

# Voice and Diction

## Course Design

2004-2005

### **Course Information**

<b>Organization</b>	Eastern Arizona College
<b>Division</b>	Communicative Arts
<b>Course Number</b>	SPC 220
<b>Title</b>	Voice and Diction
<b>Credits</b>	2
<b>Developed by</b>	Lee William Russell
<b>Lecture/Lab Ratio</b>	2 Lec/0 Lab
<b>Transfer Status</b>	Transfers to ASU as COM 271; to NAU as TH 222; to UA as NT
<b>Activity Course</b>	No
<b>CIP Code</b>	23.1001
<b>Assessment Mode</b>	Pre/Post Test: 100 points
<b>Semester Taught</b>	Spring Semester
<b>GE Category</b>	None
<b>Separate Lab</b>	No
<b>Awareness Course</b>	No
<b>Intensive Writing Course</b>	No

### **Prerequisites**

None

### **Educational Value**

A clear understanding of one's own voice, how it works, and what it is like provides the individual with a foundation for improvement. "This course doesn't concern itself so much with what you say, but how you sound when you're saying it.... Eight large state universities and ten smaller colleges recently asked various firms to state their reasons for not hiring the students they had rejected. In approximately two-thirds of the cases, the reason given was that the job seeker did not speak effectively during the interview." (Lyle V. Mayer, *Fundamentals of voice and articulation* (sic); eleventh edition, Brown & Benchmark, 1996)

### **Description**

Studies speaking voice, trains in articulation and pronunciation, and applies principles of phonetics to interpretation.

## **Textbooks**

Lyle V. Mayer. *Fundamentals of voice & articulation (sic)*. Edition: 11th. Publisher: Brown & Benchmark. Year: 1996. Required

## **Competencies and Performance Standards**

**Recognize the qualities of learner's voice.**

### **Learning objectives**

*What you will learn as you master the competency:*

- a. Analyze own voice, by identifying positive and negative aspects.
- b. Establish a plan for improvement

### **Performance Standards**

*Competence will be demonstrated:*

- o Through Pre-test of voice
- o Through in class discussion and listening
- o Through writing of goals and plan to accomplish them

*Performance will be satisfactory when:*

- o learner recognizes the good and bad qualities of individual voice
- o learner recognizes the pleasant voice qualities desired.

**Understand how sound is produced.**

### **Learning objectives**

*What you will learn as you master the competency:*

- a. Know how to correctly produce sound.

### **Performance Standards**

*Competence will be demonstrated:*

- o Through in-class exercises
- o Through class discussions
- o Through a test

*Performance will be satisfactory when:*

- o learner effectively produce sound without stress
- o learner draw diagram of sound producing body parts

**Control volume to correspond with situation and intent**

### **Learning objectives**

*What you will learn as you master the competency:*

- a. Recognize the value of volume as it relates to what you're saying, where you're saying it,

- and the size of your audience.
- b. Recognize the psychological effect(s) of contrast in volume.
- c. Recognize vocal abuse, and its effects.
- d. Learn how to strengthen and support the voice.

**Performance Standards**

*Competence will be demonstrated:*

- o Through in class discussion and exercises
- o Through in class exercises

*Performance will be satisfactory when:*

- o learner stops vocal abuse, and strengthens voice
- o learner expresses message(s) at varying levels of loudness
- o learner projects voice efficiently
- o learner effectively varies volume for psychological contrast

**Articulate sounds appropriately.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Recognize what poor articulation is, and why it exists
- b. Repair poor articulation habits
- c. Synthesize good articulation into speaking habits.

**Performance Standards**

*Competence will be demonstrated:*

- o Through in-class exercises, and discussion
- o Through performance in class
- o Through discussion and in-class exercises
- o Through teacher guided in-class performance

*Performance will be satisfactory when:*

- o learner is aware of poor articulation habits
- o learner completes a varied of exercises for the articulators
- o learner understands the sound family and how those sounds are produced
- o learner will know by heart and produce the sounds of the phonetic alphabet

**Conserve consonants.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Know how consonant sounds are formed
- b. Synthesize into daily speech the correct forming and sounding of consonants

**Performance Standards**

*Competence will be demonstrated:*

- o Through in-class discussion and practice
- o Through testing

*Performance will be satisfactory when:*

- o learner understands plosives, glides, nasals, fricatives, affricates, and produces these sounds effectively.

**Varnish vowels.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Know the positions for articulating the vowels
- b. Synthesize into daily speech correct articulation of front vowels, back vowels, and middle vowels

***Performance Standards***

*Competence will be demonstrated:*

- o Through in-class discussion and practice
- o Through in-class performance
- o Through testing

*Performance will be satisfactory when:*

- o learner knows positions for articulation of vowels.
- o learner articulates front, back, and middle vowels effectively

**Discipline diphthongs.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Recognize diphthongs
- b. Pronounce diphthongs correctly

***Performance Standards***

*Competence will be demonstrated:*

- o Through in-class work and discussion
- o Through performance
- o Through testing

*Performance will be satisfactory when:*

- o learner knows the diphthongs, and can say them correctly

**Be varied and vivid in expressiveness.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Recognize the communicative elements that makes any speaker expressive.
- b. Synthesize the elements of expressiveness into daily speech habits.

### **Performance Standards**

*Competence will be demonstrated:*

- o during in-class discussions
- o through exams
- o through performance

*Performance will be satisfactory when:*

- o learner understands what makes speech varied and vivid, (i.e. pitch, range, intonation, stress and emphasis, rate, duration, phrasing and pauses, vocal variation)
- o learner applies vocal variation

## **Types of Instruction**

Classroom presentations

Instructor lectures and guided discussions

Instructor demonstration/Student response

Use of audio recording and playback equipment

Use of video recording and playback equipment

In class activities

## **Grading Information**

### **Grading Scale**

A	100% to 88%
B	87% to 75%
C	74% to 65%
D	64% to 50%
F	49% to 0%