

Syllabus for
COM 102—Voice, Diction, and Phonetics
3 Credit Hours
Fall 2001

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. demonstrate 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. demonstrate proficiency in the reading and use of the International Phonetic Alphabet to transcribe American English.

III. COURSE OBJECTIVES

A. Terminal Objectives

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

- 1. trace and explain the physiology used for the respiration, phonation, articulation and phonation processes of speech production. (General Competency #1 and Subject 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 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: Oral Communication: How? When? Where? Who, me?

Chapters 1-4 (pp. v - 44)

Chapter 1. "From an Oral Tradition to a Literate Society"

1. Name five theories for the origin on human speech. (1)
2. Discuss the development and value of the oral tradition. (2)
3. List techniques, purposes, and persons involved in oral recitation. (3)
4. Explain the value of written language upon a civilization. (3-4)
5. Discuss the development of written language, the scribe's job description, and the errors and problems of the situation. (4-5)
6. Relate written records, literacy of the populace, and the demise of the oral tradition. (5-6)
7. Discuss the present position of the oral tradition. (6-7)
8. List five purposes for this text and course. (7)
9. Define the terms: petroglyphs, scriptorium.

Chapter 2. "Establishing Goals and Standards for Voice and Diction"

1. Discuss the beginning causes for American dialects. (8-9)
2. List the three primary regional dialects. (9)
3. Differentiate between regional and subsidiary dialects. (9)
4. Identify the two necessary skills for achieving general American speech. (9)
5. List five reasons for dialects by non-native speakers of English. (10)
6. Discuss the causes for dialects by native speakers of English. (10-11)
7. Describe the most influential dialect for a nation. (11)
8. List the six determinants for acceptable dialects. (11-13)
9. Discuss the guides for selecting your dialect and course goals. (12-13)
10. Name the dialect to be used as a course standard, and discuss the choice. (13-14)

Chapter 3. "Voice Production and Modulation"

1. List the problems inherent in speech improvement. (16-17)
2. Trace speech from the inhaled air to the oral word. (17 . . .)
3. Explain: "Speech is an overlaid function." (17 . . .)
4. Name and describe the function of the most important intrinsic and extrinsic muscles of speech production. (17 . . .)
5. Describe the correct physiology and cyclic relationships (time ratio) by breathing (1) at rest, (2) during normal speech, (3) in demanding speaking situations, and (4) during physical activity. (17-22)
6. Describe the location, appearance, characteristics, and function of each of the

- phonators, resonators, and articulators. (17-34)
7. Given a diagram of the head, neck, and chest, name and classify the phonators, respirators, resonators, and articulators. (17-34) (*26 and 27)
8. List the determinants for pitch. (27)
9. Correctly label indicated portions of a sound wave. (Lecture)
10. Distinguish between sympathetic and forced vibrations. (Lecture)
11. Define the following terms in the context of the course: (L) means defined in lecture.

oral	articulation
aural	resonation
diaphragm	sine wave (L)
esophagus	cycle (L)
sternum	displacement (L)
clavicle	amplitude (L)
thoracic	wave length (L)
viscera (L)	c.p.s.—cycles per second (L)
trachea	Hertz (L)
respiration	labio
pharynx	dental
larynx	lingua
thyroid cartilage	alveolar ridge
cricoid cartilage	velum
arytenoid cartilage	uvula
vocal folds	palate
glottis	mandible
phonation	velopharyngeal closure (L)

Chapter 4. "Preparing Material for Oral Presentation."

1. List five criteria for selecting material. (36-37)
2. List and provide advantages and disadvantages for using various sources for oral presentation in this course. (37-40)
3. Discuss paper, format, binder, and script marking for a manuscript. (40-43)
4. Explain the procedure for preparing for an oral presentation in class. (43-44)

Unit II: The International Phonetic Alphabet

Chapters 5-15 (pp. 45 - 210)

Chapter 5. "Finding a Uniform Way to Describe Sounds"

1. List reasons the English language is not phonetic. (45)
2. Explain the inadequacy of diacritical markings. (45-46)
3. Trace the history of the I.P.A. (46-47)
4. Discuss the premise, symbol number for sound groups, and difficulty in learning the I.P.A. (47-79)
5. List and clarify the five rules of I.P.A. transcriptions. (49-51)
6. List the three classifications of English sounds. (52)
7. Discuss the classification areas for both consonants and vowels. (52-56)
8. Define the following terms in the context of this course:

orthography	fricatives
diacritical	affricates
phoneme	nasals
allophone (Lect.)	glides
polysyllabic	laterals
sonant (Lect.)	retroflex

surd (Lect.)
cognate
plosives

consonant cluster
aspiration
diphthong

Chapter 6 through Chapter 15. "The IPA Symbol."

1. Give the technical description and the physiological description for each sound.
2. Discuss the common problems of producing each sound and give suggestions for solving each one.
3. List the appropriate cognate consonant pairs.
4. Draw the vowel chart.
5. Write the phonetic symbol for each American English sound.
6. Given the technical or physiological description of a sound, give the I.P.A. Symbol.
7. Given the description or name of a common speech problem, list the I.P.A. Symbols involved in its correct and incorrect production.

Unit III: Developing a Pleasant, Interesting, Appropriate, and Effective

Speaking Voice

Chapters 16-21 (pp. 211 - 295)

Chapter 16. "Developing Variety in Pitch and Inflections."

1. Describe the elements for determining and changing pitch in general and the human voice. (212)
2. Differentiate between modal and optimum pitch levels and discuss procedures for locating each. (212-217)
3. Identify pitch variations given frequencies and notes or wave illustration. (214) (L)
4. List the purposes of inflection and the common occurrences in our speech. (217-218)
5. Discuss eight pitch change patterns and give a script-marking symbol for each. (219-222)
6. Discuss three inflection pattern problems (222) and two general pitch problems (L), how they are perceived by others, and how to correct them.
7. Define the following terms in the context of this course:

pitch	exclamatory
frequency	connotative
habitual pitch	denotative
modal pitch	slide
optimum pitch	step
cycle	circumflex
inflection	range
intonation	monotone
declarative	limited (narrow) range
interrogative	stereotyped pitch patterns
imperative	affectations

Chapter 17. "Increasing Volume and Intensity"

1. Differentiate among Intensity, Volume, and Loudness (Lecture: disregard book's terms)
2. List four common errors made during volume practice and the correct response for each. (232-3)
3. Identify nine problems related to volume of speech. (233-235) (L)
4. Discuss the causes and various audience perceptions of these problems.
5. Give a script-marking symbol for the various volume changes. (L)
6. Define the following terms in the context of this course:

aggressive	amplitude
assertive	decibel (db)
projection	displacement (L)

Chapter 18. "Pausing for Breathing and Meaning"

1. Discuss the value of pauses in speech. (243-244)
2. Discuss vocalized pauses. (244-245)
3. List and explain three aspects of pause that affect meaning (245-248)
4. Mark a passage for reading using a scriptmarking code for meaningful pausing. (248-249)
5. Define the following terms in the context of this course:
disfluency
transition
point of view
syntax
vocalized pause
pause
hesitation (L)

Chapter 19. "Using Rate to Influence Meaning"

1. Explain the five aspects of the relativity of rate. (255-258)
2. Contrast oral reading rate and oral speaking rate. (256)
3. List four components of rate. (L)
4. Discuss opportunities for increased or decreased duration. (258)
5. Identify three subjective aspects of speech rate. (259-261)
6. Mark a script for rate variety for oral reading. (L)
7. Define the following terms in the context of this course:
rate
assimilation
duration
onomatopoeia
color words (L)

Chapter 20. "Developing a Pleasant Voice Quality"

1. Discuss the component parts of vocal quality. (260-270)
2. Trace the spoken sound from the inhaled breath to the oral word. (L)
3. Explain the process of resonance and the variations of the process that create unique sounds. (269-270)
4. Given a diagram of the internal systems of the body, correctly label those directly related to speech production. (L)
5. Given a list of symptoms, select the diagnostic term used to describe that speech problem, assign a probable cause, and describe the prescriptive treatment for that speech problem. (271-276)
6. Differentiate among denasality, nasality, phonemic nasality, and assimilation nasality; and state the causes and remediation process for each. (273 and L)
7. Given a prerecorded tape of various common speech disorders, name the problem and describe the incorrect production techniques.
8. Outline a program of remediation for various common speech disorders.
9. Discuss vocal quality as it relates to the matching of verbal and nonverbal messages. (276-277)
10. Define the following terms in the context of this course:
quality
hypotension (L)
hypertension (L)
coupling
harmonics
overtones
unobtrusive (L)
vocal (glottal) fry
guttural
laryngitis
strident
vocal nodes (nodules)

dampened
pleasant voice quality

hoarseness

Chapter 21. "Integrating Improved Speech Habits into Daily Life"

1. Given a tape recording of the student's own voice, locate, identify, and label its defective vocal aspects; suggest an appropriate remedial exercise program; and follow these corrective measures to vocal self improvement.
2. Explain how this course has made you a more discerning receiver, as well as sender, of oral messages. (279-280)
3. Read selections of prose or poetry and speak spontaneously, exhibiting adequate vocal variety to enhance the understanding and sustain the interest of the class.
4. Listen objectively and analytically to the speech of classmates and list specific areas and methods of needed speech improvement.
5. Write a plan for your continuation of vocal improvement beyond this course. (282-284)

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
Newcombe, J.P. (1991). Voice and diction. Raleigh: Contemporary Publishing Company.
- 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
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	
Oral Presentation	50	<u>1000 pts.</u>
Phonetics Examination		
Theory	200	
Transcription	200	

Classwork

Participation activities	
vocal exercises	
tape-recorded practice	
Written work	
pitch and range analysis	
phonetics letter	
Attitude	

Attendance

(see earlier statement) - 3.3 points deducted from final grade for each excessive absence.

VI. COURSE CALENDAR

Week	In Class	Prepared Assignments
	Unit I	
I	Course Overview Oral Communication Get Acquainted	preface v - ix pp. 1-7
II	General American Speech Dialects Physiology of Voice Production	pp. 8-15 pp. 16-27
III	Phonation Articulation and Resonation	pp. 27-34

	Preparation of a Script	pp. 35-44
IV	Taped reading of Prose - 3 minutes Taped readings EXAM - Unit I (Ch. 1-4) pp. v-44	Oral Rehearsal
V	<u>Unit II</u> Phonetics: Why? What? How? Consonants The Front Consonants	Ch. 5 Ch. 6 Ch. 7
VI	The Front Vowels The Middle Consonants Pitch Variety	Ch. 8 Ch. 9 Ch. 16
VII	Modal and Optimum Pitch Inflection The Sibilent Sounds	Ch. 10
VIII	Lisp Correction Vocal Volume Volume Variations	Ch. 17
IX	The Central Vowels The Middle Consonants Pause	Ch. 11 Ch. 12 Ch. 18
X	Pause Length and Frequency The Back Consonants The Back Vowels	Ch. 13 Ch. 14
XI	Rate Rate Variety The Diphthongs	Ch. 19 Ch. 15
XII	Transcription Exercises Vocal Quality Vocal Quality Analysis	Ch. 20
XIII	Quality Problems and Prescriptions Vocal Quality for Characterizations Pronunciation Standards	pp. 286-295
XIV	Planning Your Future Tape Oral Reading (3-5 min.) Tape Oral Reading (if needed)	Ch. 21 Rehearse orally
XV	Course wrap-up Phonetics Transcriptions Exercises EXAM II – Phonetics Transcription	[rivju]
XVI	FINAL EXAM according to the University schedule	Ch. 5-21

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

Carole Lewandowski
Name of Instructor

COM-102
Course No.

Voice, Diction, and Phonetics
Title of Course

Communication Arts
Name of Department

MISSION

The lifestyle at ORU is rooted in the word “Wholeness.” ORU seeks to educate the whole person, with balanced emphasis placed on the development of the mind, spirit, and body.

GENERAL OUTCOMES

- Spiritual Development
- Physical Development
- Communication
- Analysis
- Problem Solving
- Valuing in Decision-making
- Social Interaction
- Global Perspectives
- Effective Citizenship
- Aesthetic Responsiveness

COURSE OUTCOMES

Communication

- Continually evaluates personal speech improvement needs accurately and objectively.
- Exhibits improved voice quality, vocal variety, and expressive flexibility of meaning during speaking and oral reading.
- Uses effective script-marking techniques for oral reading.
- Consistently pronounces words correctly.
- Reduces barriers to dialectal speech discrimination.
- Selects appropriate speech for the speaking environment.
- Listens evaluatively to the speech of others and self for constant and accurate correlative maintenance.

Physical Development/Problem Solving:

- Demonstrates improved respiration, phonation, resonance, and articulation for personal speech.
- Cares appropriately for the health of the personal speech mechanism; able to aid others in such care through instruction.

COURSE OUTCOMES

Global Perspective/Analysis:

- Demonstrates proficiency in the use of the International Phonetic Alphabet to transcribe and analyze the sound of languages other than English.
- Analyzes foreign language or accent sounds for accurate duplication in character development.

ASSESSMENT OF COURSE GOALS

Stimuli:

- Oral readings in class.
- Written examinations.
- Oral examinations.
- Tape recordings of self-evaluated speech exercises.
- Dictionary work.
- Transcription of dictation.
- Self-evaluation of speech.
- Peer evaluation of speech.
- Create a personal self-improvement plan.

Criteria:

As stated in the syllabus.