



## **TPP 5715C Graduate Voice Studio I - Fall 2018**

**MWF 2:30-3:20 in T 110 (Studio 2) AND TR 1:30-2:20 in T 115 (Studio 3)**

**Professor: Kate Ingram**     [kate.ingram@ucf.edu](mailto:kate.ingram@ucf.edu)

**Office: T-216**

**Cell: 407.616.1567**

**Office: 407.823.4872**

**OFFICE HOURS: M-F 9:00-10:00 AM & 1:30-2:30 PM**

**or by signing up on posted appointment sheet on my office door**

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**Course Description:** Intensive exploration of speech and vocal production. This semester's work will include: Fitzmaurice breath destructuring and structuring work, Lessac's system of voice and body work, and a beginning introduction to Skinner and the International Phonetic Alphabet (IPA.) Concentration on expanding physical and sensory awareness of speech and voice from within the body, within the instrument, rather than through ear training or listening from outside ourselves. Scheduled class will involve group explorations; students will often be paired as 'buddy-partners' for outside of class assignments, and you may schedule individual sessions outside of class time at the convenience of professor and student (see OFFICE HOURS.) All of our work will be based on a deep respect and regard for the fact that we each have been given a VOICE, the ability to express our thoughts in spoken words. To speak and give voice to our innermost thoughts: this is a gift, a need, and an incredible responsibility as well, not only for the actor but for every individual.

### **Course Objectives:**

- creating a constant aesthetic awareness of the physical sensations of voice and speech production
- freeing the vocal mechanism from unnecessary tension
- feeling good (ease and no force) when communicating: energized, relaxed, carefree
- looking good (ease and no force) in face and body when communicating
- communicating one's intended meaning
- speech that is intelligible, musical, and has variety and contrast
- exploring Lessac and Laban body energies that support free and imaginative vocal and physical exploration
- greater clarity and resonance to the spoken word
- familiarity with Fitzmaurice positions of release and breathing dynamics
- facility with Lessac methods for scoring the musicality of the sounds of American speech
- expanding knowledge of the International Phonetic Alphabet

### **Required Texts/:**

**The Use and Training of the Human Voice** (Lessac)  
**Speak with Distinction** (Skinner)

### **Recommended Supplies:**

**A Pronouncing Dictionary of American English** (Kenyon & Knott)  
**The Anatomy Coloring Book** (Kapit /Elson)  
**Large towel; recorder; zafu cushions (will be supplied, but feel free to BYO)**

### **Instruction/Content:**

- Theatre training requires the use of mind, voice, and body. This class will definitely require a great deal of physical contact between you and the instructor and other students. If this presents a problem for you, please see the instructor immediately to assess your chances for success in the course.
- We may use texts of poetry and plays which express adult or controversial themes as well as strong language. If this presents a problem for you, see the instructor immediately to assess your chances for success in the course.

### **Classroom Conduct:**

- Students must follow the University standards for personal and academic conduct as outlined in the Golden Rule. Students are apprised when they are accepted at the University that they must be aware of and follow these policies of conduct. See <http://ucf.edu/goldenrule/> for details.
- Please remove street shoes at the door. **All electronic devices must be turned off.**

**Course Requirements:**

**Attendance Requirements: Punctual Attendance is MANDATORY.**

- You are a graduate student. This is a professional class. There is no reason for an absence. If you were in a production, you'd be fired if you missed a rehearsal. The same level of commitment is expected for this class. Should you disregard this advice, a third absence will result in the dropping of one full letter grade, a fourth absence will result in failure.
  - Doctor's notes are required immediately for a medically excused absence.
  - All missed class work (excused or otherwise) must be made-up with a classmate and discussed in journal (see below.)
  - Guests will not be permitted in class (without prior consent of the instructor and the class.)
  - Lateness is very disrespectful. It is not tolerated in the professional world nor in this class. \* 3 lates = 1 absence.\*
- If you are unavoidably detained, enter quietly and offer the class an apology at your first opportunity. NEVER enter during a presentation; wait until it's completed.
- Wear comfortable clothes that allow for stretching: sweats, layers. Classes will usually include physical work.

**The following will be counted as excused absences with no penalty...**

- Authorized UCF functions (must be confirmed in advance with Professor Ingram)
- Illness that is documented by doctor's note or prescription.
- Death or serious illness in the immediate family (must be documented).
- **You must list in writing the dates / names of any religious holy days you must observe during the course of the semester and submit it to Prof. Ingram no later than Friday, August 24<sup>th</sup>**

**Grading: End-of-semester assessment in this course will be based on 825 possible points to be earned, distributed as follows:**

- Weekly submission of a journal of voice/speech experiences & ideas (15 wks X 10 pts each journal) 150 pts
- Regularly assigned classwork and a few quizzes TBA (25 pts ea X 4) 100 pts
- Midterm evaluation: written (100 pts) & practical / oral (100 pts) 200 pts
- Final evaluation: written (150 pts) & oral (150 pts) 300 pts
- Attendance @ class sessions – each class attendance is EXPECTED.  
\* Your daily grade= 1 point/ attendance and 1 point/ participation/readiness/preparedness 75 pts  
If you are not present, you will not receive those points. If you are absent without excuse (see above) you will not be allowed to make up the class work nor will you earn the class attendance points .
- If an absence from class is excused, the student will not be penalized for missing that class. S/he must, however, make up the work assigned for that day.
- All excused absences require immediate documentation from the student (i.e. doctor's notes, prescriptions, notification from the athletic dep't or other university organization, obituaries, etc)

**The professor strongly emphasizes these important factors in the fulfillment of the course requirements:**

- open, flexible attitude
- active participation and response in class
- adequate preparation for class
- content of weekly journal submissions
- supportive interest and awareness of the progress of others in class
- achievement and mastery of vocal energy principles
- progress / development
- commitment to a PROCESS of exploration
- conscientious application of the work in rehearsals and outside of class

This class will observe the plus and minus grade system. C is considered to be a failing grade for a graduate student.

A = 4.00 94-100	A- = 3.75 90-93	B+ = 3.35 87-89	B = 3.00 83-86
B- = 2.75 80-82	C+ = 2.25 77-79	C = 2.00 73-76	C- = 1.75 70-72
D+ = 1.25 67-69	D = 1.00 63-66	D- = .75 60-62	F = 0.00 59 & under

**The following course calendar ROUGHLY outlines the progression of the semester.  
It is subject to change at the discretion of the Professor.**

## Projected Course Calendar: Fall 2018

- Week #1: Aug 20---24 M – First Day – Welcome – Intro discussion of goals & backgrounds -  
T - “balance the room” exercise –  
Assignment for W: Read Part I in the Lessac text (chapters 1 - 4)  
Also assign “BREATHING IS MEANING” reading (\* provided)  
W - Overview & Discussion of Lessac training concepts: Kinesensic, Esthetic vs. Anesthetic, Inner Harmonics, Organic Instruction, Musical Metaphor, Familiar Events: pain/stress relievers, relaxer/energizers  
Body NRG’s intro: Potency, Buoyancy, Radiancy  
- posture/breath: flexible “colossus of Rhodes,” smell the flower, C-curve  
Vocal NRG’s intro: Structural, Tonal, Consonant  
Th - individual recordings of read & spoken materials: recorded for feedback  
F - begin Fitzmaurice breath awareness / physical awareness  
1st journal due (JOURNALS will be collected EVERY FRIDAY)  
\* see attachment regarding voice journal requirement
- Week #2: Aug 27 ---31 - M-T-W-Tr-F - continue Fitzmaurice releasing breath, introducing destructuring positions & Lessac body work  
- consonant NRG introduction: (violin, viola, cello, bass, F and S sound effects)  
Assignments: 1. Review the consonant instruments covered, be prepared to play them in words, sentences  
2. Explore personal monologue finding best consonant opportunities; assign buddy/partners  
3. Read in Chapter 5: Consonants in Connected Speech pp 114-117
- Week #3: Sep 3 Labor Day- (no class)  
Sep 4---7 T-W-Tr-F - continue Fitzmaurice release positions & breath work  
- add body hammock, mapping surface of the back, contiguous continuity  
- continue Lessac consonant orchestra playing/sounding  
- Partner work: consonant word lists, sentences: music-making to communicate: taste the instrument, feel its music, apply that music in words, sentences  
- Large Group: Consonant linking- poems, monologues  
Assignments: Review what has been covered each day--include words lists, sentences, and poems  
- begin forward facial orientation: intro to reverse megaphone
- Week #4: Sep 10---14 - on-going Fitzmaurice physical release breath work  
- continue Lessac consonant orchestra, adding IPA symbols  
- connectives: ‘w: flute’ and ‘y: French horn’  
- intro to tonal NRG: introduce y-buzz  
Assignment: Read Chapter 6 pp 122-129
- Week #5: Sep 17---21 - on-going Fitzmaurice physical release breath work  
\* Quiz #1: Lessac consonant orchestra and their IPA symbols (oral & written)  
- Y-buzz and +y buzz development: word lists, sentences  
- Partner work: consonant & y-buzz explorations  
- Introduce structural vowels w/ corks  
contrast structural vowels with ybuzz/+ybuzz vowels  
- Tonal NRG: Call introduction: contrast with structural vowels  
Assignment: Read Chapter 6 pp 136-148  
\*\* Sep 21 - NO CLASS after 2:30: UCF FOOTBALL
- Week #6: Sep 24---28 Call development sirens, conc-dilute, yodel  
- Continue development of tonal NRG’s : y-buzz, +y-buzz, and Call:  
Assignments: - Y buzz alphabet crooning p133, Ybuzz carry over p134, Y buzz readings p135  
Call words and phrases p150  
Explore personal monologue for Ybuzz tonal current and call opportunities  
\* Quiz #2: all work to date (all consonant work, all tonal work)

- Week #7: Oct 1---5 - - on-going Fitzmaurice physical release breath work  
 Assignments: -  
 P 134-135 Y-buzz/+Ybuzz current review  
 P 150 call phrases review, role calls  
 Explore personal monologue for all consonant work, all tonal work  
**\*\* 10/3 & 10/4 = two-day mid-term evaluation (physical, written, and oral)**  
**\*\* 10/5 Fri no class: assignment: journal/midterm self-assessment and questions**
- Week #8: Oct 8 ---12 - review mid-term  
 - on-going Fitzmaurice physical release breath work  
 - More re: Structural NRG & Buoyancy  
 - Structural Vowel identification: lip openings, word lists,  
 Assignments: 1. Read Chapter 7 pp. 160-173  
 2. Explore the Structural NRG word lists and sentences  
 3. Explore personal monologue for structural NRG opportunities
- Week #9: Oct 15---19 introduce Fitzmaurice structured breathing  
 re-visit Call and consonant work with structured breathing  
 structural NRG development: (Extravagant, Formal, Informal, Conversational)  
 add IPA symbols for vowels and diphthongs  
 Assignments: 1. P 134 Ybuzz current of tone into structural vowels “Keep cool, Mimi”  
 2. score personal monologue for structural vowels & call opportunities
- Week #10: Oct 22---26 introduce Fitzmaurice structured breathing  
**Tues Oct 23<sup>rd</sup> NO KHI– assignment:**  
 continue developing structured breathing exercises  
 continue with the 4 step development in structural NRG  
 Assignments: Reading Selections pg. 177-179 for Structural NRG 4 step process
- Week #11: Oct 29---Nov 2 review of all work to-date  
 Add body NRG sit-ups, evolve to standing for exploration of body NRG’s w/ vocal  
 Partner work required in all areas: TBA  
 Assignment: Score Short Text for: structural NRG, playable consonants, call opportunities.
- Week #12: Nov 5 ---9 Introduction of neutrals and neutral diphthongs w / IPA symbols  
 Continue Fitzmaurice de-structuring and re-structuring w/ laughter & neutrals  
 Assignments: Read re: Neutrals and Neutral diphthongs pg. 185-193
- Week #13: Nov 12---16 **(Mon: Nov 12 = Veteran’s Day = no class)**  
 Ongoing partner vocal work required in all areas: TBA  
 Written scoring work and IPA transcription  
 Assignments: suggested work: Lessac pgs 177-179 Reading Selections  
**(Fri: Nov 16 = ½ class due to UCF football game)**
- Week #14: Nov 19---23: M 11/19 continued physical application of all Fitz & Lessac work  
 T 11/20 continued physical application of all Fitz & Lessac work  
 W 11/21 assignment: journal! Where’s your joy? Where’s your sorrow?  
**T 11/22 HAPPY THANKSGIVING!**  
**F 11/23 HAPPY THANKSGIVING!**
- Week # 15: Nov 26 ---30 continued ongoing application of techniques  
 continued text explorations / prepare for final  
 F 11/30 Last day of F ’18 classes

\* Final: TBA Final Eval Content TBD: probable inclusion:

**Explore personal monologue for all potential vocal & body NRG applications, Specific NRG presentations of assigned text  
 Coaching and receiving coaching in physical release exercises**

**Please read all additional syllabus pages:**  
**UNIVERSITY POLICIES NOW REQUIRED IN ALL SYLLABI**

**Financial Aid/Attendance**

All faculty members are required to document students' academic activity at the beginning of each course. Since my courses are relatively small, I will do this through attendance. Failure not attending or not contacting me will result in a delay in the disbursement of your financial aid.

**Academic Integrity**

Students should familiarize themselves with UCF's Rules of Conduct at <<http://osc.sdes.ucf.edu/process/roc>>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

Falsifying or misrepresenting the student's own academic work.

Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <<http://academicintegrity.org>>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://wpacouncil.org/node/9>>.

**Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <<http://goldenrule.sdes.ucf.edu/zgrade>>.

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**Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual

academic and course barriers experienced by the student.

## **UNIVERSITY POLICIES NOW REQUIRED IN ALL SYLLABI**

### **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

### **Campus Safety Statement for Students in Online-Only Courses**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Students with special needs related to emergency situations should speak with their instructors outside of class.

### **Make-Up Assignments for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>

### **Religious Observances**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

### **Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.