SYLLABUS: SPEECH FOR THE ACTOR
TH2231, Section 2 – Fall 2021, 3 Credits • T/TH 2:00pm – 3:20pm, Ritter Annex 707
Instructor: Marla Burkholder • marla.burkholder@temple.edu
Office Hours: By appointment through email

Required Materials and Technology:
- Required textbook – ***Speaking With Skill*** **by Dudley Knight. Bloomsbury Publishing, ISBN 978-1-408-15689-6**. NOTE: Buying a used copy or renting from an online source is fine.
- Required technology -- Computer, phone or tablet with internet capabilities to participate in synchronous Zoom classes. Video and audio recording capability through computer, phone or tablet to submit recorded assignments. See Technology Resources note below for more information.

SPECIAL CIRCUMSTANCES OVERVIEW

We are living in extraordinary times. The fact that you are choosing to move forward with your coursework, to continue to grow as an artist and learn your craft is no small thing. Finding flexibility and power and honesty and connection with your voice is a crucial skill right now -- and, I think, a metaphor for the larger work of this moment. Thanks for bringing yourself to this work!

Exploring speech is a listening and voicing process that is ideally done in person, with students learning from each other and sharing common experiences. While we will be in person, we will need to contend with the complications of wearing a mask, being distanced, etc. We don't get to choose the ideal right now, so we're going to do the best we can to create a framework for you to explore on your own and together, even with complicated circumstances.

HOW THIS COURSE WILL BE TAUGHT

Until otherwise instructed by the university, this course will be in-person. Everyone will need to be masked in the classroom, and we will sometimes meet in alternate spaces or in smaller groups in order to achieve social distance. All class meetings and tutorials will be held during the scheduled class time (Tuesdays or Thursdays, 12:30 - 1:50 pm)

COURSE PURPOSE

Through a physical, aural and cultural-based approach to speech for the stage, this course introduces and reinforces the art and skill of speech work as an integral part of the actor's craft. Through exercising and attuning hearing and articulation functions, the actor recognizes the phonetic basis of regional dialect and finds facility with flexible speech habits.

COURSE OBJECTIVES

1. To gain familiarity with the anatomy and physiology of speech along with an appreciation for the influence of culture on language pronunciation. (BA SLO 1,4) (BFA SLO 1)
2. To identify and evaluate characteristics of strong performance speech habits along with understanding methods of working with speech challenges. (BA SLO 1, 4) (BFA SLO 1)
3. To gain facility with the International Phonetic Alphabet (IPA) to enable evaluation of precise articulation and to lay the groundwork for future dialect work. (BA SLO 1, 4) (BFA SLO 1)
4. To apply expressive and flexible speech habits to text work for performance. (BA SLO 1, 3,) (BFA SLO 1, 4)

5. To gain confidence in diagnostic self-awareness in order to maintain a practice of energetic speech for the stage. (BA SLO 1, 4) (BFA SLO 1)

Student Learning Outcomes -- BA Theater	**Student Learning Outcomes -- BFA Musical Theater**
1. Critical thinking	1. Actor-Singer proficiency
2. Playwriting and production	2. Dance and movement proficiency
3. Knowledge of repertoire	3. Musical proficiency
4. Informed judgments about theater	4. Performance opportunities
5. Participation in productions	5. Sight-singing proficiency

COURSE REQUIREMENTS

Reading –
- Assigned sections of the required textbook, as well as online articles as assigned.

Weekly Assignments –
- Written reflections on personal speech experience.
- Transcription of practice sounds and/or performance text.
- Working on practice sounds and monologues outside of class.

Exams –
Two written/oral exams during the course of the semester covering IPA symbols and class instruction material (Sept 23 and Oct 21), and a final written exam (Dec 9).

Monologue –
Preparation of a challenging monologue in order to apply speech skills to text work and performance, including preparing a detailed written score and transcription for the monologue. NOTE: This must be a new monologue to you, and may not be utilized for assignments in other department courses.

Performance Analysis –
A written analysis of performer speech work in the filmed version of a stage production available to watch online. Specific writing requirements are available on Canvas.

COURSE POLICIES

Participation/Attendance
In-class listening, practice, and discussion are a crucial part of the course, and to your commitment to being part of the Temple Theater community. Students should have the textbook on hand and be prepared to participate actively in each class. Daily participation grade will be based on active participation (Speak up! Offer positive critical feedback, ask questions, be verbally present in the class).

Grading
Participation – 20%
Weekly assignments (Blog responses, writing prompts, monologue transcription, monologue score, IPA cards) – 30%
Exams (2) and Final Exam – 30%
Performance analysis paper – 10%
Final performance – 10%

*Please note that any late assignments will accrue a 10% grade deduction each class period late. No late assignments will be accepted after the final class period on Dec 2.

Incomplete Grade Policy
Incomplete grades will be granted only in rare circumstances and require the approval of the instructor. Students who have not completed all the requirements prior to the last day of class will need to talk with the instructor about how this will be rectified.

Letter Grade Scale

A	93-100	C+	77-79	F	Below 65
A-	90-92	C	73-76		
B+	87-89	C-	70-72		
B	83-86	D+	67-69		
B-	80-82	D	65-66		

Artistic Excellence
The Temple University Department of Theater embraces the spirit of creative community-making both in the classroom and on stage. Theater is by nature a uniquely collaborative art form. During your time here as a student, you are in every respect called to be a supportive, contributing member of a large resident ensemble; committed at every level of endeavor, regardless of the task, to achieving artistic excellence in our work together as a company.

Class Conduct
In order to maintain a safe and focused learning environment, we must all comply with the four public health pillars: wearing face coverings, maintaining physical distance, washing our hands and monitoring our health. It is also important to foster a respectful and productive learning environment that includes all students in our diverse community of learners. Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Therefore, all opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse.

Treat your classmates and instructor with respect in all communication, class activities, and meetings. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Please consider that sarcasm, humor and slang can be misconstrued in online interactions and generate unintended disruptions. Profanity should be avoided as should the use of all capital letters when composing responses in discussion threads, which can be construed as "shouting" online. Remember to be careful with your own and others' privacy. In general, have your behavior mirror how you would like to be treated by others.

Academic Honesty/Plagiarism

You are expected to do your own work and any form of academic dishonesty—plagiarism and cheating—is as unacceptable in this course as it is across the University and throughout higher education. Plagiarism is defined in the Bulletin as "the unacknowledged use of another person's labor, another person's ideas, another person's words, and another person's assistance."

Disability Disclosure Statement

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the situation as soon as possible. If you have not done so already, please contact Disability Resources and Services at 215-204-1280, Ritter Annex, Room 100, to learn more about the resources available to you. I will work with DRS to coordinate reasonable accommodations for all students with documented disabilities.

Academic Rights and Responsibilities

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Recording and Distribution of Recordings of Class Sessions

In the event of a shift to an online modality, synchronous class sessions may be recorded for the purpose of accommodating students who are unable to attend class because of covid-related issues. If you have a concern about being recorded in this manner, please contact me at the start of the semester. Any recordings permitted in this class can only be used for student educational use. Students are not permitted to copy, publish, or redistribute audio or video recordings of any portion of the class session to individuals who are not students in the course or academic program without the express permission of the faculty member and of any students who are recorded. Distribution without permission may be a violation of educational privacy law, known as FERPA as well as certain copyright laws. Any recordings made by the instructor or university of this course are the property of Temple University.

Technology Usage Policy

Students are responsible to follow Temple University Technology Usage Policy which includes information on unauthorized access, disclosure of passwords, and sharing of accounts. The policy can be accessed at https://secretary.temple.edu/sites/secretary/files/policies/04.71.11.pdf

STUDENT SUPPORT SERVICES

The following academic support services are available to support you:
Student Success Center
University Libraries
Undergraduate Research Support
Career Center
Tuttleman Counseling Services

Fundamental needs:
If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the Temple University Cherry Pantry and the Temple University Emergency Student Aid Program are in operation as well as a variety of resources from the Office of Student Affairs.

Technology resources:
Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a request outlining their needs using the Student Emergency Aid Fund form. The University will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access.

CLASS SCHEDULE
Subject to change -- see Canvas for updates

T 8/24	Introductions **Assignment due 8/26**: Read Kinzler selection and watch video clips (all posted on Canvas) and write discussion responses to both the reading and videos. (BA SLO 1, 4) (BFA SLO 1)
TH 8/26	Discuss Kinzler and videos, begin vocal exploration **Assignment due 8/31**: Read Knight Preface/Intro/Ch 1 (posted on Canvas) and complete Text Hunt #1; record sentences. (BA SLO 1, 4) (BFA SLO 1)
T 8/31	Speech anatomy and physiology, airstream manipulation **Assignment due 9/2**: Record Omnish Oration – posted on Canvas; Read Chapters 2-3 in Knight and complete Text Hunt #2. (BA SLO 1, 4) (BFA SLO 1)
TH 9/2	Omnish orations, Introduction to I.P.A. Chart -- ASYNCHRONOUS ONLINE **Assignment due 9/7**: Write Personal Speech Analysis #1 – posted on Canvas; Read Knight Ch 4-5 and complete Text Hunt #3. (BA SLO 1, 4) (BFA SLO 1)
T 9/7	Consonants

	Assignment due 9/9: IPA Cards – plosives (p/b, t/d, k/g) and nasals (m/n/ŋ); Read Knight Chaps 6-8 and complete Text Hunt #4. (BA SLO 1, 4) (BFA SLO 1)
TH 9/9	Consonants **Assignment due 9/14**: IPA Cards – fricatives (f/v, θ/ð, s/z, ʃ/ʒ, h); Read Knight Ch 9-11 and complete Text Hunt #5. (BA SLO 1, 4) (BFA SLO 1)
T 9/14	Consonants **Assignment due 9/16**: IPA Cards – two affricates (ʧ/ʤ) and approximants (ɹ/j/l/w/ʍ). (BA SLO 1, 4) (BFA SLO 1)
TH 9/16	Consonants in practice **Assignment due 9/21**: Transcription #1; submit recording for Consonant Check-In. (BA SLO 1, 4) (BFA SLO 1)
T 9/21	Exam review **Assignment due 9/23**: Study for Exam 1; submit consonant IPA cards on Canvas
TH 9/23	**Exam 1**: **IPA symbols (consonants) and Anatomy --** ASYNCHRONOUS via Canvas (Available starting at class time and due within 24 hours); consonant IPA cards due
T 9/28	Vowels **Assignment due 9/30**: IPA Cards – Schwa and front vowels (ə/i/ɪ/e/ɛ). (BA SLO 1, 4) (BFA SLO 1)
TH 9/30	Vowels **Assignment due 10/5**: IPA Cards – Front and center vowels (æ/a/ɝ/ʌ). (BA SLO 1, 4) (BFA SLO 1)
T 10/5	Vowels **Assignments due 10/7**: IPA Cards – Back vowels (u/ʊ/o/ɔ/ɑ/ɒ). (BA SLO 1, 4) (BFA SLO 1)
TH 10/7	Vowels **Assignment due 10/12**: IPA Cards – Long diphthongs (aʊ/oʊ/eɪ/aɪ/ɔɪ). (BFA SLO 1, 4) (BFA SLO 1)
T 10/12	Vowels **Assignment due 10/14**: IPA Cards – R diphthongs/triphthongs (ɪə˞/ɛə˞/ʊə˞/ɔə˞/ɑə˞/aɪə˞/aʊə˞), Personal Speech Analysis #2 – posted on Canvas, upload copy of monologue to Canvas. (BA SLO 1, 3, 4) (BFA SLO 1)
TH 10/14	Vowels in practice **Assignment due 10/19**: Transcription #2; record Vowel Check-In (BA SLO 1, 4) (BFA SLO 1, 5)
T 10/19	Exam Review **Assignment due 10/21**: Study for Exam 2; submit vowel IPA cards on Canvas

TH 10/21	**Exam 2: VOWELS** ASYNCHRONOUS via Canvas (Available starting at class time and due within 24 hours); vowel IPA cards due
T 10/26	General American guidelines (BA SLO 1, 3, 4) (BFA SLO 1)
TH 10/28	INDIVIDUAL TUTORIALS -- as assigned (BA SLO 1, 3, 4) (BFA SLO 1, 5)
T 11/2	Creating a Score (BA SLO 1, 3, 4) (BFA SLO 1,5)
TH 11/4	INDIVIDUAL TUTORIALS -- as assigned (BA SLO 1, 3, 4) (BFA SLO 1,5) **Assignment due 11/9**: Transcription #3 – Monologue -- upload to Canvas (BA SLO 1, 3, 4) (BFA SLO 1)
T 11/9	Group monologue session (BA SLO 1, 3, 4) (BFA SLO 1,5)
TH 11/11	INDIVIDUAL TUTORIALS -- as assigned (BA SLO 1, 3, 4) (BFA SLO 1,5) **Assignment due 11/16**: Written score for monologue -- upload to Canvas. (BA SLO 1, 3, 4) (BFA SLO 1)
T 11/16	INDIVIDUAL TUTORIALS -- as assigned (BA SLO 1, 3, 4) (BFA SLO 1, 5)
TH 11/18	Group monologue session -- (BA SLO 1, 3, 4) (BFA SLO 1, 5) **Assignment due 11/30**: Record sentences in General American (BA SLO 1, 4) (BFA SLO 1, 5)
T/TH 11/23- 25	No class – Thanksgiving Break
T 11/30	Exam review **Assignment due 12/2**: Rehearse final performance of monologue, write Performance Speech Analysis (BA SLO 1, 3, 4) (BFA SLO 1, 5)
TH 12/2	Final performance of monologues
TH 12/9	**Final Exam, available for 24 hours beginning at 10:30am –** via Canvas (BA SLO 1, 3, 4) (BFA SLO 1)