



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

LAST REVIEW: 2003-2004
(i.e. 2003-2004)

NEXT REVIEW: 2008-2009
(i.e. 2008-2009)

STATUS: A
(A, I, D)

COURSE TITLE: Voice and Articulation II

COMMON COURSE NUMBER: TPP 2701C

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN
(per 16 week term)

CLOCK HOURS:
(Voc. Course ONLY)

Lecture: 32 Lab: 32

Clinic: Other:

PREREQUISITE(S): TPP2700C (Intro to Voice)

COREQUISITE(S): None

PRE/COREQUISITE(S): None

COURSE DESCRIPTION: *(600 characters, maximum)*

Application of techniques studied in Intro to Voice, with emphasis on the study of vocal posture and the International Phonetic Alphabet. Students will continue to improve articulation and pronunciation, as they learn to apply differentiation of sounds to achieve a neutral American Dialect. Learned skills will then be utilized to master three popular stage dialects. The theories and principles of the course will be applied in written assignments, oral performances before the class, and through vocal exercises done in class, the learning resources laboratory, and at home.

UNIT TITLES

1. Strengthening and Focusing the Articulators
2. Consonant Articulation – Pulmonic and Non-Pulmonic
3. Differentiation of Vowel Sounds
4. The International Phonetic Alphabet of Sounds – A Review
5. Vocal Posture – Identification and Adoption
6. Adoption of the Neutral American Accent
7. Stage Dialect #1 – Sound Substitution Identification and Adoption
8. Stage Dialect #2 – Sound Substitution Identification and Adoption
9. Stage Dialect #3 – Sound Substitution Identification and Adoption



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UNITS

Unit 1 STRENGTHENING AND FOCUSING THE ARTICULATORS

General Outcome:

- 1.0 The student shall be able to increase the mobility and coordination of the articulators and later identify by sound their positioning in a variety of vocal postures.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1 Recognize and classify seven major lip postures and identify resultant sounds.**
- 1.2 Recognize and classify four major jaw postures and identify resultant sounds.**
- 1.3 Recognize and classify seven major tongue postures and identify resultant sounds.**
- 1.4 Recognize and classify cheek involvement in phoneme production.**
- 1.5 Identify and recreate specific vocal posture of live subject .**
- 1.6 Identify and recreate specific vocal posture of foreign language subject.**



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Unit 2 CONSONANT ARTICULATION – PULMONIC AND NON-PULMONIC

General Outcome:

- 2.0 The student shall be able to provide rudimentary explanations of the physical action of the articulators in pronunciation of pulmonic and non-pulmonic consonants in human speech, and manifest these actions through oral performance in order to increase linguistic detail as well as to present examples of foreign subject pronunciation patterns.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to: Identify and present examples of plosives, nasals, trills, taps, flaps, fricatives, approximants, laterals, affricates and non-pulmonic consonant sounds or order to transcribe and reproduce all sounds made in human speech.

- 2.1 Identify and model Bilabial consonant focus**
- 2.2 Identify and model Labiodental consonant focus**
- 2.3 Identify and model Dental consonant focus**
- 2.4 Identify and model Alveolar consonant focus**
- 2.5 Identify and model Postalveolar consonant focus**
- 2.6 Identify and model Retroflex consonant focus**
- 2.7 Identify and model Velar consonant focus**
- 2.8 Identify and model Uvular consonant focus**
- 2.9 Identify and model Pharyngeal consonant focus**
- 2.10 Identify and model Glottal consonant focus**
- 2.11 Identify and model Glottalic Egressive and Ingressive consonant focus**
- 2.12 Identify and model Velaric Ingressive and Egressive consonant focus**



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Unit 3 DIFFERENTIATION OF VOWEL SOUNDS

General Outcome:

- 3.0 The student shall be able to recognize and classify the vowel sounds of the International Phonetic Alphabet to accurately record pronunciation of words as well as patterns of speech in all subjects studied.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1 Identify and model high front point of focus vowel sounds.**
- 3.2 Identify and model mid front point of focus vowel sounds.**
- 3.3 Identify and model low front point of focus vowel sounds.**
- 3.4 Identify and model mid central point of focus vowel sounds.**
- 3.5 Identify and model high back point of focus vowel sounds.**
- 3.6 Identify and model low back point of focus vowel sounds.**



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Unit 4 THE INTERNATIONAL PHONETIC ALPHABET OF SOUNDS – A REVIEW

General Outcome:

- 4.0 The student shall be able to employ the International Phonetic Alphabet to accurately record all sounds of human speech.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1 Recognize and accurately pronounce phonetically-transcribed dialogue.**
- 4.2 Accurately transcribe sentences written orthographically into the International Phonetic alphabet.**
- 4.3 Accurately transcribe American speaker dialogue into the International Phonetic alphabet.**
- 4.4 Accurately transcribe foreign speaker dialogue into the International Phonetic alphabet and determine consistent sound substitutions.**



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Unit 5 VOCAL POSTURE – IDENTIFICATION AND ADOPTION

General Outcome:

- 5.0 The student shall be able to identify and re-create specific and highly detailed vocal postures of native and foreign speakers through visual and aural investigation, in order to accurately represent the essence of an accent or dialect, with specific attention paid to the adoption of the American dialect.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 5.1 Identify and model changes in articulators which contribute to vocal posture.**
- 5.2 Identify and model changes in placement of the voice which contribute to vocal posture.**
- 5.3 Identify and model changes in pitch lilt which contribute to vocal posture.**
- 5.4 Identify and model rate of delivery variations in specific speakers.**
- 5.5 Explain any additional characteristics which contribute to vocal posture.**
- 5.6 In performance, accurately represent all changes in vocal posture to recreate speaker dialogue.**



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Unit 6 ADOPTION OF THE NEUTRAL AMERICAN ACCENT

General Outcome:

- 6.0 The student shall be able to employ the International Phonetic Alphabet and knowledge of vocal posture characteristics to reflect vowel and consonant changes as well as point of focus which occurs in the neutral American dialect.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 6.1 Identify and explain native speech variations.**
- 6.2 Identify and model appropriate I.P.A. consonant changes.**
- 6.3 Identify and model appropriate I.P.A. vowel changes.**
- 6.4 Identify and model necessary vocal posture changes.**
- 6.5 Explain and exhibit any additional characteristics of American speech such as pitch lilt, special pronunciations, and use of idioms.**
- 6.6 Using I.P.A., transcribe native speech into neutral American dialect.**
- 6.7 In performance, accurately read aloud dialogue using neutral American dialect.**



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Unit 7 STAGE DIALECT #1 – SOUND SUBSTITUTION IDENTIFICATION AND ADOPTION

General Outcome:

- 7.0 The student shall be able to employ the International Phonetic Alphabet and knowledge of vocal posture characteristics to reflect vowel and consonant changes as well as point of focus which occurs in the American Southern dialect.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 7.1 Identify and model appropriate I.P.A. consonant changes.**
- 7.2 Identify and model appropriate I.P.A. vowel changes.**
- 7.3 Identify and model necessary vocal posture changes.**
- 7.4 Explain and exhibit any additional characteristics of American Southern speech such as pitch lilt, special pronunciations, and use of idioms.**
- 7.5 Using I.P.A., transcribe English into American Southern dialect.**
- 7.6 In performance, accurately read aloud dialogue using American Southern dialect.**



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Unit 8 STAGE DIALECT #2 – SOUND SUBSTITUTION IDENTIFICATION AND ADOPTION

General Outcome:

- 8.0 The student shall be able to employ the International Phonetic Alphabet and knowledge of vocal posture characteristics to reflect vowel and consonant changes as well as point of focus which occurs in the British dialect.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 8.1 Identify and model appropriate I.P.A. consonant changes.**
- 8.2 Identify and model appropriate I.P.A. vowel changes.**
- 8.3 Identify and model necessary vocal posture changes.**
- 8.4 Explain and exhibit any additional characteristics of British speech such as pitch lilt, special pronunciations, and use of idioms.**
- 8.5 Using I.P.A., transcribe English into British dialect.**
- 8.6 In performance, accurately read aloud dialogue using British dialect.**



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Unit 9 STAGE DIALECT #3 – SOUND SUBSTITUTION IDENTIFICATION AND ADOPTION

General Outcome:

- 9.0 The student shall be able to employ the International Phonetic Alphabet and knowledge of vocal posture characteristics to reflect vowel and consonant changes as well as point of focus which occurs in a third dialect. Dialect will be determined dependent upon current production requirements and/or student needs.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 9.1 Identify and model appropriate I.P.A. consonant changes.**
- 9.2 Identify and model appropriate I.P.A. vowel changes.**
- 9.3 Identify and model necessary vocal posture changes.**
- 9.4 Explain and exhibit any additional characteristics of speech in the dialect such as pitch lilt, special pronunciations, and use of idioms.**
- 9.5 Using I.P.A., transcribe English into said dialect.**
- 9.6 In performance, accurately read aloud dialogue using said dialect.**