you will use all the knowledge and skill you have gathered up to this point to effectively engage an audience with a speech that you can fully commit to.

**5. Powerpoint - present a product on PowerPoint – changing languages exploring the visual medium. 2 mins. Week 10**

The use of PowerPoint is now commonplace in business life. However, there are certain pitfalls and traps that one can find oneself dropping into. Learning to use PowerPoint powerfully and effectively during presentations is a vital skill for all business professionals. This exercise will challenge and assess your ability to effectively employ the visual language to PowerPoint to support the spoken language of your presentation.

**6. Product or Service Presentation (group presentation) Week 11**

This project will give you an opportunity to sell a product, or service to your distributors (those who will sell your product) and your end users (the consumers themselves). You will have the opportunity to use all your combined skill sets to sell this product, service or idea.

**8. Final Presentation - Solo Presentation Week 12**

Foundational, classical, entrepreneurial.

**Marking Scheme**

*Participation / Growth / Attitude / Attendance 28%*

*Assignments 60%*

*Final Presentation 12%*

**Attitude & Participation:**

Each student will be graded based on effort, interaction, communication of ideas, respectful and constructive comments, evidence of preparation, commitment to the work, and on being present in the class.

**Growth: marked within Attitude and Participation**

Students will demonstrate growth in class by the acquirement, development, and application of knowledge/skills in the following areas:

- Application of voice work done in class to text
- Practice and use of the majority of the vocal techniques taught in class
- Greater awareness of body and release of habitual tension and patterns

**Assignment Mark Breakdown:**

Research Presentation: 3%
Journal 1, 2 and 3: 6%
Hat Talks: 5%
Story Telling: 10%
Debating: 10%
Classical Oration: 10%
PowerPoint: 6%
Product or Service Presentation: 10%

Final Presentation: 12%

All written assignments will be graded based on the student’s clarity of thought, grammar, spelling, quality and breadth of observations and depth of reflection.

All oral presentations will be graded based on a clear demonstration of preparedness, memorization of text, exploration and application of voice and text work done in class (awareness and exploration of breath, body, alignment, being grounded, connection to words etc.), clarity of thought, clarity of relationship to the audience, ability to commit and take risks and to overall presentation dynamic (maintains audience interest, is compelling).

Note regarding late assignments: 10% will be taken off your final grade for your assignment for each day that the assignment is late. There are no extensions on any assignments and they CANNOT be emailed. If you miss a presentation, without proper documentation, you will not be able to present it. This course is heavily loaded and there will be no time to make-up any missed presentations.

Attendance, Absences and Tardiness:

This is a studio course; a great deal of the work and learning is done in class. You cannot make up a class by asking what was missed or by reading a textbook. Also, because the work is cumulative and because the class is ONLY once a week, it essential that you attend each class. If you will be missing, contact the instructor via email as soon as you know you cannot make it (minimum 3 hours prior to the class commencing). If you cannot attend due to illness or any other reason, appropriate documentation will be required (a doctor’s note). If you do miss a class, it is your responsibility to find out (from another student) what was missed. The instructor will not use office hours for students to make up classes.

For each class missed (without appropriate documentation) the student will receive a 2% penalty to their overall grade up to a maximum of 6% (which is three missed classes). However, If a student misses 3 classes (which is 25% of the course material), they will receive an automatic failure or be asked to withdraw.

Tardiness is a distraction for the instructor and the other students. If a student is late 3 times, it will count as one absence.

Our time is limited, so please arrive prior to the class commencing appropriately dressed and be ready to work.

“Voice is a professional skill in our society and involves interaction on an emotional, intellectual, intuitive and spiritual level. The deeper the study, the better we are going to identify a voice of truth and a voice of manipulation.” David Smukler.

Cell phones: Cell phones are to be turned off prior to the commencement of each class and are not to be used at any time in the studio.

Contact Information

Peter Mikhail : Email: peter@petermikhail.com
Office Hours: By appointment only

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.

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