

COURSE OUTLINE

Speech 105
Voice and Diction

I. Catalog Statement

Speech 105 is designed to improve vocal quality and force, pitch flexibility, rate, articulation, and pronunciation. The student develops an understanding of the speech mechanism. Emphasis is placed on improvement through increased self-perception and practice exercises. The student acquires a basic understanding of the International Phonetic Alphabet.

Total Lecture Units: 3.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Recommended Preparation: Eligibility for ENGL 101. ESL students should complete ESL 155.

II. Course Entry Expectations

Prior to enrolling in the course, the student should be able to:

1. organize and write thesis-basis essay;
2. use detailed examples, facts, logical explanations, and other appropriate support for thesis statements;
3. summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions;
4. gather and organize information through library research;
5. demonstrate a command of grammar, diction, syntax and mechanics sufficient for college level work: control of standard English at the sentence level, with few major errors in grammar and punctuation.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. demonstrate specific vocal exercises to improve diaphragmatic breath support;
2. demonstrate specific exercises to improve vocal quality and melody;
3. demonstrate specific exercises to improve speech articulation skills;
4. transcribe simple English words and phrases into the International Phonetic Alphabet;

5. transcribe simple words and phrases in the International Phonetic Alphabet into English.

IV. Course Content

Total Faculty Contact Hours = 48

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| A. | Introduction and Orientation | 12 hours |
| | 1. Dialects in the United States | |
| | 2. Standard American English | |
| | 3. Production of speech – overview of basic components | |
| | 4. Sound symbols and phonetics in the International Phonetic Alphabet | |
| | 5. Feedback loop | |
| | 6. Student's voice and articulation analysis No. 1 | |
| B. | Articulation | 12 hours |
| | 1. Basic principles of articulation | |
| | a. Organs of articulation | |
| | b. Place and manner and vowel classification | |
| | c. Distinctive features | |
| | 2. Consonants | |
| | 3. Vowels | |
| | 4. Diphthongs | |
| | 5. Sound combinations | |
| | 6. Sound assimilation | |
| | 7. Presentation and practice of the International Phonetic Alphabet | |
| C. | Voice | 12 hours |
| | 1. Basic principles of voice | |
| | a. The organs of voice production | |
| | b. Respiration | |
| | c. Phonation | |
| | d. Resonation | |
| | 2. Vocal quality | |
| | 3. Loudness/intensity | |
| | 4. Pitch | |
| | 5. Rate/duration | |
| D. | Pronunciation | 12 hours |
| | 1. Type of mispronunciation | |
| | 2. Commonly mispronounced words | |
| | 3. Rhythm and melody | |
| | 4. Rate | |
| | 5. Vocal variety and expression | |
| | 6. Student's voice and articulation analysis No. 2 | |

V. Methods of Instruction

The following instructional methodologies may be used in the course:

1. class lecture and discussion;
2. group learning.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

1. daily practice of individually assigned exercises to improve voice and diction skills.

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. a written mid-term examination;
2. a written final examination;
3. demonstration examinations given throughout the semester;
4. analyze and critique student.

VIII. Textbook

Lyle Mayer. *Fundamental of Voice and Articulation*. 15th ed. New York: McGraw-Hill, 2013. Print.

12th Grade Textbook Reading Level. ISBN# 978-0-07-803679-8

IX. Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

1. identify and practice techniques and exercises to improve individual weaknesses in voice and diction skills;
2. write and present essays orally in which newly acquired voice and diction skills will be demonstrated;
3. demonstrate knowledge of the structure and function of the speech mechanism through formal examination.