



DEPARTMENT OF FINE ARTS

COURSE OUTLINE – DR2320 FALL 2011

TOPICS IN ACTING - VOICE – T 10:00 TO 12:50

INSTRUCTOR: Annie Smith, PhD

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OFFICE HOURS: M 11:30 to 1:00

PREREQUISITE(S)/COREQUISITE: DR1490

REQUIRED TEXT/RESOURCE MATERIALS: Dr. Seuss: *One Fish, Two Fish, Red Fish, Blue Fish*; *Green Eggs and Ham*, *How the Grinch Stole Christmas*. Shakespeare: *Shakespeare's Sonnets*. *Acting is Believing, Tenth Edition*.

CALENDAR DESCRIPTION: The practical application of theory and technique to the practice of voice production and oral communication, building on breath and impulse. Students must wear suitable clothing for physical warm-ups.

CREDIT/CONTACT HOURS: 3(0-0-3) 45 hours/term.

DELIVERY MODE(S): Laboratory

OBJECTIVES (OPTIONAL):

Students upon completion of this course will:

1. have gained confidence in using their voice
2. have extended the range and versatility of their voice
2. have learned to apply voice techniques in creating character
4. have developed confidence and competence in vocal performance
5. have explored the relationship between written and oral texts

6. have explored script analysis through vocal theory and technique

TRANSFERABILITY: UA, UC, UL, Athabasca

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions.**

Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

GRADING CRITERIA:

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A ⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A ⁻	3.7	80 – 84	FIRST CLASS STANDING
B ⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B ⁻	2.7	70 – 72	
C ⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C ⁻	1.7	60 – 62	
D ⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

EVALUATIONS:

Individual Development: 25% (Includes warm up, and vocal exercises and explorations)

Assigned Projects (4): 60% (includes individual preparation – text analysis and notes - and performance in class)

Actor's Reflections: 15%

Overdue assignments will be penalized 5% for each day late.

STUDENT RESPONSIBILITIES:

More than 10% absenteeism (1 class) will jeopardize students' completion of the course. Medical or extenuating circumstances must be supported by documentation such as a doctor's letter. This is a laboratory course and attendance is mandatory. The final project will include public performance outside of class time.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at

<http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Wk	Month	Dates	Reading	Assignment Due	Focus
1	Sept	11			Intro Class: vocal warm up, discussion of course concepts. Playing with rhythm and sound. Seuss – <i>One Fish, Two Fish ...</i>
2		18	<i>One Fish, Two Fish</i>	Reflective Writing 1	Playing with rhythm and sound - improv with partners/whole group choose partners for project 1
3		25	<i>Green Eggs And Ham</i>	Reflective Writing 2	Working with Green Eggs and Ham – rhythm, quality words and meaning.
4	Oct	2		<u>Project 1</u> <i>Green Eggs And Ham</i>	Present project with partners – peer feedback.

5		9	<i>Acting is Believing</i> Chapter 9	Reflective Writing 3	Working from <i>Acting Is Believing</i> , Chapter 9 – Interpreting Text. Choose monologue. Working with monologues
6		16	<i>Acting is Believing</i> Chapter 9	Reflective Writing 4	Working with monologues – getting the flow, getting the meaning – subtext and objectives.
7		23		<u>Project 2</u> Monologues	Present Monologues from <i>Acting is Believing</i> – debriefing - peer evaluation.
8		30	<i>Acting is Believing</i> Chapter 10 Shakespeare's Sonnets	Reflective Writing 5	Working from <i>Acting Is Believing</i> , Chapter 10 – Communicating Subtext Language Structures in Shakespeare's Sonnets – interpreting language. Choose Sonnet.
9	Nov	6	<i>Acting is Believing</i> Chapter 10	Reflective Writing 6	Making meaning – paraphrasing Shakespeare's sonnets – subtext
10		13		<u>Project 3</u> Shakespeare Sonnet	Present Shakespeare Sonnets - debriefing - peer evaluation. Begin <i>How The Grinch Stole Christmas</i> . Assign roles.
11		20	<i>How The Grinch Stole Christmas</i>	Reflective Writing 7	Exploring <i>How The Grinch Stole Christmas</i>
12		27	<i>How The Grinch Stole Christmas</i>	Reflective Writing 8	Rehearsing <i>How The Grinch Stole Christmas</i>
13	Dec	5	<i>How The Grinch Stole Christmas</i>	<u>Project 4</u> <i>How the Grinch...</i>	Rehearsing <i>How The Grinch Stole Christmas</i>
		Perform <i>The Grinch</i> at the Fall Semester Drama Scenes, Dec. 5, 7 PM Other performances of <i>The Grinch</i> tba.			

Class Routine

Each class will follow the same format. We will begin with a "check-in" and then do a physical and vocal warm-up. Then we will follow with vocal explorations and project and text work. There will be ongoing explorations with sound/voice throughout the course. The class will end with a "check-out". Wear flexible clothing and bring water.

Assignments

Assigned Projects (4): 60%. Coaching is available for all projects and should be utilized.

Project 1 – with a partner(s), devise, rehearse and present Dr. Seuss's *Green Eggs and Ham*. Work to be handed in is your text analysis – how is language used (repetition, rhythm, vocabulary, punctuation...), how is dramatic tension created?, how is character created? List your quality words. Do the illustrations hinder or help? In what ways?

Project 2 – choose a monologue from either Chapter 9 or Chapter 10 from *Acting is Believing*. Do text analysis as per Chapter 9 and 10, memorize, practice, and present to the class, explaining your interpretation afterwards. Hand in written work which will include text analysis, character development, objectives, super objective, subtext, physical score, operative words.

Project 3 – choose one of Shakespeare's sonnets. Do the research into vocabulary and meaning and context of the sonnet – use the notes in the text and The Oxford English Dictionary. Pay attention to punctuation. Write a paraphrase of the sonnet in your own words. Memorize, practice and present in class. Hand in written work including structure work, punctuation chart, paraphrase, text analysis (including vocabulary), character objectives and super objective, subtext, operative words.

Project 4 – choral presentation of *How The Grinch Stole Christmas* to be performed publicly. There will be both in class and extra rehearsal. Analyse the text and how your part contributes to the choral telling. How does the story telling work? What spoken word forms and rituals does it tap into? How are you able to use what you have learned in the class to shape your performance? Hand in written work – full text analysis, including punctuation chart, character work.

Individual Development: 25% (includes warm up, vocal exercises and explorations, feedback given to peers, and utilization of feedback given to them by peers and the instructor)

Actor's Reflections: 15%. Reflection questions will be assigned. Your reflection is also a class by class record of what is done in class and some analysis of your responses, your questions, your difficulties.

There is no midterm exam or final exam in this course.