



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Year:** 2025

**Course Prefix:** THEA

**Course and Section #:** 3122 001

**Course Title:** Voice & Speech II

**Credits:** 3

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### ***Course Description***

Continues the work of first-semester Voice and Speech. Strengthens the actor's use of voice, including resonance, range, and vocal variety. Introduces detailed phonetics using the International Phonetic Alphabet and identifies markers of formal versus informal speech. Emphasizes text work, including imaging and operative language. Please note, this is a course in acting, not public speaking.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Steven Rimke

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### ***Student Learning Outcomes***

1	Use advanced techniques for vocal strength, resonance, range, and flexibility
2	Utilize formal and informal speech markers in performance
3	Use the International Phonetic Alphabet to describe the speech sounds of self and others
4	Employ vocal variety to increase interest and tactical effectiveness in performance

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### ***Course Materials and Texts***

Introducing THE IPA by Eric Armstrong

Pen or pencil and something to write on

Recording device (can be your phone)

Earbuds/earphones (optional)

Movement clothing with yoga mat

The IPA chart

Drinking straw for straw phonation (singing straw is also acceptable)

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

#### **Assignment descriptions:**

#### **Attendance and Participation and Professional Practice (25 Pts)**

##### **This is evaluated throughout the semester.**

Please come in comfortable, movable clothes. Please bring a pencil and notepad to every class. As the course is experiential and sequential, students are permitted no more than two (2) absences without penalty. Any more than two absences will result in a lowered letter grade for each absence. The Department policy on late arrival to class is that three (3) “tardies” will equal one (1) absence. More than four absences and you will be unable to pass this course. Arriving more than 15 minutes late is considered an absence and up to the instructor as to whether you will receive attendance credit. I do my best to change absence markings to tardies, however it is not my job to disrupt class to mark you tardy and there is a chance I will forget. **It is the student's responsibility to make sure a late arrival is changed to a tardy and not left as an absence.**

If you have to miss class due to illness: If you are too ill to attend class, please notify the instructor in writing (via email) prior to the class meeting. Clear and timely communication will help increase the likelihood of being able to excuse you from class or to Teams you into a class when possible. If you go about this with this protocol, you will likely find compassionate faculty who are willing to excuse an absence for illness.

You are required to practice for 15 to 30 minutes a day. On days when you do not have class you are still expected to practice. The class time spent in class is not enough to effect a change without daily practice. Practice may include but not limited to practicing straw phonation work (SOVT), warmup exercises, memorizing text, and reading materials.

#### **Professional practice: (Included in the 25 pts above)**

Professional practice is the practice of what is expected behavior in the professional world. This practice includes classes, auditions, rehearsals, and performance. We practice this here, so it becomes a habit.

1. Arrive on time and a manner where you can engage in the work at hand. This means that you have done your homework, are open and willing to be focused on the work at hand and ready to change and redirect your focus as the tasks develop.
2. Careful listening to your classmates is an important part of learning and the work of an actor. You can learn a lot by trying to understand what is or isn't working for your classmates. Please do not talk while another actor is asking a question or performing, or while the instructor is giving feedback or instruction.
3. If you know you are going to miss a class, it is professional to let the instructor know ahead of time. If you are going to be absent or miss a class, it is up to you to gain the missed information. If you miss a performance or a day where an assignment is due, it is expected that you discuss this with the instructor as soon as possible.
4. Silence your cell phone. Don't check it in class. If you need to check it for a specific reason such as an emergency, tell the instructor before class.
5. Your class is an ensemble. Be generous and patient with others growth, struggle, process and journey. If you can help, do so! The “real world” you are training for is very competitive. Help and support each other now.

6. Acceptance and respect of everyone in the class.
7. Willingness to explore vulnerability.
8. Please take out your headphones/air pods at the beginning of class.
9. No chewing gum in class. We will be doing work that is like singing.

### **IPA Tests (10 pts, 2.5 pts per test)**

Students will complete 4 IPA tests each worth 2.5% of their final grade. Tests will be **cumulative**. Each test is worth 2.5%. All tests have elements of ear training to develop an acuteness to the sounds they produce before moving into dialects. These tests will be open book. The tests are taken communally. All of the tests are found on the calendar. This requires attention in class and practice outside of class. Reach out if you need additional help.

### **SOVT assignment (10 pts, 2.5 pts for four separate assignments)**

#### **DUE Weeks 2, 6, 9, and 13.**

You will be asked to submit a video recording of you humming through a straw each whole note beginning with F below middle C through to F above middle C (F3 – F4). It is expected that each number grows throughout the semester with your practicing. The instructor will record your scores. If the numbers do not grow, you will be asked to schedule a meeting with the instructor to check in. Failure to do so will result in a failure for that assignment. If any number is below 6 seconds on assignment #2 or #3, you will be asked to schedule a meeting with the instructor.

\*If you do not have access to a piano, a piano app like <https://virtualpiano.net> works great. \*\*If you choose to use this app, you should play the following: q, w, e, r, t, y, u, i. You also have access to pianos that are in classrooms if you [book the space](#) in advance.

### **Vocal Landscape (10 pts)**

This project is meant for you to gain an awareness of the types of voices you use throughout this term. This will **not** be worked on in class, but instead you will be reminded throughout the term and will present on **February 10<sup>th</sup>**. The presentation will include a minimum of 15 voices that you have used throughout the term, both in and outside class. You can record these voices throughout the term to remember them or write them down in your journal. Each “voice” should have only a couple words, or a sentence assigned to it.

### **Vocal Development / Warmup (10 pts)**

This component of the course will be assessed through the entirety of the semester. We will be working through the Linklater progression, focusing on: relaxation, touch of sound, the articulators, resonance, and ribs while further practicing alignment, breath, and forward unrestricted voice. Additionally, we will look into the anatomy of the voice and other pedagogies. Through the course, you will develop a 20-minute voice (speech) warmup that you will present **March 3<sup>rd</sup>**.

### **Create a Character Voice (10 pts)**

#### **DUE April 16<sup>th</sup>.**

Using the seven forms of emphasis, resonance, vocal extremes, and other skills learned throughout the semester, you will create the voice for a character. The character should have a brag about your special skill (taunt 1), a threat to your opponent (taunt 2), a confident attack cry, a call for retreat, and the last words before your character dies. Each of these are just a sentence in length. For example, taunt 1 could be: you couldn't run as fast as me if you tried!

### **Journal (5 pts, each entry worth 2.5 pts)**

#### **DUE March 7<sup>th</sup> & April 22<sup>nd</sup>.**

You are asked to reflect on the first half for the first paper and the second half of the semester for the second paper. Each paper should be no less than 250 words. Please detail exercises, coaching sessions, observations of your peers, questions you have about the process or work, successes, failures, and/or areas you want to see yourself grow.

**Perform Three Vocal Extremes (20 pts)**

**DUE April 30<sup>th</sup>, 1- 2:50 PM**

You will be taught the following skills: how to produce growls (low, mid, and high), tilt, calls, and screams (false fold/distortion, high growl scream, and seagull). You will choose and perform three of these skills safely and sustainably. The skill should tell a story and be specific. For example, you could drop ice cream on your shoes, become frustrated with the whole world, and then let out a 2 second false fold scream. You could tell someone to get down in a call with and without tilt.

**Play Attendance (Extra Credit 2 points each show for a total of 6 possible points)**

Please consider watching our productions. The cost of tickets may be seen as additional "textbook" costs. You can purchase tickets [here](#) or at the box office in the Noorda lobby. Show your student ID to get \$2 tickets!

Shows and dates are as follows:

The Whole Story: February 21 – March 1

Little Women: April 4 – April 12

Scaredy Cat: March 21 – March 22

**Filling out an SRI (Extra credit 2 points)**

Complete the SRI for this course and submit a screen shot to earn extra credit.

**Grading Policy**

A	95-100	W = Withdrawl I = Incomplete AU = Audit CR = Credit Granted NC = No Credit Granted T = In Progress
A-	90-94	
B+	87-89	
B	83-86	
B-	80-82	
C+	77-79	
C	73-76	
C-	70-72	
D+	65-69	
D	60-64	
E	0-59	

**Required or Recommended Reading Assignments**

See below

**General Description of the Subject Matter of Each Lecture or Discussion**

\*This schedule is subject to change according to the needs and progress of the students.

Week 1 : Introduction

Monday, January 6<sup>th</sup>

Introduction, Course Outline

Wednesday, January 8 <sup>th</sup>	Boundary work; Exploring the IPA
Week 2: <u>Exploring Anatomy and the IPA</u> Monday, January 13 <sup>th</sup> Wednesday, January 15 <sup>th</sup>	Exploring anatomy Consonants and SOVT <b>SOVT #1 DUE</b>
Week 3: <u>Anatomy and Consonants</u> Monday, January 20 <sup>nd</sup> Wednesday, January 22 <sup>nd</sup>	Martin Luther King Jr. Day – NO CLASS Consonants and <i>The Women's Voice</i>
Week 4: <u>Consonants and Linklater</u> Monday, January 27 <sup>th</sup> Wednesday, January 29 <sup>th</sup>	<i>Practice Test</i> and Linklater <b>IPA – TEST on Consonants, Vowels</b>
Week 5: <u>IPA Test and Black English</u> Monday, February 3 <sup>rd</sup> Wednesday, February 5 <sup>th</sup>	Vowels and Linklater <b>IPA – Test on Consonants and Vowels</b>
Week 6: <u>Vowels and Linklater</u> Monday, February 10 <sup>th</sup> Wednesday, February 12 <sup>th</sup>	<b>Vocal Landscape DUE</b> Vowels <b>SOVT #2 DUE</b>
Week 7: <u>Vowels Practice Test</u> Monday, February 17 <sup>th</sup> Wednesday, February 19 <sup>st</sup>	Washington and Lincoln day – NO CLASS <b>IPA – Test on Consonants and Vowels – Cheeks</b> Chapter week 10 & 11
Week 8: <u>Vowels and Final</u> Monday, February 24 <sup>th</sup> Wednesday, February 26 <sup>th</sup>	Vowels, Linklater Workout <b>Vowels FINAL EXAM</b>
Week 9: <u>Warmup and VCT</u> Monday, March 3 <sup>rd</sup> Wednesday, March 5 <sup>th</sup>	<b>Vocal Warmup DUE</b> Vocal Combat Technique: Intro <b>SOVT 3# DUE</b> <b>JOURNAL DUE</b>
Week 10: <u>SPRING BREAK</u> Monday, March 10 <sup>th</sup> Wednesday, March 12 <sup>th</sup>	NO CLASS NO CLASS
Week 11: <u>Vocal Combat Technique</u> Monday, March 17 <sup>th</sup> Wednesday, March 19 <sup>th</sup>	Vocal Combat Technique: SOVT Vocal Combat Technique: Efforts and Impacts

Week 12: <u>Vocal Combat Technique</u> Monday, March 24 <sup>th</sup> Wednesday, March 26 <sup>th</sup>	Vocal Combat Technique: Review Efforts/Breath Vocal Combat Technique: Calls and Shouts and Tilt
Week 13: <u>Vocal Combat Technique</u> Monday, March 31 <sup>st</sup> Wednesday, April 2 <sup>nd</sup>	Vocal Combat Technique: Low Growl / Cough Vocal Combat Technique: Mid and High Growl <b>SOVT #4</b>
Week 14: <u>Vocal Combat Technique</u> Monday, April 7 <sup>th</sup> Wednesday, April 9 <sup>th</sup>	Vocal Combat Technique: Growls Review Vocal Combat Technique: Screaming
Week 15: <u>Vocal Combat Technique</u> Monday, April 14 <sup>th</sup> Wednesday, April 16 <sup>th</sup>	Vocal Combat Technique: Screaming <b>Creature Voices DUE</b>
Week 16: <u>Vocal Combat Technique</u> Monday, April 21 <sup>st</sup>	Review, Scheduled Meetings <b>JOURNAL DUE</b>
Week 17: <u>Final performance</u> Wednesday April 30 <sup>th</sup> , 1 – 2:50 PM	<b>Perform Three Vocal Extremes</b>

## ***Required Course Syllabus Statements***

### **Generative AI**

#### **AI Statement**

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you. The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.

- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. *AI statement from Hilary Hungerford. Adapted from Temple University statement on AI in classes*

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### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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### ***Required University Syllabus Statements***

#### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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#### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each

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course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.