



SPEECH II - SYLLABUS

Class Time: 3:30 – 5:00 PM
Class Location: Fitness Center

Instructor: Kaia Calhoun
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REQUIRED TEXT

For My People – Margaret Walker
Raisin in the Sun – Lorraine Hansberry
Young, Gifted, and Black – Lorraine Hansberry
Joe Turner’s Come and Gone– August Wilson
A Glass Menagerie – Tennessee Williams
Hamlet – William Shakespeare
Respect for Acting – Uta Hagen
Selected Poems – *Langston Hughes*

RECOMMENDED READING

Freeing the Natural Voice – Kristin Linklater
Speak with Distinction – Edith Skinner
The Actor Speaks– Patsy Rodenberg
Norton’s Anthology of African American Poetry, Edited by Henry Louis Gates
An Actor Prepares – Constantin Stanislavski

COURSE DESCRIPTION

This course will examine and apply the basic techniques of developing a clear and expressive speaking voice which includes breath control, proper phonation, full resonance, projection, and articulation. This training will also cover exercises for improving use of pitch, timbre, and vocal variety. The students are introduced to the International Phonetic Alphabet (IPA) for the improvement of voice and diction i.e., vocal range for speech, American Standard English pronunciation, auditory training, and articulation, standard pronunciations, and voice production.

COURSE OBJECTIVES

The student will learn to:

- apply American Standard English (ASE) to speech
- transcribe ASE sounds using phonetic symbols.
- compare/contrast their speech with (ASE) sounds.
- increase vocal expressiveness through articulation and resonance.
- learn terminology used in the study of phonetics
- use the International Phonetics Alphabet (IPA) for speech/dialects.
- develop vocal variety through the Linklater Voice Method.

COURSE OUTCOMES

- The students will develop a customized “Classical Warm-up for voice and speech
- The students will self-evaluate and make adjustments to their voice and diction.
- The students will identify voice and speech challenges relating to breathing, articulation, resonance, and vocal variety.
- The students will understand and use the IPA (International Phonetic Alphabet.)
- The students will apply these skills to performance and/or public speaking

CONTENT: SCOPE & SEQUENCE

Week 1: Introduce the Linklater Voice Method

Week 2: Study and apply the 44 phonemes for speech/assessment

Week 3: Physical Awareness: stretches, spinal alignment, centering, and movement

Week 4: Breath Awareness: Breathing apparatus, diaphragmatic expansion, pants

Week 5:Vocal Awareness: “touch of sound”, vibration, resonance and range

Week 6: Articulation: lips, tongue, jaw, and tongue twisters

Week 7: Text: poetry, monologues, and dialogue

Week 8: Voice into Speech: “Consonants” Rodenberg 1-39

Week 9: Voice into Speech: “Vowels”: Rodenberg 40-88

Week 10: Speech & Diction: Vowels: Diphthongs, Triphthongs

Week 11: Working with Dramatic Poetry – The Highwayman, Alfred Noyes

COURSE REQUIREMENTS

Attendance and Promptness: You must be on time for each class.

Classroom Etiquette: You must enter the classroom quietly and professionally, exercising self-control and discipline.

Dress: You must wear the departmental uniform. Long dangling earrings, bracelets or necklaces are not permitted.

Class Participation: You must participate in all class activities, exercises, games, warmups, and discussions.

Readings: Excerpts will be provided by the instructor.

Homework and Written Assignments: You must complete all homework and written assignments on time. Assignments must be neat, legible, and abide by the correct writing conventions i.e., spelling, subject verb agreement, and punctuation. Late assignments will receive a 5-point deduction.

Journal: You must keep a journal or notebook containing no less than two entries per week. You must write legibly. Be advised that the journal is not a diary, but a reflective account of your observations. Journals will be collected randomly.

Performance Work: All performance work must be presented when scheduled. There is an expectation that all students will participate in Speech Juries.

Exams and Quizzes: In addition to a midterm and final examination, pop quizzes will be given on all material that was covered in class or reading assignment.

GRADE PERCENTAGE POINTS

Student Engagement	10%
Warm-ups	
Constructive Comments/Opinions	
Thoughtful Criticisms	
Use of Terminology	
Attentiveness	
Artistic Citizenship	
Practice and Application	50%
Classwork	
In-Class Preparation	
Assignments	
Journals	
Homework	
Assessment	40%
Performances/Juries	
Quizzes	
Formative/Summative*	
Written Midterm	
Freshman Class Performance Project	
*Factored into Final Class Grade	

DC THEATRE STANDARDS

7.1.3	<i>Demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation.</i>
7.3.2	<i>Evaluate variation in pitch, stress, and tempo to convey mood and characterization in theatre productions.</i>
HSP.1.5	<i>Distinguish facial expression, physicality and gesture based on ones understanding of the character's inner life</i>
HSP.1.7	<i>Collaborate on the development of original dramatic pieces leading to performance</i>
HSA.3.1	<i>Use the vocabulary of theatre, such as genre, style, theme, and design to analyze theatrical experiences.</i>
HSP.3.3	<i>Document observations and perceptions on how a specific actor used theatre techniques to convey meaning in his or her performances.</i>

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Term Percentage Earned	Term Grade Assigned	Value Assigned to Grade
92.5% - 100%	A	4.0
89.5% - 92%	A-	3.7
86.5% - 89%	B+	3.3
82.5% - 86%	B	3.0
79.5% - 82%	B-	2.7
76.5% - 79%	C+	2.3
72.5% - 76%	C	2.0
69.5% - 72%	C-	1.7
66.5% - 69%	D+	1.3
63.5% - 66%	D	1.0
63% - Under	F	0