

**Course:** THEA 4010 3.0 VOICE V      **Course Webpage:** <http://www.yorku.ca/earmstro/courses/4010/>

**Term:** Fall Term 2011-2012

**Prerequisites:**

Grade of B or better in THEA2011 3.0, THEA2021 3.0, THEA2031 3.0 and permission of the Department.  
Grade of B or better in THEA3011 3.0 and permission of the Department.

**Co-requisites:** THEA4020 3.0, THEA4030 3.0

**Course Instructor**

Eric Armstrong

416-736-2100 ext 77353

306 CFT

[earmstro@yorku.ca](mailto:earmstro@yorku.ca)

Course consultation hours: Tues, Fri 1-2 p.m., by appointment.

**Time and Location**

STDO	T	9:00 am – 11:00 am	ACE 207
	W	9:00 am – 11:00 am	<b>CFT 139 Note Different Room!!</b>
	R	11:00 am – 1:00 pm	ACE 207

**Expanded Course Description**

In this advanced course in VOICE, students will focus on performing Classical text, commercial ad copy, dialects and on solo performance research.

**Organization of the Course:**

The course meets three times a week for two hours each time. This is a studio course, where sometimes we will work physically and vocally, moving and sounding vigorously. Dialect class will involve focused listening and speaking in dialect. Voice-over class will involve focused performance of commercial copy. Occasionally, classes will involve presentations to the group, and others may involve lectures and discussions.

**COURSE OBJECTIVES:**

This advanced level course marks a major shift in the training. As it is expected that the students at this level have a working system or practice, the focus shifts to:

- coaching specific skills required in production;
- training the student to become his/her own vocal coach;
- developing skills in tackling mature problems such as sustaining a performance, or coping with complex technical and emotional demands;
- maintaining vocal health at a level of performance efficiency no matter what the state of health, climatic conditions or size of the theatre may be,
- adjustments of scale from camera to varying sizes of theatres.

**SPECIFIC LEARNING OUTCOMES:**

The purpose of this advanced level course is to assist students in developing their voices for performance for the stage, for camera work and for voice over.

By the end of the course, you should:

- be able to speak a variety of dialects/accents including a sampling of North American and British dialects;
- be able to meet the vocal, emotional, articulatory and textual demands of Classical Greek

- Theatre and on-mic delivery of commercial copy;
- have begun your preparatory research for the “Archetype Project” and the “Personal Voice Character Study,” which will be presented in the spring.

### **PARTICIPATION:**

Like all performance studio courses, the majority of learning for this course occurs *in class*, not at home, or elsewhere. Often, the exercises and experiences done in class are sequential and essential. Your participation in the class is expected, appreciated and sometimes demanded. Evaluation is based on what I see and hear and feel you doing on an ongoing basis. The following may give you some pointers in terms of what is expected.

- Discussion is an important part of class. I expect you to ask questions, share opinions, challenge poorly presented arguments, and present your point of view.
- The space, your fellow students and most importantly yourself must be treated with great respect. Your attitude towards your work is an important part of participation.
- Careful listening to your classmates is an important part of learning how to do a dialect or speak a text well (or ‘poorly’). You can learn a lot by trying to figure out what is or isn’t working for your classmates.
- Because listening is a very important part of this class, I ask you to try to keep chat limited as much as possible, so that we can work productively and effectively within the time we have.
- Preparing your script (sometimes called a “score”) for your dialect work is **essential**. Just reading it from a book with no scoring is a pointless exercise that leads to generalized, weak work, and will not be tolerated. Showing up to a tutorial unprepared will affect your participation grade significantly.
- Students are required to be prepared for class. This means that you have done your homework, are off-book when required, are open and willing to be focused on the work at hand, ready to change and redirect your focus as the tasks develop, and prepared to take risks.
- Punctuality is essential. Arriving ready to work is also required, even when you’re rehearsing long hours.
- I ask that you *never chew gum in class*. No eating in class, either. Drinking water, on the other hand, is recommended. Remove any jewelry that will limit your ability to move or speak with flexibility and clarity.
- Late assignments drop 10% for each day late. After a week, the assignment gets the value of zero. You must hand in/present all assignments to complete the course.

### **COURSE PLAN/ ASSIGNMENTS**

Though I tend to work in a flexible manner, here is my proposed schedule for this semester. Due to the unpredictable nature of fourth year, we need to be adaptable. Usually I plan more than we end up doing, in which case those elements of the course will drop out and the value of the ones we do will be balanced out.

Written:

- Voice Paper Update: 3-4 pages typed: *Where I’ve been, where I am, where I’m going...* (Please include concepts such as “issues/strengths” and “plans.”)
- Midterm & End of term Progress Reports

Voice:

- Greek piece (perform it in the theatre)
- Archetype Project: Power Object and Storytelling assignments
- Voice-over exploration
- Character voice explorations

### **Speech/Dialect:**

Each Dialect will be demonstrated in a short passage performed in the dialect.

- Review of RP
- Cockney
- Irish + Irish Film festival
- New York
- Southern + mimicry assignment

*Film assignment:* with a partner, bring in a clip from a contemporary Irish film featuring native dialect speakers; hand out a transcription of one good line (spelling and IPA) to all your classmates. Teach us how to say the line.

*Mimicry assignment:* select the first minute of a Southern US sample from IDEA; write it out, and learn to mimic it perfectly; use transcription to support your mimicry (mark up your script).

**Course Text / Readings**

Additional readings may be assigned or recommended during the course.

**REQUIRED READING:**

- The Voice & Speech Source Eric Armstrong, ed. <http://www.yorku.edu/earmstro/>
- International Dialects of English Archive (IDEA) Paul Meier, ed. <http://www.ku.edu/~idea/>

**Evaluation \***

Participation (25%):

Preparation, Practice, Participation	10%
Ongoing Development, Growth, & Risk Taking	15%

Assignments (75%):

Voice Paper		5%
PRs	(2 x 5%)	10%
Greek Piece		13%
Film Presentation		2%
Mimicry assignment		4%
Dialect monologues	(4 x 9%)	36%
Archetype Project		5%

If you have any unanswered questions or are unsure of your marks/progress during the course, please make an appointment with the course director. The responsibility is yours.

	Term F	Term Y	Term W
Last date to drop courses without receiving a grade	Nov. 11	Feb. 10	March 9

**Grading, Assignment Submission, Lateness Penalties and Missed Tests**

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar – <http://www.registrar.yorku.ca/calendars/2011-2012/academic/grades/>)

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the Faculty of Fine Arts section of the Undergraduate Calendar - [http://www.registrar.yorku.ca/calendars/2011-2012/faculty\\_rules/FA/grading.htm](http://www.registrar.yorku.ca/calendars/2011-2012/faculty_rules/FA/grading.htm)

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in at the start of class on the day assigned. If a student asks permission, she/he may hand in an assignment to the instructor’s mailbox up to the end of day on the day assigned, or as agreed to by the instructor.

**Lateness Penalty:** Assignments received later than the due date will be penalized 10% for each day late. After a week, the assignment gets the value of zero. You must hand in/present all assignments to complete the course. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

**Missed Tests/Presentations:** Students with a documented reason for missing a course test or presentation, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. Usually this means presenting on a later date, or in the instructor's office. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

#### ADDITIONAL INFORMATION

Those classes marked as "Tutorials" will take place in the course instructor's office. Students are required to be prepared, with their score marked up, for tutorials.

#### IMPORTANT COURSE INFORMATION FOR STUDENTS

##### **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/univsec/policies/document.php?document=69>).

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>).

##### **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. These services are made available to students in all Faculties and programs at York University.

Students in need of these services are asked 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. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

Additional information is available through Counselling & Disability Services at [www.yorku.ca/cds](http://www.yorku.ca/cds) or from disability service providers:

- *Personal Counselling and Learning Skills Services: N110 BCSS, 416-736-5297*
- *Mental Health Disability Services: N110 BCSS, 416-736-5297*
- *Learning Disability Services: W128 BCSS, 416-736-5383*
- *Physical, Sensory and Medical Disability Services: N108 Ross, 416-736-5140, TTY: 416-736-5263*

Deaf, deafened and hard-of-hearing students may also contact [dhh@yorku.ca](mailto:dhh@yorku.ca)

##### **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) (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/univsec/policies/document.php?document=82>

*Please note that this information is subject to periodic update. For the most current information, please go to the ASCP webpage (see Student Information Sheet under Reports, Initiatives, and Documents)*  
[http://www.yorku.ca/univsec/senate\\_cte\\_main\\_pages/ASCP.htm](http://www.yorku.ca/univsec/senate_cte_main_pages/ASCP.htm)

**CLASS SCHEDULE (Subject to Change)**

Week 1 Sep 7, 8	1	Weds.: Intro, Intro to Cockney/RP review	<i>Origins</i>
	2	Thurs.: Greek speeches (in FFT), play summary due	
Week 2 Sep 13, 14, 15	3	Tues.: <b>Voice Papers</b> , Greek pieces outdoors	Tues: <i>Origins</i> showing
	4	Weds.: Cockney application 1	
	5	Thurs.: Greek pieces (in FFT)	
Week 3 Sep 20, 21, 22	6	Tues.: Cockney Application Tutorials in my office	Tues.: Company Meeting
	7	Weds.: <b>Cockney Final Passes</b>	
	8	Thurs.: Greek Pieces (in FFT)	
Week 4 Sep 27, 28, 29	9	Tues.: Irish Intro	
	10	Weds.: Irish application 1 ( <b>Irish Film Festival</b> )	
	11	Thurs.: <b>Greek Pieces Final</b> (in FFT)	
Week 5 Oct 4, 5, 6	12	Tues.: character voice workout	
	13	Weds.: Irish application 2 Tutorials	
	14	Thurs.: <b>Irish final passes</b> ; NYC intro	
Week 6 Oct 10-14	<b>READING WK</b>		
Week 7 Oct 18, 19, 20	15	Tues.: NYC application 1, mimic assigned	<b>Tues: PR 1</b>
	16	Weds.: voice work	
	17	Thurs.: NYC application 2 Tutorials	
Week 8 Oct 25, 26, 27	<b>ONSTAGE WEEK</b>		
Week 9 Nov 1, 2, 3	18	Tues.: <b>NYC final</b> , Southern intro	TECH WEEK
	19	Weds.: voice work	
	20	Thurs.: <b>Southern mimicry</b> , Archetype Intro	
Week 10 Nov 8, 9, 10	21	Tues.: Voice warm-up for show (10-11 a.m.)	PERFORMANCE WEEK
	22	<b>Weds.: MATINEE NO CLASS</b>	
	23	Thurs.: Voice warm-up for Show (in afternoon?)	
Week 11 Nov 15, 16, 17	24	Tues.: Southern application 1 (tutorials)	
	25	Weds.: Voice work-out	
	26	Thurs.: Southern application 2 (tutorials)	
Week 12 Nov 22, 23, 24	27	Tues.: <b>Southern Finals</b>	
	28	Weds.: <b>Archetype sharings (power objects)</b>	
	29	Thurs.: Voice over intro	
Week 13 Nov 29, 30, Dec 1	30	Tues.: <b>Archetype stories</b>	<b>Thurs: PR 2</b>
	31	Weds.: Voice over exploration	
	32	Thurs.: IPA for Accents <b>PR2</b>	
Dec 6, 7, 8, 9 (Tues-Fri)	Y3 Showings: 9 a.m. Tues. Dec. 6 Grad Showings: 9 a.m. Weds. Dec. 7 Y4 Conferences: 9 a.m. Friday Dec. 9		