TO: Trish Ralph  
Department of Theatre

FROM: Debbie Lamphron  
Academic Affairs

RE: General Education Codes

DATE: June 13, 2012

The courses your department submitted to the General Education Committee have been reviewed and the Committee's action follows:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CODES APPROVED</th>
<th>CODES NOT APPROVED</th>
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<tbody>
<tr>
<td>THE 200 – Voice and Dictation</td>
<td>(P) Fine Arts with Performance</td>
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<td>(Y) Oral Communications</td>
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* It is necessary for our office to request approval from Systems Administration in Albany before this General Education code can be awarded and listed.

If you wish further clarification of the Committee's decisions, you may contact

**Anne Macpherson, Chair of the General Education Committee**  
Department of History  
Email – amacphers@brockport.edu

Copy: Darwin Prioleau, Dean  
The Arts, Humanities & Social Sciences  
Anne Macpherson, Chair  
General Education Committee  
Janice Stewart  
Registration and Records  

Peter Dowe  
Registration and Records  
Tracy Daniels  
College Senate
INSTRUCTIONS - please, no multiple attachments - submit each proposal electronically as one Word document.
- Submit only complete proposals with this cover page, attachments and support letters from your department chair and dean merged into one Word document.
- Signed documents may be submitted as hard copies.
- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.
- Do not send your proposal as a .pdf file.
- Email your proposal as one attachment to senate@brockport.edu. Signed pages can be sent/faxed as hard copies.
- All revisions must be resubmitted to senate@brockport.edu with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE: Please be somewhat descriptive, ie. Graduate Probation/Dismissal Proposal rather than Graduate Proposal. Add “P” to THE 200

2. BRIEF DESCRIPTION OF PROPOSAL: Add “P” to THE 200

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? _X_ NO ___ YES EXPLAIN YES

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.

5. HOW WILL THIS EFFECT TRANSFER STUDENTS: N/A

6. ANTICIPATED EFFECTIVE DATE: Fall 2012

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

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<tr>
<th>First Submission</th>
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<th>Revised on</th>
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8. SUBMITTED BY: (contact person)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Trish Ralph</td>
<td>Theatre</td>
<td>395-5265</td>
<td><a href="mailto:pralph@brockport.edu">pralph@brockport.edu</a></td>
</tr>
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9. COMMITTEES TO COPY: (Senate office use only)

<table>
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<tr>
<th>Standing Committee</th>
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<tr>
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<td>Student Policies</td>
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<td>Undergraduate Curriculum &amp; Policies</td>
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NOTES:
GENERAL EDUCATION PROGRAM
SUPPLEMENTAL COURSE REGISTRATION FORM
OCTOBER 2008 VERSION

COURSE NUMBER: _THE 200_ COURSE TITLE: _VOICE AND DICTION_
COURSE NUMBERS FOR ANY CROSSLISTINGS: 

SUBMITTED BY: _Ruth Childs_ DEPARTMENT/PROGRAM: 
NEW COURSE? ☐ YES ☑ NO
RE-REGISTRATION OF EXISTING COURSE? ☑ YES ☐ NO

UPPER-DIVISION "KNOWLEDGE AREA" EXCEPTION FOR TRANSFERS ☐ YES ☑ NO

DEPARTMENT CHAIR'S APPROVAL
SCHOOL DEAN'S ACKNOWLEDGEMENT

GENERAL EDUCATION COMMITTEE APPROVAL
ACADEMIC AFFAIRS ACKNOWLEDGEMENT

* All items listed below must be received in order for the committee to act on the proposed course (Please check what you are submitting). NOTE: All materials submitted must be typed or printed.

☐ copy of standard Course Registration Form signed by chair and dean
☐ completed Student Learning Outcomes Checklist(s) as appropriate
☐ updated bibliography (if applicable) with full bibliographic citations — SYLLABUS ATTACHED
☐ 10-copies submitted

* Attach completed Student Learning Outcomes Checklist(s) for one or more of the following (check ones submitted for this course):

☐ Fine Arts ("F") ☐ Social Sciences ("S")
☒ Fine Arts Performance ("P") ☐ American History ("V")
☐ Humanities ("H") ☐ World Civilization (Non-Western) ("O")
☐ Western Civilization ("G") ☐ Contemporary Issues ("I")
☐ Natural Sciences ("N") ☐ Perspectives on Women ("W" or "WY")
☐ Natural Sciences Laboratory ("L") ☐ Diversity ("D")

Committee Action
☐ Approved as requested - course will be filed with Registration Office
☐ Not approved - If not approved for inclusion in General Education Program at this time, please see comments below:

PLEASE NOTE: After SUNY Brockport's General Education has approved a course, the additional approval of the SUNY Provost's office is required for any course submitted for one of the "SUNY 10" outcomes. This includes all of Brockport's General Education Knowledge Area courses.
GENERAL EDUCATION PROGRAM  
SUPPLEMENTAL COURSE REGISTRATION FORM  
OCTOBER 2008 VERSION

COURSE NUMBER: _THE 200_  COURSE TITLE: _VOICE AND DICTION_  
SUBMITTED BY: _Ruth Childs_  DEPARTMENT/PROGRAM: _Theatre_  
NEW COURSE?  NO  RE-REGISTRATION OF EXISTING COURSE?  YES  
UPPER-DIVISION "KNOWLEDGE AREA" EXCEPTION FOR TRANSFERS  NO  

DEPARTMENT CHAIR'S APPROVAL  
SCHOOL DEAN'S ACKNOWLEDGEMENT  
GENERAL EDUCATION COMMITTEE APPROVAL  
ACADEMIC AFFAIRS ACKNOWLEDGEMENT  

* All items listed below must be received in order for the committee to act on the proposed course (Please check what you are submitting). NOTE: All materials submitted must be typed or printed.
  - copy of standard Course Registration Form signed by chair and dean.
  - completed Student Learning Outcomes Checklist(s) as appropriate
  - updated bibliography (if applicable) with full bibliographic citations
  - 10-copies submitted  
* Attach completed Student Learning Outcomes Checklist(s) for one or more of the following (check ones submitted for this course):
  - Fine Arts ("F")  - Social Sciences ("S")
  - Fine Arts Performance ("P")  - American History ("W")
  - Humanities ("H")  - World Civilization (Non-Western) ("O")
  - Western Civilization ("G")  - Contemporary Issues ("P")
  - Natural Sciences ("N")  - Perspectives on Women ("W" or "WY")
  - Natural Sciences Laboratory ("L")  - Diversity ("D")

Committee Action
- Approved as requested - course will be filed with Registration Office
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PLEASE NOTE: After SUNY Brockport's General Education has approved a course, the additional approval of the SUNY Provost's office is required for any course submitted for one of the "SUNY 10" outcomes. This includes all of Brockport's General Education Knowledge area courses.
College Course Registration Form

This form is used to register all courses. It must be signed by the department chair and the school dean who will send it forward to the Registrar's Office. Registration of General Education courses requires an additional Supplemental Course Registration Form and the appropriate Student Learning Outcomes Checklist. Approval by the Faculty Senate's General Education Committee is necessary for all General Education courses.

Data entry fields are shaded. Some fields have limits on numbers and spaces that can be entered. Some areas have drop-down menus with options that can be selected by clicking your choice. Save the blank form before using it and then save each course form with an individual file name. Go back to the saved blank for each new form but save with a different name after filling in data.

Action concerns a new course Discipline Number
Action concerns an existing course: Discipline THE Number 124

Course Submitted by: Ruth Childs
Department: THE

Chairperson's Approval: Date: 2/19/2004
Dean's Approval: Date: 3/24/2004

1. Action requested:
   - Registration of new course
   - Revision of content for existing course
   - Registration of general course listing under which related titles can be taught (umbrella courses)
   - Registration of topics course for specific semester (if checked, complete item 2 below)
   - Change of course title - Previous Title:
   - Inactivation of existing course registration (course will not be taught in near future)
   - Other - Describe:

2. Complete for registration of topics courses or umbrella courses:
   a. General course registration: Discipline: Number:
   b. General registration title:
   c. Specific course title for semester offered (topics course title):
   d. Topics course registration is for: FALL SEMESTER Year:

3. a. ☒ Undergraduate listing: Discipline: THE Number: 200
   b. ☐ Graduate listing: Discipline: Number:

4. a. Official course title:
   b. Course start date: FALL SEMESTER YEAR: 2004

5. Abbreviated course title (restricted to 16 spaces) VOICE & DICTION

6. a. Semester hours of credit assigned to course (invariable): 3
   b. Can this course have variable credit ☒ No ☐ Yes - Credit range to semester hours
   c. Is this course is repeatable for multiple credit? ☒ No ☐ Yes - Credit Maximum =

7. Type of Course: LIBERAL ARTS

8. General Education Information: (Complete only for General Education courses)
   a. General Education Knowledge Area (choose one if applicable): NONE
b. Additional student learning outcomes: (check all codes that are currently approved)
   - Contemporary Issues (I)
   - Upper Level Writing (U)
   - Both Contemporary Issues and Upper Level Writing (J)
   - Scholarship on Women (W)
   - Diversity (D)
   - Science & Technology (E)
   - Other World Civilizations (Non-Western) (O)

9. If cross-listed in another discipline(s), give discipline(s)/number(s):
   If there are pre-requisites that are enforced, give discipline(s)/number(s):
   If there are co-requisites, give discipline(s)/number(s):

10. a. Approximate total number of seats/semester expected:
    b. How many sections do you expect to offer per semester:

11. Sections of this course are (check one): taught by one instructor ☒ taught by a team ☐

12. Planned frequency of offering: EVERY SEMESTER

13. Grading (check any that apply):
   ☒ Letter grade ☐ Pass/Fail (S/U) ONLY ☐ Approved for IP grade
   ☐ Course requires a minimum grade of ☐ for General Education or the major

14. If this course requires any special scheduling arrangements with regard to time or room/space, please comment on this in the space provided:
    This course needs to be taught in B3 in Tower Fine Arts - requires the mats and mirrors available in this room.

15. If this course is required for any degrees/programs, please list them below:
    This class is required for the current Theatre major - Acting Track.

16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 65 words or less (about 500 characters). Use action verbs and omit “This course covers...” and similar phrases.
    Explores the fundamentals and discipline of voice work. It is a study and exercise in techniques of the dynamics necessary for the creation of a strong and flexible voice. Topics covered include physical and vocal awareness, release, resonance, support, articulation, and clarity of speech.

17. For all courses, please attach the following information:
   (a) a list of major course objectives
   (b) a topical outline of course
   (c) a list of methods used to evaluate student performance
   (d) a list of instructional materials used - give bibliographic citations of texts, critical readings, films, e
   (e) a current course syllabus, if possible
   (f) a brief statement detailing the additional work required of graduate students in a “swing course.”
For General Education courses only, attach also:

(g) Supplemental General Education Course Registration Form
(h) Student Learning Outcomes Checklist (for specific codes requested).
# The College at Brockport
## Course Registration Form

### 1. Discipline: THE Course No.: 200

**Official Title:** Voice and Diction

**Abbreviated course title (limit to 18 Characters):** Voice and Diction

- [ ] New Course
- [ ] Current Content Revised
- [ ] Title Change (Previous Title)
- [ ] Number Change (Previous Number)
- [ ] Inactivation of course (course will not be offered in the near future) Effective Term
- [ ] Topics Course (If checked, complete item 2)
- [ ] Other (describe)

### 2. Topics Course Only

- [ ] a. Generic Course Number: Discipline Course No.
- [ ] b. Generic Course Title: 
- [ ] c. Topics course Title
- [ ] d. Topics course offered: Semester TERM Year

### 3. Semester Hours of credit assigned to course (Invariable):

- [ ] Variable Credit Range to credit hours

- [ ] Is this course repeatable for credit? NO

### 4. Grading (Check any that apply)

- [ ] a. Letter Grade Pass/Fail (S/U Only) Approved for a PR (In-Progress) grade
- [ ] b. Course requires a minimum grade of for General Education/major/minor/certification.

### 5. Is this a Liberal Arts Course? [ ]

### 6. General Education Information: (Complete only for General Education courses) *See last item.

- [ ] a. General Education Knowledge Area (choose one if applicable): FINE ARTS W/PREF
- [ ] b. Additional student learning outcomes: (check all that are currently approved)
  - [ ] Contemporary issues (f)
  - [ ] Scholarship on Women (W)
  - [ ] Diversity (D)
  - [ ] Other World Civilization: (Non-Western) (O)

### 7. Cross listed Course: Discipline Course No.

### 8. Prerequisites: Discipline Course No.

### 9. Corequisites: Discipline Course No.

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**Submitted by:** Ruth Childs  **Date:** 2.8.2012

**Chairperson’s Approval:**  **Date:** 2/8/2012

**Dean’s Approval:**  **Date:**

**Vice Provost’s Approval:**  **Date:**
(Only required for General Education Courses)

10. Swing Course Number: ______ Only for courses offered in the same discipline at both the undergraduate and graduate levels, please give number (i.e. 428/528)

Note: If this is a Swing course, list additional requirements required for the graduate level:

11. Frequency (Check only one)
   - [ ] Every Semester
   - [x] Every Fall
   - [ ] Every Spring
   - [ ] Every Summer
   - [ ] Every Other Year
   - [ ] Irregularly
   - [ ] By Special Arrangement

12. Relationship to Degrees/Programs: Required [ ] Elective [x]

13. For all courses please attach the following
   a. Objectives
   b. Outline of course
   c. Methods of Assessing Student Performance
   d. Material Required (Films, Readings, etc...)
   e. Additional work required of graduate level students if course is a "swing course"

14. If this course requires any additional scheduling arrangements with regard to time or room/space, please explain below:

15. Write a brief course description for the College Catalog. Reflect content as accurately as possible using 65 words or less (about 500 characters). Use Action verbs and omit "This course covers..." or similar phrases.

   Bring increased awareness, confidence, and skill to each participant for breath, vocal power, resonance, clarity, and expressivity in any public speaking arena. Become aware of physical and vocal habits which interfere with a free, efficient, and healthy voice and learn techniques to overcome these habits. Develop public speaking skills. Become fluent in the International Phonetic Alphabet and learn the skills necessary to research and perform a dialect.

*For General Education courses only, attach:

  Supplemental General Education Course Registration Form/Student Learning Outcomes Checklist (for specific codes requested.)
A. OBJECTIVES:

- Bring increased awareness, confidence, and skill to each participant for breath, vocal power, resonance, clarity, and expressivity in any public speaking arena

- Become aware of physical and vocal habits which interfere with a free, efficient, and healthy voice and learn techniques to overcome these habits

- Develop Public Speaking skills

- Become fluent in the IPA and learn the skills necessary to research and perform a dialect

- Memorize, rehearse, and perform a monologue

- Read and analyze a voice text book

- Develop a comprehensive, individualized warm-up

- View two live theatrical events and critique them with a focus on the vocal work done by the actors

B. OUTLINE OF THE COURSE:

See syllabus for detailed course schedule.

In brief –

I  Body/voice awareness
II  Breath and vocal function
III Story telling unit – performance assignment
IV Public speaking unit
V  Dialect unit
VI  Monologue unit

And other assignments include 2 critique papers on theatre productions, warm up assignment, reading quizzes
C. Methods of Assessing Student Performance

Written Work

Critique Papers:

All students in Voice and Diction are required to attend both Theatre Department Mainstage productions that semester. They are required to write a critique paper on both productions. Each critique paper is at least 750 words. The critique paper reflects the writing conventions of Theatre criticism. The students are specifically assessing the vocal work done by the actors. They also write about the directorial and design choices, as well as themes and issues raised by the play. Students are allowed to revise and resubmit papers for a better grade.

Personal Warm Up

The personal warm up is an assignment that allows the student to assess their personal vocal strengths and weaknesses. They develop a warm up suitable for their voice. The warm up brings together exercises and techniques worked on during the semester. The exercises might be from class, or from the text book used during the course. The student must describe each warm up exercise, as well as discuss the reasons why this exercise is relevant to them. The personal warm up is approximately 500 words. Students are allowed to revise and resubmit papers for a better grade.

Dialect Unit

The dialect unit contains a written portion that covers general information about the dialect, specific vowel and consonant shifts with the dialect, and the dialect and the world of the play, and specific words, terms, and slang used in the play. It also requires a fluency in the International Phonetic Alphabet.

Presentations and Performances

Each student performs multiple vocal evaluations during the semester. Each vocal evaluation follows the model of a theatre rehearsal and performance process. Students have multiple formal and informal opportunities to hear feedback from the instructor and from their peers. The feedback is based on the grading rubric for the assignment. These feedback sessions are scheduled for each individual unit. After the final performance, the student receives written and oral feedback on the performance, again, based on the grading rubric.

D. Materials Required

Text book – The Voice Book by Kate DeVore and Starr Cookmann
Please check all student learning outcomes that apply to this course. In the space provided below those checked outcome(s), describe how course instruction will be designed to achieve these outcomes. Also, state briefly how you will assess that particular student learning outcome in your course.

**General Requirements for All Knowledge Area courses**

- Knowledge Area courses for native Brockport students are lower division courses.
- Knowledge Area courses, lower division, may not require prerequisites.
- Knowledge Area course, upper division exception, that transfer students may use to complete the SUNY General Education requirements.

**All Knowledge Area courses must have the following student learning outcomes:**

- **C3** write a short paper or report reflecting the writing conventions of the disciplinary area, with at least one opportunity for feedback and revision or multiple opportunities for feedback. *Note: A short paper is defined as 2000 words or an equivalent amount in several shorter assignments (FS Res. #04, 1999-2000).*

All students in Voice and Diction are required to attend both Theatre Department Mainstage productions that semester. They are required to write a critique paper on both productions. Each critique paper is at least 750 words. The critique paper reflects the writing conventions of Theatre criticism. The students are specifically assessing the vocal work done by the actors. They also write about the directorial and design choices, as well as themes and issues raised by the play. Students are allowed to revise and resubmit papers for a better grade. Students make up the remainder of the 2000 words in various other assignments such as the personal warm-up and the dialect assignment. The personal warm-up is approximately 500 words. The dialect unit contains a written portion that covers general information about the dialect, specific vowel and consonant shifts with the dialect, and the dialect and the world of the play, and specific words, terms, and slang used in the play.

- **IL4** identify, analyze, and evaluate arguments as they appear in their own and others’ work.

Built into this class are multiple formal and informal opportunities to evaluate, analyze and identify arguments as they appear in their own and in others’ work. For example, for each performance assignment, students first do a short in-class rehearsal and get immediate feedback from the class and instructor. This feedback is given in relation to the learning outcomes of the assignment. For some assignments, students also rehearse with a partner or in small groups. Again, students are given specific focal points for their criticism of the others work. Students will finally do a “dress rehearsal” of their performance with the professor, and receive very specific feedback and recommendations. After the graded performance, students receive written feedback from the professor, as well as an in-class critique and assessment from their peers, and the professor.
Fine Arts (F) and Fine Arts Performance (P) courses must include both of the following student learning outcomes:

1. **FA1** demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein.

   All students in Voice and Diction are required to attend both Theatre Department Mainstage productions that semester. They are required to write a critique paper on both productions. Students also read an additional play, and select a monologue from that play to memorize and perform. The additional performance assignments in the class all model the theatre rehearsal and performance process. In addition, each class starts with a vocal warm-up, similar to a warm up a working actor would do.

2. **FA2** demonstrate competence in the analytical tools used to interpret that form.

   As mentioned above, each student attends both Theatre Department Mainstage productions that semester, and analyzes the production using standard theatre criticism. In addition, student critique each others’ work using analytical forms that highlight and reinforce standard theater practice.

**Fine Arts Performance (P) courses must also include the following student learning outcome**

3. **FA3** actively participate in artistic activities specifically related to one or more artistic form.

   Each student performs multiple vocal evaluations during the semester. Each vocal evaluation follows model the theatre rehearsal and performance process. In addition, each class starts with a vocal warm-up, similar to a warm up a working actor would do. For example, the first assignment is a personal story, that is rehearsed, edited, and performed with a clear focus on the vocal/physical performance. The students also perform a persuasive speech, a monologue, and a speech that teaches the remainder of the class one specific dialect. The dialect presentation incorporates primary dialect sources, secondary sources, uses the International Phonetic Alphabet to demonstrate vowel and consonant shifts, explains the focal point for the dialect, as well as what terms, slang, and other language specific to the dialect are used in the play they are working on.

**Additional student learning outcomes (W, WY, D, O) that may be attached to either Fine Arts or Fine Arts Performance courses:**

**Perspectives on Gender (W):**

4. **W1** demonstrate knowledge of scholarship on women within a relevant knowledge area, with such scholarship constituting a central or major theme of the course, as opposed to a peripheral or occasional consideration. “Scholarship on women” is defined as a critical awareness of gender issues within the knowledge area. Course coded “W.”
Oral communication outcomes in "WY" courses: In addition to the above outcomes, all courses coded "WY" are required to meet the oral communication outcomes. Please describe how this course will provide students with the opportunity to develop proficiency in oral discourse AND evaluate an oral presentation according to established criteria.

Diversity (D):

☐ RE1 analyze social conflicts, prejudices, and/or intolerance relevant to a contemporary setting, and arising from such issues as race, ethnicity, religious affiliation, sexual orientation, class, etc. These concerns shall constitute a major or central theme of the course, as opposed to peripheral or occasional consideration. Course coded “D.”

World Civilizations (O):

☐ O1 demonstrate knowledge of either a broad outline of world history OR the distinctive features of the history, institutions, economy, society and culture of one non-Western civilization

AND

☐ O2 compare the perspective of at least one non-Western, third world or developing society with their own. Courses coded “O.”
VOICE AND DICTION
THE 200.01
Tuesday & Thursday 3-4:30

Ruth Childs
Tower 1106C
395.5261
rchilds@brockport.edu
Office Hours: TBA

COURSE OBJECTIVES

- Bring increased awareness, confidence, and skill to each participant for breath, vocal power, resonance, clarity, and expressivity in any public speaking arena.

- Become aware of physical and vocal habits which interfere with a free, efficient, and healthy voice and learn techniques to overcome these habits.

- Develop public speaking skills.

- Become fluent in the IPA and learn the skills necessary to research and perform a dialect.

- Memorize, rehearse, and perform a monologue.

- Read and analyze a voice text book.

- Develop a comprehensive, individualized warm-up.

- View two live theatrical events and critique them with a focus on the vocal work done by the actors.

DEPARTMENTAL LEARNING OUTCOMES

- The student will demonstrate the ability to access information in the discipline of theatre.

- The student will demonstrate critical thinking skills as they apply to the discipline of theatre.

- The student will demonstrate the commitment and self discipline required for success in theatre.

ATTENDANCE POLICY

The nature of this course is such that attendance plays a crucial role in determining the student’s grade. There are no unexcused absences in this class. The Academic Policy Handbook lists excused absences as: “(a) documented illnesses, (b) official representation of the College, (c) death of a close relative, (d) religious holiday, and (e) other circumstances beyond the control of the student. Excuses for official representation of the College must be obtained from the official supervising that activity or event.”

After your third unexcused absence, your final grade will be lowered by 1/3rd of a grade for each additional unexcused absence. Three late arrivals or three early departures will serve as one absence.
When working in pairs, there is an A/F policy applied to a missed final presentation date. If a partner does not show up for an assigned performance, the partner that does attend will get an automatic A – the partner that is absent will receive an F and there will be no opportunity for another performance date. If both partners miss the date, they will both receive an F. Other make-up work is at the discretion of the instructor.

NOTE: If you are absent from class, it is your responsibility to find out what was covered in class, make up missed work, and be prepared for the next class.

All absences are considered unexcused unless official written documentation of the absence is promptly (within one week of absence) given to the instructor. If you will be absent from class due to religious holidays you must notify the instructor in advance. Extra credit opportunities may be used to raise a student’s grade, but they cannot erase absences.

- Assignments and quizzes missed for documented excused absences may be made up within one week of the absence. It is the student’s responsibility to schedule missed assignments with the instructor.
- Assignments and quizzes missed for unexcused absences will be recorded a zero.
- Absences that are excused do not preclude timely assignment submission.

**If there is a reading assigned in your absence, you will be expected to have it read for the next class.**

ASSIGNMENTS

VOCAL EVALUATIONS

There will be four vocal evaluations during the course. Each project will have a different focus. For most, you will present a piece of MEMORIZED text. Each text must be pre-approved by the instructor. Please choose material that is challenging and interesting to you.

- Vocal Evaluation 1: Story Telling – 5 minute presentation
- Vocal Evaluation 2: Public Presentation – 5 minute presentation.
- Vocal Evaluation 3: Dialect Lecture Demo with PowerPoint.
- Vocal Evaluation 4: The Audition – monologue must be selected from a scene book

There will be some scheduled in-class rehearsal for your evaluations, but you will have to work on your evaluations outside of class. Your texts must be memorized by the assigned date. If you are not memorized by this date you will be asked to leave the class and your evaluation grade will suffer. I will distribute grading guidelines for each assignment.

NOTE: I encourage you to work on vocal evaluations, and other performance projects outside of class in small groups. Be sure to rehearse in a public space, and not in the dorms.

DIALECT AND THE INTERNATIONAL PHONETIC ALPHABET

- Learn and have a basic understanding of the International Phonetic Alphabet
- Learn how to research a dialect
- Create a dialect package for an actor in a dialect play
way you can earn extra credit points is by attending one of the readings or lectures that the theatre
dePARTMENT offers throughout the semester. Again, a short paper on your reactions to what you
saw must be turned in. I have listed some of the extra credit opportunities in the syllabus, and I
will announce additional events throughout the semester.

SOME GUIDELINES FOR SUCCESS IN VOICE AND DICTION

- During class, students will be focused, willing to take risks in the work, and support
others in their development. You are expected to treat each other and the instructor with
courtesy and respect and will refrain from behaviors that interfere with the
Teaching/learning process.
- No food. No gum. Bring a capped bottle of water.
- No cell phones. No texting. If you are using a cell phone during class I will ask you to
leave the class, and you will receive an unexcused absence for that day.
- You will take responsibility for yourself, your work, your growth and your well-being.
- There is no room in this class for language that is hateful in nature and diminishes anyone
else’s humanity.

ADDITIONAL INFORMATION

PHYSICAL NATURE OF ACTING TRAINING AND TOUCH IN THE CLASSROOM

The nature of this course is such that physical contact will sometimes be required between
participants in order to clarify an exercise or assess the effectiveness of a particular technique.
Every effort will be made to respect the individual in this process. Touch will be a part of the
learning process. This physical contact is directly related to course content. In our course work
together you will touch and be touched by me and your classmates. If you are uncomfortable
with this aspect of the course or if you have any physical injuries or disabilities, which might
interfere with the physical nature of the course, please discuss this with your professor at the
beginning of the course.

CLOTHING

The physical nature of this course also requires that you come to class dressed appropriately for
work. You should wear light, easy, comfortable clothing. Avoid tight jeans, belts, hats, and
heavy jewelry. Women should avoid skirts and heeled shoes. Proper footwear consists of closed
toed shoes or sneakers. No sandals, slippers, flip flops, or pajamas. You will be asked to remove
any hats, bandanas, sunglasses, jewelry, etc. that will inhibit the work. All tongue, lips, nose,
face piercings must be removed before class time. Remove all jewelry that can injure you or
anyone else in the class if caught or snagged. One exception: when presenting a vocal evaluation
you are encouraged to dress appropriately.

DISABILITY STATEMENT

Students with documented disabilities may be entitled to specific accommodations. SUNY
Brockport’s Office for Students with Disabilities makes this determination. Please contact the
Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about
obtaining an official letter to the course instructor detailing approved accommodations. The
student is responsible for providing the course instructor with an official letter. Faculty work as a
team with the Office for Students with Disabilities to meet the needs of students with disabilities.
ACADEMIC HONESTY
Academic plagiarism is a form of dishonesty that undermines the very foundations of learning. It shows contempt for the subject matter, your fellow students and the instructor. It will not be tolerated. Written assignments are considered to be by the work of the students submitting that assignment.

Plagiarism is defined as, but limited to:
- Presenting the words, ideas, or products of another without proper documentation in the form of footnotes, quotation marks, endnotes, or other forms of citation.
- Fabricating facts, statistics, or other forms of evidence.
- Presenting another’s work as one’s own.
- Presenting work for which credit has been received in another course, without the consent of the instructors involved.

Plagiarism may result in a “D” as the highest grade possible for the class. The instructor will notify the student’s advisor and enclose the evidence. The instructor will notify the Chair of the Theatre Department and other appropriate persons. A report of the incident WILL go into the student’s permanent file.

REQUIREMENTS
TEXTS: The Voice Book by Kate DeVore and Starr Cookman
CRITIQUES: 2 critiques of a live theatrical event
PERFORMANCES: 4 Vocal Evaluations
PROJECTS Dialect and the IPA
8 Reading Quizzes and Analysis of The Voice Book
Personalized Warm Up

GRADING PLAN
COURSE WORK WILL BE WEIGHTED AS FOLLOWS:
Vocal Evaluation 1 – Story Telling 8
Vocal Evaluation 2 – Public Speech 15
Vocal Evaluation 4 - Monologue 17
Theatre Assessment – dark play 7
Theatre Assessment – Servant of Two Masters 7
Personal Warm Up 7
Dialect Unit and Vocal Evaluation 3 20
Text Analysis and Reading Quizzes 16
Diversity Conference Attendance and Discussion 2
Syllabus Quiz 1

TOTAL POINTS FOR SEMESTER 100

GRADE BREAKDOWN
A 94 - 100%   C+ 77 - 79%
A- 93 - 90%   C 73 - 76%
B+ 87 - 89%   C- 70 - 72%
B 83 - 86%   D+ 67 - 69%
B- 80 - 82%   D 63 - 66%
D- 60 - 62%
Below 60% is a failing grade. A grade of C is considered average work at this university.

COURSE SCHEDULE – THIS IS SUBJECT TO CHANGE – DETAILED SCHEDULE WILL BE GIVEN THROUGHOUT THE SEMESTER FOR EACH UNIT

Week One: August 29-September 2
BODY AWARENESS, BREATH

Week Two: September 5-9
BODY AWARENESS, BREATH AND VOCAL FUNCTION
Tuesday September 8: Assignment due – Reading Quiz 1 (pages xvii – 18)
Thursday September 8: Assignment due – Story for Vocal Evaluation 1 selected and approved

Week Three: September 12-16
BODY AWARENESS, BREATH AND VOCAL FUNCTION
STORY TELLING UNIT
Tuesday September 15: Assignment due – Reading Quiz 2 (pages 19-46)
Thursday September 15 – Topic for Vocal Evaluation 2 selected and approved

Week Four: September 19-23
STORY TELLING UNIT
Tuesday September 20th: Assignment due – Vocal Evaluation 1 performance and critique
Thursday September 22nd: Assignment due – Attend Diversity Conference

Week Five: September 26-30
PUBLIC SPEAKING UNIT
Tuesday September 27: Assignment due – Reading Quiz 3 (pages 47-72)

Week Six: October 3-7
PUBLIC SPEAKING UNIT
Tuesday October 4: Assignment due – Reading Quiz 4 (pages 73-83)

Week Seven: October 10-14
PUBLIC SPEAKING UNIT
Thursday October 13: Assignment due – Vocal Evaluation 2 due

Week Eight: October 17-21
PUBLIC SPEAKING UNIT
Thursday October 20: Assignment due – Vocal Evaluation 2 due

Week Nine: October 24-28
DIALECT UNIT
Tuesday October 25: Assignment due – dark play assessment
Tuesday October 25: Assignment due – dialect for research project selected
Thursday October 27: Assignment due – Reading Quiz 5 (pages 85-102)

Week Ten: October 31-November 4
DIALECT UNIT
Tuesday November 1: Assignment due – Reading Quiz 6 (pages 103-142)

**Week Eleven: November 7-11**
DIALECT UNIT
Tuesday November 8: Assignment due – Monologues selected and approved by instructor
Tuesday November 8: Assignment due – Reading Quiz 7 (pages 142-166)

**Week Twelve: November 14-18**
DIALECT UNIT
Tuesday November 15 and Thursday November 17: Assignment due – Dialect unit PowerPoint presentations

**Week Thirteen: November 21-25**
MONOLOGUE UNIT
Tuesday November 22: Assignment due – Monologues memorized

**Week Fourteen: November 28- December 2**
MONOLOGUE UNIT
Tuesday November 39: Assignment due – Reading Quiz 8 (pages 167-210)

**Week Fifteen: December 5-9**
MONOLOGUE UNIT
Tuesday December 6: Final monologue rehearsal
Thursday December 8: Assignment due – Monologue performances

**Finals Week: December 12-16**
Assignments Due – *Servant of Two Masters* assessment and Personal Warm Up

**Other important dates:**
- Tuesday August 30 4.45pm
- Wednesday August 31 7pm
- Thursday September 1 7pm
- Sunday September 11 6pm
- Monday September 12 6pm
- Thursday October 20th 10am
- November 3,4,5
- Thursday December 8 10am

All department meeting
Auditions *dark play*
Callbacks *dark play*
Auditions *Servant*
Auditions *Servant*
Geva Theatre “Conversation”
Harlequins performances for extra credit
Geva Theatre “Conversation”