

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	SPC 2050
COURSE TITLE:	Voice and Diction
PREREQUISITE(S):	None
COREQUISITE(S):	None
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	3
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3
Laboratory:	
Other _____:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	30
CATALOG COURSE DESCRIPTION:	This course consists of introducing the vocal mechanism and its function. Designed to enhance the students' appreciation of vocal quality, expressiveness, articulation, and pronunciation of words, this class involves discussion and application of the techniques of the physiological changes which affect sound production in the student's speech. Students will practice using the International Phonetic Alphabet.
SUGGESTED TEXT(S):	Eisenson, Jon. <u>Voice and Diction</u> , Latest Edition. Allyn and Bacon. 1997.
	Mayer, Lyle V. <u>Fundamentals of Voice and Diction</u> , Latest Edition. McGraw-Hill. 1999.
	Wells, Lynn K. <u>The Articulate Voice</u> , Latest Edition. Pearson Allyn and Bacon. 2004.
IMPLEMENTATION DATE:	Spring Term, 2007 (20072)
REVIEW OR MODIFICATION DATE:	Fall Term, 2008 (20091) - Outline Review 2007

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Overview	3
A. Voice and Speech Profile	
1. Influence on the voice	
2. Improving your voice	
B. Breathing Process	
C. Stage Freight	
1. Understanding the body	
2. Understanding the voice	
II. Mechanics and Production of Sound	5
A. Resonators and Resonance	
B. Phonation	
C. Articulation	
D. Hearing	
III. Language	6
A. Characteristics of Sound	
B. History of English	
C. Dialects	
IV. Vocal Improvement	6
A. Pitch	
1. Inflection	
2. Intonation	
3. Pitch Variety	
B. Volume	
1. Strengthening the Voice	
2. Levels of loudness	
3. Practice projection and support	
C. Rate	
1. Speech/Reading rate	
2. Pause	
3. Variety	
V. International Phonetic Alphabet (Practiced Throughout the Course)	4
A. IPA Symbols	
B. Written and Oral Transcription	

COURSE TOPICS (Continued)

CONTACT HOURS
PER TOPIC

VI. Diction: The Consonants	6
A. Plosives	
B. Fricatives	
C. Glides	
D. Laterals	
E. Nasals	
F. Affricates	
VII. Diction: Vowels and Diphthongs	6
A. Front Vowels	
B. Back Vowels	
C. Mid Vowels	
D. Diphthongs	
E. Minor Diphthongs	
VIII. Pronunciation and Vocabulary	5
A. Standard Pronunciation	
B. Practice Lists	
C. Reading Aloud Exercises	
XI. Vocal Expressiveness	4
A. Components of Vocal Expressiveness	
1. Use of Pitch, Volume and Rate	
2. Understanding of IPA	
3. Use of crisp diction	
B. Extemporaneous Speaking Activities	

Suggestions:

Students should, to the satisfaction of the instructor, demonstrate a fundamental understanding of basic speech production. Students should be encouraged to willingly accept new challenges related to the voice and seek to take risks to develop their abilities.

Students are strongly recommended to own a cassette recorder and/or a video camera in order to self-monitor their progression through the class.



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1		
COURSE PREFIX AND NUMBER: SPC 2050		SEMESTER CREDIT HOURS: 3
COURSE TITLE: <u>Voice and Diction</u>		
Section 2		
TYPE OF COURSE: (Click on the box to check all that apply)		
<input checked="" type="checkbox"/>	AA Elective	<input type="checkbox"/> AS Required Professional Course
<input type="checkbox"/>	AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course
<input type="checkbox"/>	Other	<input type="checkbox"/> College Prep
<input type="checkbox"/>	General Education: (For General Education courses, you must also complete Section 3 and Section 7)	
Section 3 (If applicable)		
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:		
<input checked="" type="checkbox"/>	Communication	<input type="checkbox"/> Social & Behavioral Sciences
<input type="checkbox"/>	Natural Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/>		<input type="checkbox"/> Humanities
Section 4		
INTELLECTUAL COMPETENCIES:		
<input checked="" type="checkbox"/>	Reading	<input checked="" type="checkbox"/> Speaking
<input checked="" type="checkbox"/>	Writing	<input checked="" type="checkbox"/> Listening
<input checked="" type="checkbox"/>	Critical Analysis	<input type="checkbox"/> Quantitative Skills
<input type="checkbox"/>	Information Literacy	<input type="checkbox"/> Ethical Judgment
<input type="checkbox"/>		<input type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> Working Collaboratively
Section 5		
	LEARNING OUTCOMES	METHOD OF ASSESSMENT
•	Student listens with literal & critical comprehension.	The student will review other classroom speakers, as well as themselves. Appropriate analysis of these speakers through homework and written assignments will assess competency.
•	Student composes oral messages providing clarity of diction and mechanics of sound.	The student will continuously deliver oral presentations in which articulation and delivery components will be evaluated.
•	Student speaks using grammatically correct standard American English.	The student will phonetically spell out sentences and transcribe questions by such means as graded exams, homework, and in-class activities which will assess students communication competency.
•	Student understands and can apply the International Phonetic Alphabet.	The student will be provided feedback from taped recordings of sound production and students will write critiques on these recordings to develop sound discrimination skills (ear training).
•	The student will master effective delivery including the language areas of articulation, diction, & vocabulary.	
•	The student will implement exercises for quality improvement for the voice.	
•	The student will be able to explain the reasons for the differences between English speech and English spelling.	
Section 6		
Name of Person Completing This Form:		<u>Kristopher Copeland and Carol Grimes</u>