

Voice for Actors
Theatre 106
Tuesday 6pm-8:50pm
Elkton Station Theatre

Course Description:

Voice for Actors provides students with a theoretical and practical foundation in vocal techniques related to speaking on stage as they specifically apply to acting. Students will perform in class and onstage, applying a range of vocal techniques to character studies.

Course Objectives:

1. To demonstrate an understanding of anatomy as it pertains to the voice
2. To master a range of practical exercises that prepare and strengthen the voice
3. To build the practices and habits of an authentic and reflective performer
4. To demonstrate an understanding of the relationship between voice and character
5. To synthesize practical vocal techniques and text analysis in order to craft strong performances

Instructor:

Marshall B Garrett

Email: garr3928@cecil.edu

Out of class meetings: If you would like to meet with me outside of class, please email me, giving us at least 24-48 hours to arrange for a place and time. I am happy, indeed eager, to make sure you succeed in this class. I will always be on campus at least 30 minutes before class and willing to linger after for about the same amount of time.

Texts:

Freeing the Natural Voice. Kristin Linklater. Drama Publishers. 2006

Three plays. The recommended reading (for both selection of monologues and theatrical literacy) are below. If you have already read some or all of these plays (not just seen a film or production), you may speak with me about an alternate script to read or prepare.

The Crucible by Arthur Miller

Doubt, A Parable by John Patrick Shanley

The Glass Menagerie by Tennessee Williams

Additional Materials:

Journal (bring to class EVERY week. You may not use a phone/laptop for this purpose without an ADA exception)

Writing utensil for said journal

A folder for handouts (I recommend this and your journal be the same thing)

Comfortable clothing for class. (i.e. sweatpants, t-shirt)

Attendance:

Class attendance is **vital** to your success in this course. While you may be excused from one class meeting without specific penalty, the nature of our work is such that most of the in-class work cannot be made up, and you may fall behind in successive courses.

Class Participation	20%
In Class Journal Reflections	15%
Homework Assignments	25%
Department Performance	10%
Midterm and Final Exams	30%

Late Work: Work submitted one week late will be accepted with a penalty of 30%. Work submitted 2 weeks or more late will be accepted at a penalty of 50%. All work from the first half of the semester **MUST** be handed in prior to the midterm.

All percentages are approximate.

THE 106, Voice for Actors, is a 3 credit hour lecture course. You should expect to spend 45 hours in class and an additional 90 hours outside of class. The hourly breakdown of assignments is given below:

Assignment	Reading	Daily Exercises	Journal Reflections	Rehearsals	Studying for Exams	Semester Total
Description	1 hour per assigned reading	20 minutes of daily practice, 6 days a week	10 minutes per reflection, 6 entries per week	5 hours of rehearsal per performance	6.5 hours per exam	
Total Out of Class Hours	20 hours	28 hours	14 hours	15 hours	13 hours	90 hours

SPECIFIC COURSE OUTCOMES:

The student should be able to:

1. Identify the physical elements of effective vocalization
2. Independently complete daily exercises designed to strengthen and enhance the voice
3. Independently complete exercises designed for effective performance preparation
4. Identify the relationship between vocal techniques and strong performance
5. Synthesize text analysis and vocalization techniques to craft strong performances

ADA POLICY: Cecil College abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 that stipulates no student shall be denied the benefits of an education “solely by reason of disability”. Disabilities covered by law include, but not limited to, learning, psychiatric, hearing, sight and mobility disabilities. If you have a disability that may affect your work in this class and for which you may require accommodations, please see the Coordinator of Disability & Support Services, Robyn Boettner LCSW-C in the Technology Building Room 301, so accommodations may be arranged. You may reach the Disability & Special Services Program by Office Visit, phone call 443-674-1993 or email rboettner@cecil.edu

STANDARDS FOR A “C” PAPER: The C essay is, for the most part, competent. The basic requirements of the assignment have generally been met. It has a clearly defined, though unremarkable, thesis statement. However, support for the thesis statement, while “adequate,” is weak, thin. Command of the subject matter is average—often due to the use of broad or even vague generalities in place of precise ideas. Stylistically, the introduction may fail to capture the reader’s attention, and the conclusion may be merely serviceable. The author’s voice may not be marked; the sense of the human being behind the words may be absent. The essay’s actual ideas and their expression may lack vigor. As concerns critical thinking, the paper may evidence ineffective explanations and analyses, and the content may not be as concrete, specific, or relevant as it might be. The essay’s pattern of development may, in places, suffer from a lack of clarity; in other places, that pattern may suffer from poor transitions between paragraphs. The essay’s sentences, while complete, may lack variety or may be choppy. In places, phrases may be awkwardly positioned. While generally satisfactory, the C paper’s diction may, at times, suffer from wordiness, awkwardness, clichés, and inexactness. Occasionally, the C paper may have errors in grammar, punctuation, mechanics, and spelling. While generally competent (there may be few “red marks” on the paper), the C paper lacks the rigor of thought and expression that would merit it as more than competent.

COURSE CREDIT: At Cecil College, a credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks or the equivalent amount of work over a different amount of time.
2. At least an equivalent amount of work as required in item 1 of this definition for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

ACADEMIC HONESTY POLICY: Cecil College adheres to the highest standards of academic honesty. Students at Cecil College are expected to maintain that high standard by taking responsibility for their own academic success and achievement. All forms of academic dishonesty are serious offenses and will not be tolerated, and could lead to sanctions up to and including expulsion from the college. All members of the College community share the responsibility for the academic standards of the College. Academic honesty is a cornerstone of the development and acquisition of knowledge and is a critical component of continued membership in the College community.

ELECTRONIC COMMUNICATIONS DEVICES: The use of electronic communications devices (cell phones, iPads, laptops, etc.) in the classroom for both incoming and outgoing transmissions of a personal nature is prohibited.

The instructor may authorize use of these devices as required by the nature of the course itself.

A student with disabilities may make an electronic transcript of class lectures provided that his/her case is evaluated by the ADA Coordinator and he/she is given permission to do so. The ADA Coordinator must inform the course instructor that the making of an electronic transcript of class lectures is permitted under the Americans with Disabilities Act.

Maryland State Law requires the consent of every party to a conversation in order to make a lawful recording. Accordingly, the electronic recording of the class must not include class discussions, peer/group discussions, and any other student presentations.

STATEMENT ON SEXUAL MISCONDUCT: Cecil College seeks a safe and healthy educational environment for all College community members. Title IX is a federal civil rights law that prohibits gender based and sexual misconduct in education, including sexual harassment, dating violence, domestic violence, sexual assault and stalking. The college Sexual Misconduct Policy outlines prohibited behaviors, policies and enforcement procedures. The policy can be found at <http://www.cecil.edu/Catalog/Pages/Policies-and-Procedures.aspx#SexualMisconduct>.

Cecil College is committed to supporting students who have been the victim of gender based harassment or sexual misconduct on the Cecil College campus. An individual who wishes to report a concern or complaint relating to violations of the sexual misconduct policy may do so by contacting one of the College's Title IX coordinators: Colleen Cashill, Executive Director, Human Resources in Building A 324, 410-287-1087, ccashill@cecil.edu or Catherine Skelley, Director of College Life in Building D 114, 443-674-1988 cskelley@cecil.edu.

If you have questions or concerns about gender based harassment, sexual misconduct or Title IX you may contact Cathy Skelley, Director of College Life, in the Student Life Office (TC 114) 443-674-1988 or via email at cskelley@cecil.edu.

STATEMENT ON STUDENT CODE OF CONDUCT: Students enrolled at Cecil College are expected to demonstrate honesty, responsibility, civility, and respect at all times. These values are essential to the learning environment and are expected to be exhibited in conduct in all areas of the College grounds, including classrooms and labs and College sponsored events. All students are subject to disciplinary sanctions, up to and including expulsion from the College, as detailed in the Student Code of Conduct. <http://www.cecil.edu/Catalog/Pages/Policies-and-Procedures.aspx#CodeOfConduct>

Questions about the Student Code of Conduct should be directed to Cathy Skelley, Director of College Life, in the Student Life Office (TC 114) or via email at cskelley@cecil.edu.

STATEMENT ON TITLE IX: Title IX is a federal civil rights law that prohibits discrimination on the basis of sex in any federally funded program or activity. In compliance with Title IX, Cecil College prohibits sex discrimination, inclusive of sexual harassment and sexual assault.

Voice for Actors
 Class Schedule
subject to change

Date	Linklater Due	Script Due	Performances, Assessments
8/29			
9/5	Intro, WD 1-3		
9/12	WD 4&intermission	<i>Streetcar</i>	
9/19	WD 5&6		
9/26	WD 7&8	<i>Salesman</i>	
10/3	WD 9		
10/10	WD 10	<i>Doubt</i>	
10/17	WD 11		
10/24			Midterm
10/31	WD 12&13		
11/7	WD 14&15		Performance 1
11/14	WD 15&16		
11/21	WD 17&18		Performance 2
11/28	WD 19, 20, 21, and thereafter		
12/5	none		Final Exam

Please note that this schedule is subject to change. For most days in class, we will be doing the Linklater work that you have read for the week. During our first session, we will be doing some exercises from the introduction and from Work Day 1, which you obviously will not have pre-read. When doing readings, feel free to skim or skip reading the exercise steps, but read the connected information.