

**DEREE COLLEGE SYLLABUS FOR: DR 2015 VOICE AND SPEECH I**

(Updated Fall 2021)

**UK LEVEL 4  
UK CREDITS: 15  
US CREDITS: 3/0/3**

**PREREQUISITES:**

None

**CATALOG DESCRIPTION:**

The voice as a principal means of communication in performance as well as in everyday life. A skill – based, integrated approach to speech training. A deeper and individualized understanding of the body’s function in voice production.

**RATIONALE:**

The training will enable students to gain awareness of how voice works as an instrument, as well as of the body that houses it. The course will help students overcome limitations and physical habits in the act of speaking that impede a free, flexible and intelligible expression.

**LEARNING OUTCOMES:**

- As a result of taking this course, the students should be able to:
1. Demonstrate basic understanding of voice anatomy.
  2. Identify their own vocal and physical habits.
  3. Develop control over the foundational structures of a healthy voice production.
  4. Utilize basic breathing and relaxation techniques to activate the body and energize speech.
  5. Apply voice work to text in order to secure an intelligible and effective projection.

**METHOD OF TEACHING AND LEARNING:**

- In congruence with the teaching and learning strategy of the college, the following tools are used:
- Physical and vocal training, group exercises, individualized warm ups and feedback, oral presentations on assigned readings and article reflections, videos, discussions, workshops and performances.
  - Office hours: students are encouraged to make full use of instructor’s office hours for questions, to see their exams, and/or go over lecture material.
  - Use of a Blackboard site, where instructors post assignment instructions, timely announcements, as well as additional resources.

**ASSESSMENT:**

The student’s final grade will be based on:

Summative:

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| First Assessment: Individual oral assessment on voice physiology and technical workout (15 min.) | 40% |
| Final Assessment: Final solo performance (8 – 10 min)  | 60% |

Formative:

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|---|---|
| Design and perform group-based and individualized sequences of exercises relating breathing to sound.                             | 0 |
| A “voice” journal with a defined number of entries reporting class activity and personal experience through the learning process. | 0 |

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|   | <p>Formative assessments aim to prepare students for the summative ones.<br/> First Assessment tests learning outcomes: 1,2,3<br/> Final Assessment tests learning outcomes: 3,4,5</p> <p>Students are required to resit failed assessments in this module.</p>  |
| <b>INDICATIVE READING:</b>  | <p><b>REQUIRED READING:</b></p> <p>Fisher, Jeremy and Kayes, Gillyane. <i>This is a Voice: 99 exercises to train, project and harness the power of your voice</i>. Welcome Collection, 2018.</p> <p>Linklater, Kristin. <i>Freeing the Natural Voice. Revised and Expanded</i>. Nick Hern Books, 2006.</p> <p><b>RECOMMENDED READING:</b></p> <p>Terzopoulos, Theodoros. <i>The Return of Dionysus</i>. Attis Theatre, 2015.</p> <p>Steinhauer, Kimberly and Mary MacDonald Klimek &amp; Jo Estill. <i>The Estill Voice Model: Theory and Translation</i>. Estill Voice International, 2017.</p> |
| <b>INDICATIVE MATERIAL:</b><br>(e.g. audiovisual, digital material, etc.) | <p><b>REQUIRED MATERIAL:</b></p> <p>Audio-visual material provided by the instructor.</p> <p><b>RECOMMENDED MATERIAL:</b></p>  |
| <b>COMMUNICATION REQUIREMENTS:</b>  | Use of proper English for all written and oral assignments.  |
| <b>SOFTWARE REQUIREMENTS:</b>   | Word   |
| <b>WWW RESOURCES:</b>   | <a href="http://www.vasta.org">www.vasta.org</a>   |
| <b>INDICATIVE CONTENT:</b>  | <ul style="list-style-type: none"> <li>• Physiology of phonation: power source, vibratory system, resonators.</li> <li>• Targeted exercises for control over the anatomical structures of the larynx.</li> <li>• A balancing approach to breathing: activated body – tension-free voice production.</li> <li>• Deconstructing and reconstructing the sound in the body.</li> <li>• Levels of energy and diction. Intelligibility in projection.</li> <li>• How sound triggers imagination: working on the text as a “playground” for vocal experimentation.</li> </ul>                           |