

Syllabus for
COM 102—Voice, Diction, and Phonetics
3 Credit Hours
Fall 2004

I. COURSE DESCRIPTION

The study of voice production and phonetics. Topics include the purpose of vocal production, the characteristics of good speech, the identification, evaluation, and correction of improper speech techniques, and the individual analysis of and drill to correct inadequacies of vocal production and vocal variety. Involves exercises and activities to correct specific vocal problems, learning the International Phonetic Alphabet (IPA) to enable precise and improved articulation, and classroom transcription activities using IPA, combined with the phonetic analysis of each sound and the study of pronunciation standards.

Prerequisites: None.

II. COURSE GOALS

- A. Voice and Diction is a course for the student. The ultimate goal is the specific self-improvement of the speaking voice. The theory and mechanics of voice production are an integral part of the study. The phonetic analysis and representation of English speech enables students to analyze his speech and apply the necessary corrections and/or adaptations to their own voice. These theoretical technicalities are necessary so that students may continually be in a state of "diagnostic awareness of self-maintenance" long after this course has terminated. Students have the tools with which to work and the knowledge to direct their use.
- B. A comprehensive self-analysis of each student is made with the aid of the instructor and one's fellow classmates after sufficient study to provide a structural framework. Each student becomes for his or her classmates a patient, a diagnostician, and a clinical therapist to facilitate the best possible improvement of the total group. This course provides opportunity for close, honest, objective, and concerned interaction within a small group. It is a laboratory course for the acquisition of an objective, self-critical, prescriptive, analytical approach to improved speaking. Evaluative listening, therefore, becomes one of the tools to be sharpened during this course.
- C. This course prepares the student to do the following:
 - 1. develop an accurate, objective analysis of his personal speech improvement needs.
 - 2. comprehend the theory and mechanics of voice production.
 - 3. exhibit improved voice quality, vocal variety, and expressive flexibility of meaning during class exercises and performances.
 - 4. exhibit improved voice and diction from the beginning of the semester, via audio tape recordings made periodically during the semester.
 - 5. learn to read and use the International Phonetic Alphabet to transcribe American English.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

- A. Terminal Objectives
As a result of successfully completing this course, the student will be able to do the following:

Last revision: Fall 2003

and
Subject

1. trace and explain the physiology used for the respiration, phonation, articulation phonation processes of speech production. (General Competency #1 and Competency #2)
2. analyze the errors of articulation and pronunciation present in other speakers. (General Competency #4 and Subject Competency #8)
3. analyze and create an accent necessary for a reading or to correct the accent of a foreign speaker of English. (Subject Competencies #2 and #6)
4. develop and use a technique of script marking to enable you to remind yourself of the planned vocal variety. (Subject Competency #2)
5. use phonetics to write the correct pronunciation of any name or word for future use. (Subject Competency #2 and #11)
6. use an optimally pleasant voice and effective vocal variety in all reading and speaking experiences. (Subject Competency #11)
7. use correct diction and pronunciation for all speech situations. (Subject Competency #11)

B. Unit Objectives

As a result of successfully completing these units, the student will be able to do the following:

Unit I: VOICE

Chapter 1 – Motivation and Expectation

1. Define the key terms on page 16.
2. Discuss the value of *career speech* and name the careers to which it is most important. (3)
3. Differentiate among *natural*, *habitual* and *artificial* (affected) speech. (4)
4. List the factors that determine habitual speech. (4)
5. Discuss the value of self-consciousness in this course. (4)
6. Identify your personal vocal strengths and weaknesses. (5)
7. Discuss the frequency, advantages, and disadvantages of *communication apprehension*. (6-7)
8. List steps available for controlling communication apprehension. (7-8)
9. List the five stages for improving your speech. (8-10)
10. Discuss the problem of *oral recidivism* as a hindrance to your improvement. (10)
11. Explain the process and value of using *visualization* and *negative practice* for speech improvement. (11)
12. List the areas of appropriateness to be considered for your speech to meet the standards for career speech. (11-14)
13. Discuss the problems of written American-English as it relates to speech, the IPA, and our consonants, vowels, and diphthongs. (13-14)

Chapter 2 – Breathing

1. Define the key terms on pages 33-34.
2. Differentiate between *vegetative* breathing and *speech* breathing, discussing the relative time needed for inhalation and exhalation. (18)
3. Describe the breathing process for the three types of breathing. (19)
4. Trace the respiration process through the correct anatomical pathway and actions. (18-22)
5. Discuss the *natural process*, as it relates to breathing. (20)
6. Explain and identify the information conveyed by a *sine wave* diagram. (22-23)
7. Discuss the process, value, and corrective procedure for using *diaphragmatic*

- breathing* for speech. (24)
8. Describe the causes and remediation suggestions for *breathiness*. (31)

Chapter 3 – The Voice

1. Define the key terms on page 42.
2. Given a diagram of the larynx, label and describe the function of the five major cartilages and the primary muscles of phonation. (36-39)
3. Trace the air from the inhalation into the lungs, through the vocal folds of the larynx, through the resonators and articulators to form sounds and words. (...40)
4. Differentiate between *forced* and *sympathetic* vibrations. (40)
5. List and explain the four characteristics of sound. (41-42)
6. List the four determinants of pitch. (41)
7. Label a *sine wave* and explain the characteristics shown by each segment of the wave. (41-42, L)

Chapter 4 – Vocal Relaxation

1. Define the key terms on page 62.
2. Name and explain the three types of human vocal communication. (44)
3. List three ways to improve a singing voice and career speech. (45)
4. Discuss how these three voices should differ. (45)
5. List the characteristics of career speech and the determinants for each one. (45)
6. Differentiate among *open throat*, *tight throat*, and *overly open throat*, and describe the process for achieving the desired open throat. (45-49)
7. List three areas of consideration for appropriate projection and the four vocal factors necessary for producing appropriate projection. (53-54)
8. Discuss the relationship between habitual (modal) pitch and optimum pitch, and the methods for determining each for yourself and for claiming your best and most appropriate pitch. (58-60)
9. Describe the value of muscle memory in making your optimum pitch habitual. (60)

Chapter 5 - Voice Problems

1. Define the key terms on page 80-81.
2. List and explain the causes for four *velar* problems and five *vocal tension* problems. (63-80)
3. Suggest appropriate remediation techniques for each of the voice problems discussed. (63-80)

UNIT II SPEECH

Chapter 6 – Vowels

1. Define the key terms on page 133.
2. Describe the creation and use of the IPA. (85)
3. Discuss the relationship between *phonemes* and *allophones*. (85-86)
4. List and explain the value of the four senses in the process of communication. (86)
5. Differentiate articulation from *pronunciation* and *diction*. (86-87)
6. List the articulators of speech and label each one as *active* or *passive*. (87)
7. State the two characteristics of all sounds, and correctly use the five synonyms for each characteristic. (87)

8. Name the major organ used in vowel production, listing the three other active articulators, and explain the division categories of this organ created to explain its placement for production of vowels. (87-90)
9. List the title and authors of the standard reference book for phonetic pronunciation. (89)
10. List the characteristics of vowels. (88-89)
11. Give the technical description and the physiological description for all vowels and diphthongs. (90-132)
12. Discuss the common problems in producing each sound and give suggestions for solving each one of them. (90-132)
13. Draw the vowel chart. (89)
14. Write the phonetic symbol for each American-English sound. (89-132)
15. Given the physiological/technical description of a sound, give the IPA symbol that represents that sound. (132)

Chapter 7 – Consonants

1. Define the key terms on pages 186-187.
2. Give the technical description and the physiological description for all consonants. (134-181)
3. Discuss the common problems in producing each sound and give suggestions for solving each one of them. (134-181)
4. Write the phonetic symbol for each American-English sound. (134-181)
5. Given the physiological/technical description of a sound, give the IPA symbol that represents that sound. (134-181)
6. Chart the nine appropriate *cognate pairs*. (185)
7. List the five classification categories for consonants. (134-137)
8. Using the three-point analysis of American-English sounds, label each sound or be able to chart the information. (184-186)

Chapter 8 -- Pronunciation

1. Define the key terms on page 234.
2. Differentiate among *primary*, *secondary*, *tertiary*, and *weak* stress, indicating the diacritical and phonetic marking for each type of stress. (188-190)
3. Explain *restressing* for dynamic speech as a part of career speech. (190)
4. Differentiate among the sets of misused and mispronounced words. (191-192)
5. Explain the process of *assimilation*, stating the principle used for selecting proper plural and tense endings for a word. (192-193)
6. Explain the effect that assimilation has on the omission and substitution of [t] and [d] sounds. (193-195)
7. Differentiate between *explosion* and **emplosion**, and state two guidelines for the use of emplosion. (195-199)
8. List examples of *anaptyxis*, the sneezing error, *homographs*, *metathesis*, and *haplology*. (208-214)
9. Pronounce correctly the borrowed, foreign words commonly used in American-English. (215-216)
10. Complete the workbook pages for submission. (217-233)

Chapter 9 - Vocal Dynamics

1. Define the key terms on page 267.
2. List four forms of speech emphasis that constitute vocal dynamics. (235-255)
3. State the guidelines for stressing words in a message. (236)
4. Differentiate among pitch changes: the *slide*, the *step*, and the *circumflex inflection* (L). (240-248)
5. Suggest reasons to change *tempo* in a message. (248-253)

6. List the three types of *pause*, and suggest the value of each to the artistic use of speech emphasis and variety. (253-254)
7. Create a set of personal, script-marking symbols that will allow you to remember your intentional use of vocal variety (rate, pitch, pause, stress, quality volume, and color). (L)

Chapter 10 – Kinesics

1. Define the key terms on page 280.
2. List the three components that work together in kinesics. (268-280)
3. Discuss the achievement of *physical freedom* as related to *autistic mannerisms*, *paralanguage*, and the use of gesture to obtain sincere and appropriate communication. (268-271)
4. Discuss the value and problems related to *direct eye contact* and the *absence of direct eye contact* in a speaker's countenance. (272-277)
5. Explain the importance of countenance as it relates to assisting *speechreading*, and to the use of *homophenous* sounds and homophenous words. (272-277)
6. List the suggestions given to achieve a *body stance* that uses effective kinesics for dynamic communication. (277-280)

Chapter 11 – Speech Performance Occasions

1. Define the key terms on page 297.
2. List the two types of performance occasions and explain the differences and the appropriate use for each type. (281-282)
3. List the 11 areas to consider as you prepare for a direct performance occasion, and make recommendations for the use of each. (282-292)

Chapter 12 – American-English Dialects

1. Define the key terms on page 325.
2. List the four major dialects of American-English, and the reasons for the development of a dialect. (298-299)
3. Interpret correctly, and use meaningfully the *modifying marks* used in phonetic transcription. (299)
4. For each of the four dialects, describe the speech characteristics and discuss the omission, substitution, distortion, and addition of sounds that require awareness and attention or modification for our professional use. (300-324)

Chapter 13 – Stage Speech and Foreign Accents

1. Define the key terms on page 366.
2. List the two major considerations for developing a foreign accent for a speech performance, and the additional areas that must be studied to accurately use that dialect. (326-327)
3. For standard stage speech and the five foreign accents presented (Cockney, Scottish, German, Spanish, and Russian), describe the speech characteristics and discuss the omission, addition, substitution, and distortion of particular phonemes that constitute that accent. (327-366)

C. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on teacher Preparation.

This course meets the following competencies: General Competencies (GC) 1 & 4 and Subject Competencies (SC) 2, 6, 8 and 11.

This course is designed to help students meet general competencies:

GC 1: The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

GC 4: The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.

This course is designed to help students meet subject competencies:

SC 2: Applies comprehension, analysis, interpretation, synthesis, and evaluation of vocal, verbal and nonverbal messages.

SC 6: Understands the impact of cultural diversity upon the communication process.

SC 8: Uses differing assessment strategies to evaluate student competencies in a variety of speaking/listening situations.

SC 11: Understands the importance of effective communication skills in the personal and professional arenas.

IV. TEXTBOOK

A. Required Textbook

Crannell, Kenneth C. (2000). Voice and Articulation. Stamford, CT.: Wadsworth.

B. Required Materials

A one-hour audio cassette tape will be needed by each student in addition to the text, which will be used throughout the course and which will be audited periodically by the instructor.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

B. Department Policies and Procedures

1. **Attendance**—At Oral Roberts University, students are expected to attend all classes.
Understanding that there are sometimes unavoidable circumstances that prevent

perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for illness, personal business, and personal emergency. Students may consider this personal days or sick leave. If a student has absences in excess of this number, the earned grade for the course will be reduced one letter grade for each hour's absence above those allowed. Extended illnesses are handled on an individual basis and require a doctor's excuse.

2. **Administratively Excused Absences**—Students who must miss class for University sponsored activities must follow these procedures:
 - a. inform the professor before the event.
 - b. arrange to complete missed work within one week.
 - c. not commit to class performances (oral reports, speeches, television tapings, group presentations, etc.) on a date the student will be gone. Makeup work is not permitted if the student voluntarily commits to a performance on the date of an administratively excused absence.
 - d. present an excuse, signed by the Dean of Arts and Sciences, the day the student returns.
3. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies are calculated in the attendance provision of this course. Three tardies equal one absence and are included in the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the student late; the student is the one responsible to convey that information following that class. Students should not expect to be credible the following class session concerning a late arrival on a previous day.
4. **Late Work**—The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. If late work is accepted, a substantial penalty will be assessed.
5. **Literacy**—The Communication Arts Department does not accept for credit any written assignment that contains more than an average of three grammatical and/or typographical errors per page.

C. Course Policies and Procedures

1. Evaluation Procedures and Assessment of Competencies
Grading System: The student's grade in this course is based upon the following

items:

Exams

Weekly Quizzes	100
Unit Exams	
Exam I	200

Exam II	200	<u>1000 pts.</u>
Exam III	200	
Oral Presentation	100	
Classwork	100	
Participation activities		
vocal exercises		
tape-recorded practice		
Written work		
pitch and range analysis		
phonetics letter		
Attitude		

Attendance 3.3 points deducted from final grade for each excessive absence.

2. Other Policies and/or Procedures

Any examination not taken at the scheduled time due to an excused absence must be made up at a time arranged with or by the instructor. Generally, tests missed for an unexcused absence cannot be made up. The University's \$10.00 late-test fee must be paid in advance.

VI. COURSE CALENDAR

Week	In Class	Prepared Assignments
	Unit I - VOICE	
I	Course Overview Motivation and Expectation	preface Chapter 1
II	American Speech Patterns Taped 3 minute reading of prose	Oral rehearsal
III	No class - Labor Day Breathing	Chapter 2
IV	The Voice Vocal Relaxation	Chapter 3 Chapter 4
V	Projection and Pitch Velar Voice Problems	Chapter 5
VI	Tension Voice Problems Exam I Chapters 1-5	Pages 3-80
VII	Front & Central Vowels Back Vowels & Diphthongs	Chapter 6
VII I	Plosive & Fricative Consonants Laterals, Blends, Semi-vowels & Nasals	Chapter 7
	FALL BREAK	rest. relax or catch-up
IX	Pronunciation-Stress Assimilation, Omissions, Homographs, Metathesis, Haplology Phonetics transcription	Chapter 8

X	Vocal Dynamics – Stress, tempo, pause, slide	Chapter 9
XI	Kinesics – gesture, countenance, stance Speech Occasion	Chapter 10 Chapter 11
XII	Phonetic transcription American Dialects	Chapter 12
XIII	Phonetic transcription NO CLASS THANKSGIVING BREAK	
XIV	Stage Speech Final Taped 3 minute reading	Chapter 13
XV	IPA transcription Exam Course wrap-up	[rivju]
XVI	FINAL EXAM according to the University schedule	Chapters 6-13

TOPICS STUDIED AND LEARNING EXPERIENCES

Rationale for Speech Improvement
 “Before” Tape recording Sessions
 Anatomy of Speech
 Physics of Sound
 Components of Vocal Variety
 Marking a Script for Reading Orally
 Evaluation of Personal Problems
 Corrective Exercises and Prescriptive Programs
 “After” Tape Recording Sessions
 Symbols of the International Phonetic Alphabet
 Location and Production Method of Each Sound
 Transcription Exercises
 Pronunciation Standards

Course Inventory for ORU's Student Learning Outcomes

COM 102—Voice, Diction, Phonetics Fall 2004

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability				X
1D	Ethical behavior				X
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking			X	
2B	Information literacy			X	
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation		X		
2E	Intellectual creativity		X		
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship				X
4E	Leadership capacity				X