Florida Agricultural and Mechanical University  
Professional Education Unit  
Tallahassee, Florida 32307

**COURSE SYLLABUS**

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>TPP 1700</th>
<th>Course Title: Voice and Diction</th>
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<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>None</td>
<td>Course Hours: 2 hours</td>
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</table>
| Course Credit: | 9 | Required Text(s): Arthur Lessac. *The Use and Training of the Human Voice: A Bio-Dynamic Approach to Vocal Life*
| College: | Arts and Sciences | Supplies: Internet access and a 3 ring binder |
| Department: | Visual Arts, Humanities & Theatre | |
| Faculty Name: | Marci J. Stringer | Term and Year: Fall 2009 |
| Office Location: | Building 0135 room 103 | Place and Time: MWF 11:15am-12:05pm Rm. 117 Tucker Hall |

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday</th>
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<th>Friday</th>
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**FAMU Catalog Course Description**
Voice production, pronunciation and articulation.

**Course Purpose**
To acquaint the students with the correct techniques of voice production, pronunciation, articulation and delivery. Increase student’s vocal quality and awareness of tonal and structural energy.

**Overall Goals of the Course**
The student will be able to:

A. To understand the anatomy and physiology of the voice production mechanism.
B. To develop skills of listening.
C. To attain facility in the usage of the International Phonetic Alphabet and its applications.
D. Learn how to analyze and correct personal speech and diction challenges.
E. To develop sufficient proficiency so that any oral presentation can clearly and easily be understood by one’s audience.

**Conceptual Framework**
The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

The Conceptual Framework for the FAMU Professional Education Unit is grounded in a combination of directed, constructivist, developmental, and social learning theories derived form the writings of system theorists, educational philosophers, social scientists, practitioner and developmental theorists. Concepts from these writers and from the varied educational learned societies help form the knowledge base for the unit’s curriculum components and principles of its Conceptual Framework.

Approved/Revised 10/30/07
DIVERSITY
• CF 1
• Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5,7 | I: 3,8 |
| CF: 1.3 (S,D) | Accept and foster diversity. | F: 5,6 | I: 3,8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5,6 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5, 7, 9, 10 | I: 5 |

TECHNOLOGY
• CF 2
• Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4,12 | I: 6 |
| CF: 2.2 (S) | Use technology to manage, evaluate and improve instruction. | F: 1,4,10, 12 | I: 6,7 |
| CF: 2.3 (K) | Know fundamental concepts in technology. | F: 12 | I: 1,6 |
| CF: 2.4 (K) | Understand fundamental concepts in technology. | F: 2,12 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |
| CF: 2.6 (S,D) | Facilitate access to technology for students. | F: 12 | I: 6 |
| CF: 2.7 (S) | Facilitate the use of technology by students. | F: 4,12 | I: 6 |

VALUES
• CF 3
• Through this focal area, the FAMU professional education candidate will:
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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>3.1 (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>F: 6</td>
</tr>
<tr>
<td>CF: 3.2 (S)</td>
<td>Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards.</td>
<td>F:11,6</td>
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<tr>
<td>CF: 3.3 (S,D)</td>
<td>Show respect for varied (groups) talents and perspectives.</td>
<td>F: 5,6</td>
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<tr>
<td>CF: 3.4(D)</td>
<td>Be committed to individual excellence.</td>
<td>F: 3,9</td>
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<tr>
<td>CF: 3.5(D)</td>
<td>Recognize the importance of peer Relationships in establishing a climate for learning.</td>
<td>F: 7,2</td>
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**CRITICAL THINKING**

*CF4*

**Through this focal area, the FAMU professional education candidate will:**

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F:4,7 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F:2,7 | I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F:1,4 | I: 1,8 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

**PROFESSIONALISM**

* CF 5

**Through this focal area, the FAMU professional education candidate will:**

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F:7,9 | I: 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3,7 | I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 | I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I:5,9 |
| CF: 5.8 (K,S) | Know and use student personnel services | F:5,10,12 | I: 2,10 |

**URBAN/RURAL EDUCATION**

*CF6*

**Through this focal area, the FAMU professional education candidate will:**

| CF: 6.1 (S) | Be able to work in school settings with varied levels of human and material resources. | F: 9,10,11 | I: 10 |
| CF: 6.2 (S,D) | Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide. | F: 11 | I: 3 |
| CF: 6.3 (K) | Understand the conditions of both rural and urban students and | F: 5, 11 | I: 2,3 |

*Approved/Revised 10/30/07*
families.

**CF:** 6.4 (S)

Communicate effectively with students’ parents and the community.

F: 5.11
I: 6

### Overall Goals of the Course

The student will be able to:

- **F.** To understand the anatomy and physiology of the voice production mechanism.
- **G.** To develop skills of listening.
- **H.** To attain a definition of interpretation and how it relates to literature.
- **I.** Learn how to analyze and correct personal speech and interpretation challenges.
- **J.** To develop sufficient proficiency so that any oral presentation can clearly and easily be understood by one’s audience.

### Specific Behavioral Objectives

By the end of the course, you will have…

- Presented written material in oral form to an audience;
- Evaluated orally or in written form oral performances by students and other performers;
- Created an oral interpretation portfolio;
- Demonstrated the ability to edit literature by correctly preparing selections for performance;
- Correctly selected literature which shares a common theme;
- Constructed introductions for oral interpretive literature that serves purposes of an introduction;
- Constructed necessary transitions for oral interpretive programs; and
- Analyzed the audience and the literature in such a way that the conventions of audience response are met.

**A. Collaboration:** Students should be able to understand the concept of Oral Interpretation as a collaborative art and identify the various roles of the collaborative process.

**B. Communication:** Students should be able to demonstrate proficiency in varied forms of recognized communication and interpretation.

**C. Critical Thinking:** Students should be able to utilize creative and critical thinking; read with critical comprehension; evaluate and interpret works of art orally and in writing, using appropriate Terminology; and utilize critically based knowledge in practical/creative projects.

**D. Theatre Design, Theatre Management and Technology:** Students should be able to demonstrate a basic understanding of the principles of the three functions of Oral Interpretation; textual analysis, communicative intent, and performance skills.

**E. Cultural Diversity:** Students should be able to describe the Oral Interpretation relationship to culture and how cultural diversity manifests itself in voice and diction today.

### Cultural Diversity:

Students should be able to describe the performance relationship to culture and how cultural diversity manifests itself in various performance styles today.

### Assignment Behavior Objectives

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC Standards</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
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<tbody>
<tr>
<td>Loudness Vocal Performance</td>
<td>Collaboration, Communication, Creative Critical Thinking</td>
<td>1.31, 1.35, 1.36, 3.11, 3.22, 8.33, 8.34</td>
<td>2.1, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 4.1, 4.4, 4.7, 4.10, 4.11, 5.1, 5.2, 5.5, 5.6, 5.7, 5.12, 5.13, 6.1, 6.2, 6.8, 8.1, 8.2, 8.3, 8.5, 8.7, 9.1, 9.2, 9.8, 9.10, 9.14</td>
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<tr>
<td>Articulation Vocal</td>
<td>Cultural Diversity, Critical Thinking, Collaboration, Communication</td>
<td>1.21, 1.12, 1.22, 1.23, 1.31, 1.35, 1.36, 3.11, 3.22, 8.33, 8.34</td>
<td>2.1, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 4.1, 4.4, 4.7, 4.10, 4.11, 5.1, 5.2, 5.5, 5.6, 5.7, 5.12, 5.13, 6.1, 6.2, 6.8, 8.1, 8.2, 8.3, 8.5, 8.7, 9.1, 9.2, 9.8, 9.10, 9.14</td>
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<td>1.1, 1.3, 2.3, 2.7, 3.1, 3.3, 3.4, 3.5, 4.1, 4.3, 4.5, 5.1, 5.3, 5.4, 5.7</td>
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| Dramatic Duo Performance | Collaboration, Communication, Creative Critical Thinking | 1.31, 1.35, 1.36, 3.11, 3.22, 8.33, 8.34 | 2.1, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 4.1, 4.4, 4.7, 4.10, 4.11, 5.1, 5.2, 5.5, 5.6, 5.7, 5.12, 5.13, 6.1, 6.2, 6.8, 8.1, 8.2, 8.3, 8.5, 8.7, 9.1, 9.2, 9.8, 9.10, 9.14 | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 6.3, 6.4, 6.5, 6.7, 8.1, 8.2, 8.3, 8.4 | 1.1, 1.3, 2.3, 2.7, 3.1, 3.3, 3.4, 3.5, 4.1, 4.3, 4.5, 5.1, 5.3, 5.4, 5.7 |

### National, State, and PEU Standards Addressed in the Course

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

#### Content Pedagogy - Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**1.10 Knowledge**
- 1.11 The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- 1.12 The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
- 1.13 The teacher can relate his/her disciplinary knowledge to other subject areas.

**1.20 Dispositions**
- 1.21 The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
- 1.22 The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
- 1.23 The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
- 1.24 The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

**1.30 Performances**
- 1.31 The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
- 1.35 The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
- 1.36 The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

#### Student Development - Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**2.10 Knowledge**
- 2.11 The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.
- 2.12 The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

**2.20 Dispositions**
- 2.21 The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
- 2.22 The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

**2.30 Performances**
- 2.31 The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
- 2.32 The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing

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opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

2.33 The teacher accesses students’ thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Diverse Learners - Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

3.10 Knowledge
3.11 The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.

3.14 The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

3.15 The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

3.20 Dispositions
3.21 The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

3.22 The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

3.23 The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

3.24 The teacher is sensitive to community and cultural norms.

3.25 The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

3.35 The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

3.36 The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

3.37 The teacher creates a learning community in which individual differences are respected.

Multiple Instructional Strategies - Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

4.10 Knowledge
4.13 The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

4.20 Dispositions
4.21 The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

4.30 Performances
4.34 The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

4.35 The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
Motivation & Management - Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

5.10 Knowledge
5.13 The teacher knows how to help people work productively and cooperatively with each other in complex social settings.
5.14 The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

5.20 Dispositions
5.21 The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.
5.22 The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
5.23 The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
5.24 The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.
5.25 The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

5.30 Performances
5.31 The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
5.32 The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
5.33 The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
5.37 The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Communication & Technology - Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

6.10 Knowledge
6.11 The teacher understands communication theory, language development, and the role of language in learning.
6.12 The teacher understands how cultural and gender differences can affect communication in the classroom.
6.13 The teacher recognizes the importance of nonverbal as well as verbal communication.
6.14 The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

6.20 Dispositions
6.21 The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
6.22 The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
6.23 The teacher is a thoughtful and responsive listener.
6.24 The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.
6.30 Performances
6.31 The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
6.32 The teacher supports and expands learner expression in speaking, writing, and other media.
6.33 The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
6.34 The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

Planning - Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

7.10 Knowledge
7.11 The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

7.20 Dispositions
7.21 The teacher values both long term and short term planning.
7.22 The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
7.23 The teacher values planning as a collegial activity.

7.30 Performances
7.34 The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

Assessment - Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

8.10 Knowledge
8.12 The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

8.20 Dispositions
8.22 The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

8.30 Performances
8.33 The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
8.34 The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

Professional Organization/Learned Society Standards
NA
Florida Educator Accomplished Practices (FEAPs)

FEAP: 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0

**COMMUNICATION**

2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

2.2 Establishes positive interaction in the learning environment that uses incentives and consequences for students.

2.3 Establishes positive interactions between the teacher and students that are focused upon learning.

2.4 Varies communication (both verbal and nonverbal) according to the nature and needs of individuals.

2.5 Encourages students in a positive and supportive manner.

2.6 Communicates to all students high expectations for learning.

2.7 Acquires and adapts interaction routines (e.g., active listening) for individual work, cooperative learning, and whole group activities.

2.8 Provides opportunities for students to learn from each other.

2.9 Practices strategies that support individual and group inquiry.

2.10 Provides opportunities for students to receive constructive feedback on individual work and behavior.

**CRITICAL THINKING**

4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

4.2 Provides opportunities for students to learn higher-order thinking skills.

4.4 Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.

4.5 Poses problems, dilemmas, and questions in lessons.

4.7 Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students’ needs, including linguistic needs.

4.9 Modifies and adapt lessons with increased attention to the learners’ creative thinking abilities.

4.10 Encourages students to develop open-ended projects and other activities that are creative and innovative.

4.11 Uses technology and other appropriate tools in the learning environment.

5. **DIVERSITY**

5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

5.2 Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.

5.3 Fosters a learning environment in which all students are treated equitably.

5.4 Recognizes the cultural, linguistic, and experiential diversity of students.

5.5 Recognizes students’ learning styles and cultural and linguistic diversity and provides for a range of activities.

5.6 Has a repertoire of teaching techniques and strategies to effectively instruct all students.

5.7 Selects appropriate culturally and linguistically sensitive materials for use in the learning process.

5.8 Analyzes and uses school, family, and community resources in instructional activities.
5.9 Employs techniques useful in creating a climate of openness, mutual respect, support, and inquiry.
5.10 Selects and introduces materials and resources that are multicultural.
5.11 Acknowledges the importance of family and family structure to the individual learner.
5.12 Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.
5.13 Provides learning situations which will encourage the student to practice skills and gain knowledge needed in a diverse society.
5.14 Develops short-term personal and professional goals relating to diversity.

ETHICS

6.1 The preprofessional adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
6.2 Makes reasonable effort to protect students from conditions harmful to learning and/or to the student’s mental and/or physical health and/or safety.
6.4 Does not unreasonably deny a student access to diverse points of view.
6.8 Maintains honesty in all professional dealings.

HUMAN DEVELOPMENT AND LEARNING

7.1 Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.
7.3 Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
7.4 Uses multiple activities to engage and motivate students at appropriate developmental levels.
7.5 Communicates with students effectively by taking into account their developmental levels, linguistic development, cultural heritage, experiential background, and interests.

KNOWLEDGE OF SUBJECT MATTER

8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.
8.2 Communicates knowledge of subject matter in a manner that enables students to learn.
8.3 Increases subject matter knowledge in order to integrate the learning activities.
8.4 Uses the materials and technologies of the subject field in developing learning activities for students.
8.5 Acquires currency in her/his subject field.
8.6 Has planned and conducted collaborative lessons with colleagues from other fields.
8.7 Develops short- and long-term personal and professional goals relating to knowledge of subject matter.

LEARNING ENVIRONMENTS

9.1 The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.
9.2 Practices a variety of techniques for establishing smooth and efficient routines.
9.3 Applies the established rules and standards for behaviors consistently and equitably.
9.4 Involves students in the management of learning environments including establishing rules and standards for behavior.

Approved/Revised 10/30/07
9.7 Provides opportunities for students to be accountable for their own behavior.
9.8 Provides a safe place to take risks.
9.10 Monitors learning activities by providing feedback and reinforcement to students
9.14 Provides clear directions for instructional activities and routines.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills
In accordance with the Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills, this course satisfies the following standards:

Drama 6-12

1 Knowledge of acting
1. Identify basic physiological processes of voice production.
2. Identify methods and purposes of physical and vocal warm-ups.
3. Identify common acting terms.
4. Identify the techniques for developing characterization.

2 Knowledge of creative dramatics
1. Identify the objectives and fundamental processes of creative dramatics.

4 Knowledge of dramatic literature and criticism
1. Identify basic theatre styles and genres.
2. Identify and apply elements of plot structure and play analysis.
6. Identify elements of assessment and critical reviewing for performance and production.

Topical Outline

A. Theatre as a Laboratory
B. Don’t Envy a good Voice you have one!
C. The Duality of Breathing and Posture
D. Energy of Relaxation
E. NRG States and the Y-Buzz
F. Exploring vocal Capacities
G. Articulation & Diction
H. The Art of Using your voice

Teaching Methods

Instruction is through lecture, demonstration, audio-visual enhancements and laboratory assignments.
Attendance at specific theatrical productions will be required. These will be used as a sound referential basis of instruction.

Course Requirements
1. Each student is required to take one written Exam, but will be quizzed as chapters are covered.
2. Each student is required to take a final exam. The final exam will be given during the last week of classes. The exam will consist of your final oral presentation.
3. Each student will be required to perform individual assignments.
4. Each student will be required to participate in class warm ups and drills.

Course Evaluation

1. Vocal Quality 50pts
2. Loudness 50pts
3. Articulation/Emotion 50pts
4. Shakespeare sonnet Vocal Exploration 100pts
5. Vocal Variety and Word Coloring 50pts
6. Critiques 100pts
7. Marking Midterm 150pts
Vocal Quality: Student will be asked to perform a poem of their choice by a published poet using vocal quality as the emphasis for the assignment. (FTCE 1:1, 1:2, 1:3, 1:5, 2:1, 4:1, 4:6)

Loudness: Student will be asked to perform a Greek tragedy monologue or Shakespearean monologue using loudness as the emphasis for the assignment. (FTCE 1:1, 1:2, 1:3, 1:5, 2:1, 4:1, 4:6)

Articulation: Student will be asked to perform a current event article from a journal or newspaper using articulation as the emphasis for the assignment. (FTCE 1:1, 1:2, 1:3, 1:5, 2:1, 4:1, 4:6)

Markings/consonant explorations: Student will be asked to perform a piece given to them by the instructor using consonant exploration as the emphasis for the assignment. (FTCE 1:1, 1:2, 1:3, 1:5, 2:1, 4:1, 4:6)

Vocal Variety and Coloring: Student will be asked to perform a children story by a published author using vocal variety as the emphasis for the assignment. (FTCE 1:1, 1:2, 1:3, 1:5, 2:1, 4:1, 4:6)

Critiques: Due to the Gordon Rule, all written papers and/or reviews must be satisfactorily completed in order to receive a passing grade. Incomplete grades are discouraged and will be assigned only in EXTREME emergencies. The student’s required attendance at theatrical productions and subsequent critiques, both written and oral, yield an exciting clinical experience in practical and constructive aesthetic and technical criticism. Students may be required to critique speeches or formal presentations by guest lecturers, debates and television or other recorded presentations. Ticket and Program are to be attached to your Critique when turning them in. (FTCE 1:1, 1:2, 1:3, 1:5, 2:1, 4:1, 4:6)

Final Exam: Students are required to perform a final presentation of given material in class. (FTCE 1:1, 1:2, 1:3, 1:5, 2:1, 4:1, 4:6)

Approved/Revised 10/30/07
# Tentative Course Calendar

**FLORIDA A& M UNIVERSITY**  
Department of Visual Arts Humanities and THEATRE  
TPP 1700 Voice and Diction Fall 2009  
11:15am-12:05pm

<table>
<thead>
<tr>
<th>AUGUST</th>
<th>24 M</th>
<th>Class Orientation -<strong>Performance Binders</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>26 W</td>
<td>Quality of the Voice -<strong>Performance Binders</strong></td>
</tr>
<tr>
<td></td>
<td>28 F</td>
<td><strong>PRESIDENT’S CONVOCATION</strong></td>
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<tr>
<td>SEPTEMBER</td>
<td>31 M</td>
<td><strong>LABOR DAY HOLIDAY</strong></td>
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<tr>
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<td>2 W</td>
<td>Improving Listening—Resonance and Resonators</td>
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<td>4 F</td>
<td>Anatomy of Vocal Production-Different Vocal Qualities</td>
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<td></td>
<td>7 M</td>
<td><strong>Vocal Exploration # 1-Vocal Quality 1 min. Speeches</strong></td>
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<tr>
<td></td>
<td>9 W</td>
<td>Ch. 3 Duality of Breathing and Posture—Breathiness</td>
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<tr>
<td></td>
<td>11 F</td>
<td>Ch. 4 Relaxation—Loudness-Arbitrary Breath</td>
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<td></td>
<td>14 M</td>
<td>Levels of Loudness-In class explorations</td>
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<td></td>
<td>16 W</td>
<td>Ch. 5 Playing Consonants-Articulation-Marking material</td>
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<tr>
<td></td>
<td>18 F</td>
<td><strong>Vocal Exploration # 2 Loudness -2 min.</strong></td>
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<td></td>
<td>21 M</td>
<td><strong>Vocal Exploration # 2 Loudness -2 min.</strong></td>
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<tr>
<td></td>
<td>23 W</td>
<td>Consonant Explorations- pg. 75-88 Consonant Experiment # 4-pg. 112, Experiment # 6-8</td>
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<tr>
<td></td>
<td>25 F</td>
<td>Voiced and Unvoiced Consonants pg. 117-<strong>Review Consonant Marking Guide pg. 118</strong></td>
</tr>
<tr>
<td>OCTOBER</td>
<td>28 M</td>
<td>Ch. 6 Music of the Voice- Tonal NRG and the Y-Buzz-practice with list on pg. 130</td>
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<td></td>
<td>30 W</td>
<td>Tonal NRG and the Call-practice with list on pg. 150 &amp; 170 Review pg. 155</td>
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<td>2 F</td>
<td><strong>FOUNDER’S DAY CONVOCATION</strong></td>
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<td>5 M</td>
<td>In class Y-buzz &amp; call assignment-The “Mother tone”</td>
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<td>7 W</td>
<td>Variations of Vocal Expression-Upper and Lower Third</td>
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<td>9 F</td>
<td><strong>Short Story Selections Due 3 min-Vocal Variations</strong></td>
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<td></td>
<td>12 M</td>
<td>Ch. 7 Vocal Variation cont. - Marking text for Tonal and Structural NRG</td>
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<td>14 W</td>
<td><strong>Vocal Exploration # 3 Short Stories-Vocal Variation SHOW opens 8pm</strong></td>
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<td>16 F</td>
<td><strong>Vocal Exploration # 3 Short Stories-Vocal Variation Paper # 1 due</strong> Discuss Show</td>
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<td>19 M</td>
<td><strong>Review Consonant Marking Guide pg. 118</strong></td>
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<td></td>
<td>21 W</td>
<td>Midterm: Marking text</td>
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<td>23 F</td>
<td><strong>HOMECOMING CONVOCATION</strong></td>
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<td>26 M</td>
<td>Techniques of Articulation- In Class Exploration</td>
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<td>28 W</td>
<td>Techniques of finding emotion-In Class Exploration</td>
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<td>30 F</td>
<td>Audio Exploration</td>
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<td>NOVEMBER</td>
<td>2 M</td>
<td><strong>Vocal Exploration # 4 Articulation/Emotion 4 min</strong></td>
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<td></td>
<td>4 W</td>
<td><strong>Vocal Exploration # 4 Articulation/Emotion 4 min</strong></td>
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<tr>
<td></td>
<td>6 F</td>
<td><strong>Vocal Exploration # 4 Articulation/Emotion 4min</strong></td>
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<td>9 M</td>
<td><strong>VETERAN’S DAY HOLIDAY</strong></td>
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<tr>
<td></td>
<td>11 W</td>
<td>Introduction to Shakespeare Sonnets</td>
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<td></td>
<td>13 F</td>
<td>Guidelines-Shakespeare Sonnets</td>
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<tr>
<td></td>
<td>16 M</td>
<td>SS Vocal Exploration Workshop Day</td>
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<tr>
<td></td>
<td>18 W</td>
<td>SS Vocal Exploration # 5</td>
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<td></td>
<td>20 F</td>
<td>SS Vocal Exploration # 5</td>
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_Approved/Revised 10/30/07_
Note: Pop Quizzes may apply---Be sure to read the chapters before the class they will be discussed.

FINAL EXAMINATION: TBA

REQUIRED ATTENDANCE:
Students are required to view all FAMU Essential Theatre Productions. All shows are performed in Charles Winter Wood Theatre, Tucker Hall on the campus of Florida A&M University unless otherwise indicated. For more information call 850-561-2425 or visit our website at www.essentialtheatre.us or visit the box office in building 0135 room 105.

EXTRA CREDIT OPTIONS:
All outside FAMU productions are also eligible for extra credit. You may attend such productions from The Tallahassee Little Theatre or any other in town or out of town theatre productions. Critique papers are due along with the program and ticket from viewed show. All extra credit papers are due by the last day of class—no exceptions. One extra credit option per student worth 10 points toward your final grade.

General Information:
You do not give memorized speeches in this course. Mostly you read material. The emphasis in Voice and Diction is not what you say as much how you sound when you say what you say. Every assignment that you are expected to prepare will be carefully analyzed, explained and demonstrated by the instructor, along with the participation of the entire class.

You will then be asked to prepare and rehearse material outside the classroom for presentation in front of the class at the next meeting. Practice your material! You should spend 30 to 45 minutes preparing and practicing for each assignment. You should also spend time reviewing structural and tonal material covered in the class. Some of you will need more time, but few will need less. You will do a much better job if you choose interesting material. Although, some material used in this class will be chosen for you.

Unless otherwise instructed, please make a copy of every assignment that you give in front of the class. One copy you keep with you as you perform, the other is given to the instructor just before you perform.

Everyone is expected to participate! Warm up’s may seem silly, but they are necessary in understanding and applying concepts. If you don’t participate you will be asked to leave. You may return when you are ready to participate. NO Winning PLEASE!