

Stage Voice and Speech: Spring 2011  
B72; TR 11:30am – 12:45am

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Instructor – Thomas L. Cunningham  
Office Hours – By Appointment

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Office – SSP 201

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### Required Texts

- The Joy of Phonetics and Accents, Louis Colaianni, Available at VCU Bookstore
- Bringing Speech to Life, Claudia Anderson and Louis Colaianni, Available at VCU Bookstore
- *Recommended:* Kenyon and Knott Pronouncing Dictionary
- *Recommended:* Speak with Distinction, Edith Skinner.

### Course Objectives

This semester you will continue to expand your vocal range, break old vocal habits, and form new and healthy vocal patterns! As we move farther into the application of skills the burden of maintaining and strengthening the foundation of vocal health/readiness laid in the Fall becomes heavier for you to bear! Without the work you have done up to this point, the work we are moving toward is impossible. This semester it is incumbent upon *you* to maintain your rigor and practices and for *you* to raise the bar by which you are measured. Subjects and applications include:

- The International Phonetic Alphabet (IPA)
- Career Speech
- Transatlantic Dialect
- Standard British (RP) Dialect
- Emphasis on articulation and clarity
- Character Voice
- Accessing the imaginative and creative nature of the spoken word through storytelling

### Grading

Your grade will be based on a combination of your written work, in-class participation, individual growth, and application of the work. In addition to these major areas, your attendance, punctuality, and ability to focus on the work also factor into your final grade.

Your final grade will be determined by the following:

Participation	30%
Professional Growth	
Attendance/Engagement	
Written Work	30%
Personal Responses	
IPA Quizzes	
IPA Transcriptions	
Performances	40%
<i>Including . . .</i>	
Jabberwocky	
RP Monologue	
Children's Story	

## Grading Scale

Your written IPA work will be graded closely and, at times, harshly. Unlike most areas we explore in Voice and Speech, IPA is a binary discipline (right, or wrong). It is an important and valuable skill to master: the harder we work at it together, the easier it will come to you in your work as a third-year and in the real-world. We will also begin work on Dialect this semester.

In performance, dialect work will be graded based on total number or errors/omissions:

- 0 – 2: A
- 3 – 4: B
- 4 – 5: C
- 5 – 6: D
- 7 + Errors: F

Altogether, your work will be considered on VCU's grading scale:

A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59% and Below

## Written Work

All written assignments should be type-written in a 12 – 14 point font face, double-spaced, and printed in black ink. Double-sided printing is fine! For IPA transcription the body of the text should be type-written, and double to quadruple spaced. Your mark-up of the text should be done in pencil/a different color of ink in the space above each line.

*About personal responses:* This semester your reading responses and journal entries combined, Voltron-like, into "Personal Responses." These responses are my chance to catch up with each of you, your personal struggles, revelations, insights, and breakthroughs as they occur over the course of the semester. Digest the subject matter we've covered in-class, as well as what is presented in your readings; regurgitate your own perspective. Where do you see voice and speech out in the real world? What personal obstacles are you only just becoming aware of? How did you react to the material presented this week in class? Personal responses are due every other week. \*Because of schedule constraints this semester, I am less able to handle late/overflow assignments. Please be on-time with Personal Responses: they are bi-weekly to give you an opportunity to remain caught-up, please take advantage of this fact!

## Elocution with Thomas

In keeping with departmental policy, you must wear black movement clothing during class times. Likewise you must remove all jewelry prior to the start of class. This includes earrings, bracelets, watches, and any piercing worn above the neck (this most certainly includes any *in* or *about* the mouth)! Dressing appropriately is a sign that you are ready to work and have come prepared to participate.

In addition to appropriate dress, an appropriate attitude and comportment are necessary in maintaining a free and open environment in which to explore our voices. You must show respect and support for the efforts of your fellow classmates. You needn't like them or even agree with them! But you must approach one another with the same grace and professionalism as you

approach the *work itself*. So take turns speaking! Share the floor with others! Offer constructive feedback! Expand on one another's ideas, and always—*always*—put the work first while in the classroom.

This semester we will attempt to gain a greater understanding of the fundamental sounds and shapes of our language. The only way to enter into this understanding is with a clear and direct *use* of language. Verbal garbage such as “um,” “like,” “you know,” or “kind of” only inhibits your communication. This aurally offensive particulate matter is not welcome.

### **The Sacred Space**

In order to promote an atmosphere of learning and openness we will be designating our classroom space as our “sacred space.” If you arrive early to the space, please use the time for silent reflection, meditation, or to warm-up physically and vocally for the day's work. You may speak, but please speak only of the work we will do here in Voice and Speech. Please stow your belongings out of the way, and have any materials you will need for the day's work on-hand. I encourage you to bring a spill-proof container of water with you into the space. All other food or drink should remain outside of our holy-of-holies. Please finishing eating or snacking prior to entering the space. All this does not mean we won't be having a riotously good time! On the contrary, it ensures we will remain focused on the work and be better able to experience the freedom and joy that it will bring!

### **Attendance**

In keeping with the university attendance policy you are allowed a total of two (2) unexplained absences. Each additional absence will result in the loss of a **full letter grade**. Two tardies (arriving after the start of class-time) qualify as one (1) absence. If you arrive at class more than 10 minutes late you are absent. If you leave class early without being excused you are absent. As with all of your studio courses, your work in this class is tied directly to your attendance and punctuality! To put it simply: the most important part is showing up. A gentle reminder: *you* are responsible for all missed work due to absence.

Please notify me via e-mail (tlcunningham@vcu.edu) the moment you are aware of an upcoming absence.

### **Disabilities**

If you have any visual, auditory, ambulatory, or learning disability it is your responsibility to inform me so that I can try to accommodate your needs! See The VCU Resource Guide for details. If you suffer from dyslexia, dysgraphia, or any similar disorder you may wish to speak with me: IPA is, essentially, an entirely new alphabet many of whose symbols are similar to those in English and even mild forms of these disorders can be an obstacle. Please let me know if you are struggling, so I can help!

### **Religious Observances**

In accordance with University policy, if you want to observe a religious holiday of special importance you must provide advance written notification by the end of the second week of classes so that I can accommodate your needs.

## **Honor Policy**

Please visit the VCU website or see the VCU Handbook to review the official university honor policy. Two university rulings you need be especially aware of: **1. The University requires that cell phones and beepers must be turned off while you are in the classroom.**  
**2. Firearms and knives are not permitted in the classroom or on campus.**

## **VCU Alert and Campus Security**

1. Sign up to receive VCU text messaging alerts  
[<http://www.vcu.edu/alert/notify>]. Keep your information up-to-date.
2. Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
3. Listen for and follow instructions from VCU or other designated authorities.
4. Know where to go for additional emergency information [<http://www.vcu.edu/alert>].
5. Know the emergency phone number for the VCU Police: 804-828-1234. Report suspicious activities and objects.

# *Jabberwocky*

Lewis Carol, 1872

`Twas brillig, and the slithy toves  
Did gyre and gimble in the wabe:  
All mimsy were the borogoves,  
And the mome raths outgrabe.

"Beware the Jabberwock, my son!  
The jaws that bite, the claws that catch!  
Beware the Jubjub bird, and shun  
The frumious Bandersnatch!"

He took his vorpal sword in hand:  
Long time the manxome foe he sought --  
So rested he by the Tumtum tree,  
And stood awhile in thought.

And, as in uffish thought he stood,  
The Jabberwock, with eyes of flame,  
Came whiffing through the tulgey wood,  
And burbled as it came!

One, two! One, two! And through and through  
The vorpal blade went snicker-snack!  
He left it dead, and with its head  
He went galumphing back.

"And, has thou slain the Jabberwock?  
Come to my arms, my beamish boy!  
O frabjous day! Callooh! Callay!"  
He chortled in his joy.

`Twas brillig, and the slithy toves  
Did gyre and gimble in the wabe;  
All mimsy were the borogoves,  
And the mome raths outgrabe.



*Tentative Course Schedule*

Date	What are we doing?	What did I read?	What is due?
18-Jan	Discuss the syllabus		
20-Jan	American Tongues		
25-Jan	Tongue Twisters		<b>Recording: Comma Gets a Cure</b>
27-Jan	IPA: Introduction, Vowels		
01-Feb	IPA: Vowels	Hand-Out; Bringing Speech to Life pp. 7 - 17	<b>Personal Response 1 Workbook Exercises</b>
03-Feb	IPA: Vowels, Diphthongs	Bringing Speech to Life pp. 22 - 37	Quiz 1 (Vowels) <b>Workbook Exercises</b>
08-Feb	IPA: Diphthongs, Intro to Consonants	Bringing Speech to Life pp. 38 - 50	<b>Workbook Exercises</b>
10-Feb	IPA: Consonants	Begin Bringing Speech to Life pp. 51 - 85	Quiz 2 (Vowels) <b>Workbook Exercises</b>
15-Feb	IPA: Consonants	Complete Bringing Speech to Life pp. 51 - 85	<b>Personal Response 2 Workbook Exercises</b>
17-Feb	<i>CLASS CANCELLED</i>		
22-Feb	IPA: Wrap Up <b>Jabberwocky Groups</b>		Quiz 3 (Consonants)
24-Feb	<i>CLASS CANCELLED</i>		
01-Mar	IPA: Final <b>RP Handouts</b>		<b>Jabberwocky Transcription IPA Exam</b>
03-Mar	Introduction to RP	Handouts: RP	<b>Personal Response 3</b>
08-Mar	RP		Monologue Selected Key Sentence Selected
10-Mar	RP		
13-Mar - 20-Mar	<b>SPRING BREAK</b>		<b>Children's Story Selected</b>

22-Mar	RP Monologue Workshop		Monologues Off-Book <b>Children's Story Submitted for Approval</b>
24-Mar	RP Presentation <b>Trans-Atlantic Handout</b>		Monologues Performed <b>RP IPA Transcriptions</b>
29-Mar	Trans-Atlantic/Career Speech <b>Share Stories</b>	Hand-Out: "Teach Yourself Transatlantic", Joy of Phonetics pp. 49 - 59	<b>Personal Response 4</b>
31-Mar	Trans-Atlantic/Career Speech		<b>Recording: Comma Gets a Cure</b>
05-Apr	Introduction to Character Voice		
07-Apr	Character Voice		
12-Apr	Character Voice		<b>Personal Response 5</b>
14-Apr	Story Workshop		Schedule TBA, Story Memorized
19-Apr	Story Workshop		Schedule TBA, Story Memorized
21-Apr	Story Workshop		Schedule TBA, Story Memorized
26-Apr	Story Workshop		<b>Personal Response 6</b> Schedule TBA, Story Memorized
28-Apr	<b>Dry-Run of Stories</b> Last Day of Class		Paperwork
03-May	<b>Children's Stories Presented</b>		Final Examination Schedule TBA

17-Feb	<i>CLASS CANCELLED</i>		
22-Feb	IPA		Quiz 3 (Consonants)
24-Feb	<i>CLASS CANCELLED</i>		
01-Mar	IPA Review		
03-Mar	IPA FINAL <b>RP Handouts</b>		IPA Final
08-Mar	Introduction to RP	Handouts: RP	<b>Personal Response 3</b>
10-Mar	RP		Monologue Selected Key Sentence Selected
13-Mar - 20-Mar	<b>SPRING BREAK</b>		<b>Children's Story Selected</b>
22-Mar	RP		<b>Children's Story Submitted for Approval</b>
24-Mar	RP Monologue Workshop		Monologues Off-Book
29-Mar	<b>RP Performances</b> Trans-Atlantic/Career Speech <b>Trans-Atlantic Handout</b>		Monologues Performed <b>RP IPA Transcriptions</b> <b>Personal Response 4</b>
31-Mar	Trans-Atlantic/Career Speech <b>Share Stories</b>	Hand-Out: "Teach Yourself Transatlantic", Joy of Phonetics pp. 49 - 59	<b>Recording: Comma Gets a Cure</b>
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