Stage Dialects and Vocal Characterization

**Instructor:** Ann Price  
**Office:** C113  
**Phone:** 426-3957 and ask to leave a voicemail  
**Hours:** By appointment  
**e-Mail:** annprice@boisestate.edu

**Required Materials**

- Reliable access to internet and printer. Blackboard is a required website where you will download mp3 files, print/save necessary documents, submit online quizzes, and upload performance mp3s.
- A three-ring binder with dividers for each topic.
- A microphone for digital recording. These are relatively inexpensive. Check Amazon.
- Videos/DVDs for class presentation.
- An mp3 player is VERY useful, and highly recommended for individual practice.

**Course Objectives**

Students will:

- Recognize the difference between a dialect and accent
- Recognize dialects are reflections of individual personalities and social cultures
- Analyze dialectal variations including vocal pitch, tone, and articulation
- Document sound differences using the International Phonetic Alphabet
- Examine the history of different regional dialects of the United States
- Develop a step-by-step process for learning a dialect
- Implement different dialects and accents in performance
- Explore improvisational acting skills using movement and mask exercises
- Increase vocal range
- Interpret the physical aspects, attitudes, and lifestyles of characters being performed.

**Course Requirements**

**Vocal drill.** Any hope of precision and consistency demands homework and practice. Class time will be devoted to introducing each dialect and providing examples. There will be limited practice time in class. I am happy to work with you outside of class via office hours, phone consultation, and review of digital ‘dress rehearsals’ as a means of improving your dialect skills. It is important, however, that you become self-sufficient in analyzing and improving your own work. Professionally, you will often work without the assistance of a dialect/vocal coach.

**Participation** in class will include group and individual drill, listening to samples of text and your classmates. Complete involvement in all parts of the process is vital. Always bring your materials to class.

**Discipline** is expected both in preparation and attendance. More than one absence will lower your final grade by one full letter grade for each additional absence. Don’t be late.
If you are five minutes late for class it will count as 1/3 an absence. If you are late at all, you will not be participating in any practice work for that class. **It is your responsibility to keep track of your tardies and absences.**

**Extra Credit** will be offered for the class. You may turn in extra credit recordings only if the required dialect recording and written work were submitted on time. Extra means extra.

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**THEA 335, Spring 2013**  
**Stage Dialects and Vocal Characterization Grading**

**Grade**

- **70%** Dialect Recordings (10% for seven different dialects)  
  - Record monologues and submit digitally by due dates. No late performances are accepted.  
  - Required written work  
    - operative word analysis  
    - highlight and transcribe ten representative words that best reflect the sound substitutions for the dialect/accent.  
  - These are to be turned in by the due date for the performance.  
    - Poor or incomplete written work will result in a minimum of one letter grade reduction for the dialect. No written work will result in an F grade for that dialect. Late written work is not accepted.

  - Recording 1 Appalachian or Texas  
  - Recording 2 New York  
  - Recording 3 Received Pronunciation or Estuary  
  - Recording 4 Cockney  
  - Recording 5 Scottish  
  - Recording 6 German  
  - Recording 7 Wilcoxian  
  - Extra Credit Recordings—you are welcome to submit recordings for all dialects covered in class. For example, if you choose to perform Texas for your first recording, you may also submit extra credit performances for Appalachian, Contemporary Lower South, and Plantation Southern

- **05%** Online Quizzes (this percentage is based on your points/divided by total quiz Points)

- **25%** Vocal Characterization Project

**Deadlines**

- Once each dialect unit is completed it will be up to you to continue practicing, then, record your monologue and submit it to me for grading. Deadlines will be announced in class.

**Grading Criteria**

- **accuracy**—correct sound substitutions and all vocal parameters.  
- **consistency**—using the above characteristics throughout the entire monologue  
- **interpretation**—character choices that sound spontaneous and motivated.
A= Accuracy, consistency, and strong interpretation.
B= Accuracy, consistency but interpretation is limited, or great interpretation but inconsistent.
C= Inconsistent with weak interpretation.
D= Distorted—i.e., Irish sounds like Texas. Even with good interp, inaccuracy is not acceptable.
F= No written work.
0= Submitted late

Scale for Final Class Grade
A+ =99.6-100, A=93.1-99.5, A-=90-93
B+ =88.1-89.9, B=83.1-88, B-=80-83
C+ =78.1-79.9, C =73.1-78, C-=70-73
D+ =68.1-69.9, D=63.1-68, D-=60-63
F =59.9 and below

THEA 335 Stage Dialects and Vocal Characterization,
Spring Semester, 2013

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<th>Week</th>
<th>Class Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>January 21(no class)</td>
<td>What is a Dialect? How is it different from a Stage Dialect? How do you Learn a Stage Dialect? What do you remember about Stage Speech and IPA? Complete some online work/quizzes Start learning Plantation Southern on your own</td>
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<td>January 28th</td>
<td>Plantation Southern/Contemporary Southern</td>
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<td>February 4th</td>
<td>Mountain and Texas Dialects</td>
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<td>February 18th (no class)</td>
<td>Start learning Standard British on your own</td>
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<td>Standard British/Estuary</td>
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<td>March 11th</td>
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<td>March 18th</td>
<td>Welsh, review British Isles</td>
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<td>Final Project Performance</td>
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