### Syllabus for JOMC 425.001 Broadcast Voice and Diction Fall, 2014

**Class Meetings** Tuesday and Thursday, 9:30 to 10:45AM, **Carroll Hall 253**

* *JOMC-425.1 cannot be taken concurrently with any course in which the lab or group meeting conflicts with JOMC-425.1 time periods.*

**Instructor**

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| Professor:  [**David Cupp**](http://www.jomc.unc.edu/directories/faculty/cupp.html)  325 Carroll Hall  email: [**dcupp@email.unc.edu**](mailto:dcupp@email.unc.edu) | **Office Hours:**  **1:15PM to 2:15PM**  **Mondays and Wednesdays,**  **By Appointment,**  **And By Chance.** |

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**Course Description**

JOMC 425.1 is designed to help you to build vocal skills that will serve you well in all your oral communication. More specifically, the techniques you will learn during this course will help you to communicate more effectively as an on-air broadcast journalist. We will start with the basics and end by working on specific professional vocal challenges. Along the way we will focus on these areas:

1. **Breathing** correctly to support your voice is the key to all good vocal production.
2. **Phonation** is the creation of vocal sound. During this course you will learn how your vocal folds work, how to keep them healthy, and how to use them more effectively.
3. **Articulation** refers to the formation and shaping of the sounds you create into crisp, clean syllables.
4. **Stress and intonation** variations will help you to turn those syllables into compelling words, and to convey their meaning more clearly.
5. **Resonance** refers to the use of resonating cavities to enrich and augment the tone of your voice. Use of the techniques you will learn in this course will literally help you to make your voice sound richer.
6. **Sounding conversational** in an artificial, electronic environment poses a unique challenge for all broadcast journalists. The techniques you learn in this course will help you to cut through the technological clutter and communicate more effectively with the real people in your audience.
7. **Going live** poses a variety of challenges for broadcast journalists. During this course you will learn tips to help you with live interviewing, reporting and anchoring; working both with and without a teleprompter.
8. **Tension** is a daily reality for broadcast journalists, and so are the vocal problems tension causes. This course will help you to develop effective strategies to cope with the stress you will face as a working professional.

**Academic Integrity**

During this course we will strive to be ethical journalists, adhering not only to the guidelines of the University of North Carolina Honor System but also to the codes of ethics developed by various professional journalism organizations. I encourage you to discuss issues and concerns about broadcast journalism inside and outside this class, but the work you submit is to be exclusively your own. You must be careful to give attribution wherever appropriate. Please refer to this website: <http://instrument.unc.edu/> if you have questions about upholding academic integrity in your work. Your participation in this course comes with my expectation that your work will be completed in full observance of the Honor Code.

**Attendance**

As in the broadcast industry, punctuality is essential and deadlines must be met. Classroom experiences are a vital part of the educational process. Therefore, regular class attendance is essential. The following policy governs absences and their effect upon your grade:

* I expect you to arrive on time, and to stay for the entire class period. For clock-setting purposes, visit <http://www.time.gov> or <http://www.time.is>. Instead, just for fun, you might want to visit <http://www.humanclock.com/> Arriving late, coming in and out during class and/or leaving early will have an impact on the class participation aspect of your grade. Do not schedule activities related to other classes that will conflict with your ability to attend these class sessions.
* One (1) absence – no penalty.
* Each additional absence will result in the deduction of one grade level (A- to B+) from your **final grade**.
* Medical absences are not considered separately. Hardship medical cases and other personal emergencies will be considered when the situation arises. If you must miss class due to a contagious illness or an emergency situation, relay information to me **before the class begins** by phone or e-mail.

**Participation**

One of the primary forms of participation in this class will be discussion. We will converse as a class and in small groups, thinking through issues together and critiquing our own work and the work of others. In order to create a good climate for everyone to participate, please follow these discussion guidelines:

* Be ready to share and explain your opinions. Feel free to disagree with others, but be specific in your own assertions and back them up with evidence.
* Listen carefully and respond to other members of the group. Be willing to change your mind when someone demonstrates an error in your logic or use of facts.
* Do not hesitate to ask for clarification of any point or term you do not understand.
* Make your point succinctly, avoid repetition, and stick to the subject.
* Be honest but sensitive in critiquing the work of others, whether you know the people involved or not. Keep the focus on the work, not the individuals, and critique their work as carefully as you would hope to see someone else critique yours.
* When critiquing your own work, to the extent you can try to divorce yourself from your emotional connection to it so you can be as objective as possible.

To get the most out of our discussions, we must be prepared. That means you are responsible for having read that session’s material and for having thought through any questions given out ahead of time.

**Attire:**

We will be doing vocal exercises during many of our class meetings. In order to get the full benefit from them I encourage you to **wear comfortable, loose-fitting clothing to this class – clothing you will be willing to wear while lying on the floor.**

# Undivided Attention

If you become a broadcast journalist you will utilize electronic devices daily, but all reporters must learn to listen well and take good notes without the aid of a computer. Before class begins please turn off all your electronic devices – laptop, PDA, cell phone, pager, etc. During class, all computers are to remain off at all times unless the instructor asks you to turn them on.

**Course Materials**

##### Required Text

[*Utterback*](http://OnlineVoiceCoaching.com), A.S., *Broadcast Voice Handbook*, 5th ed.

ISBN 1-56625-272-5

Note that this text is not available in a print edition. A .pdf version of the book on compact disk is available at the Student Store or may be [*purchased directly*](http://www.UtterbackPublishing.com/bookstore.html) from Dr. Utterback. A copy is on reserve at the Park Library.

## Recommended Materials

Stern, David Alan, *The Speaker’s Voice*, Three CDs with companion text/drill manual available at [*http://dialectaccentspecialists.com*](http://dialectaccentspecialists.com) A copy is on reserve at the Park Library. This is an excellent resource for anyone doing self-guided voice work. We will do some exercises from these recordings during this class.

Dr. Stern has also produced a series of recordings to help speakers who hope to [*reduce their accents*](http://www.dialectaccentspecialists.com/store/index.php/cat_3), whether domestic American or foreign. I strongly encourage anyone who is dealing with an accent issue to order the appropriate recording.

**Grades and Assignments:**

Unless otherwise specified by the instructor, all assignments are due at the start of class. If an extension is necessary for reasons such as illness or an unexpected event, arrangements must be made with the instructor **prior** to the day that the assignment is due. If such an extension is not granted, the student will be penalized a letter grade (ex. B- to C+) for each day that the assignment is late. You cannot receive a passing grade in the course unless all assignments in the course are completed.

A numerical grade scale will be used on all papers and tests. Here are the letter equivalents:

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| --- | --- | --- | --- | --- |
| 94 – 100 | A |  | 71 – 73.9 | C- |
| 91 – 93.9 | A- |  | 64 – 67.9 | D |
| 88 – 90.9 | B+ |  | 61 – 63.9 | D- |
| 84 – 87.9 | B |  | 60.9 and below | F |
| 81 – 83.9 | B- |  |  |  |
| 78 – 80.9 | C+ |  |  |  |
| 74 – 77.9 | C |  |  |  |

# Class attendance / participation in discussions 10%

Vocal Improvement 10%

Mid-Term Exam 20%

Final Exam 20%

Quizzes 10%

Outside Advice Assignment 10%

Voice Analysis Project 10%

In-Class Recordings 10%

Class Attendance / Participation In Discussions (10%)

Active engagement in class discussions is integral to the success of the course. Therefore, attendance and participation are required. I expect you to come to class on time and prepared to participate in all course activities.

Vocal Improvement (10%)

The goal of this class is to help you to improve your speaking voice and your on-air presentation skills. Rates of improvement will vary from person to person. No students are expected to reach their full potential within the span of one semester, but all students are expected to make measurable progress in the basic areas of articulation, rate, volume, stress and intonation.

Mid-Term Exam ( 20% )

Final Exam ( 20% )

Quizzes ( 10% )

The textbook in this course is intended to give you a scientific understanding of your vocal mechanism, and what you can do to keep it healthy and make it work better. You will be tested on textbook and class lecture materials in a Mid-Term Exam, a Final Exam, and in various unannounced quizzes over assigned readings. If you are absent on the day a quiz is given you may make arrangements to make up the quiz within 24 hours, but a standard three-point deduction will be made for any quiz taken late.

Outside Advice Project (10%)

Beyond the information you will study in class, you will be expected to contact a working broadcast professional to solicit advice and information about newsroom vocal problems and solutions. Your choices could include a news director, an anchor, a producer, or an on-air correspondent. The person you choose must either work on air, or work in a collaborative or supervisory capacity with on-air talent – and must **not** be a UNC graduate who has taken this course. In addition to asking for information you will be expected to solicit a tape or obtain a link to video from that individual to help illustrate the advice they are offering. You will write a one-page report on your findings, and will make a classroom presentation on them.

Voice Analysis Project (10%)

In addition to helping you develop a professional voice, a goal of this course is to help you develop a critical ear. To demonstrate your ability to accurately identify vocal problems you will be expected to analyze a broadcaster’s voice, create a written evaluation, and make a classroom presentation explaining your findings.

In-Class Recording (10%)

As a demonstration of your presentation skills, you will be expected to make one or more recordings in the studio and/or in the field under as-live conditions utilizing material to be assigned by the instructor. **Class Topics, Readings, and Assignments by Date**

| Date | Topic | Readings DUE | Assignment DUE |
| --- | --- | --- | --- |
| **Week 1** | **Preparation** |  |  |
| **Class 1**  **Tuesday August 19** | Get acquainted  Course overview  Discuss syllabus  Discuss text | Meet Dr. Utterback |  |
| **Class 2**  **Thursday, August 21** | Breathing Exercises and Warm-ups | Utterback Foreword  Introduction to the Fourth Edition  Appendix A (From Sakai site – not from textbook). | Sample various TV newscasts.  Concentrate on anchor and reporter delivery.  Note what you like – and what you don’t. |
| **Week 2** | **Breathing** |  |  |
| **Class 3**  **Tuesday August 26** | Breathing – The Key to Good Vocal Production | Chapter 1 |  |
| **Class 4**  **Thursday**  **August 28** | Breathing – The Key to Good Vocal Production |  |  |
| **Week 3** | **Recording / Phonation** |  |  |
| **Class 5**  **Tuesday**  **Sept. 2** | Phonation – Using the Vocal Folds Effectively | Chapter 2 |  |
| **Class 6**  **Thursday**  **Sept. 4** | **1st Recording of**  **The County Fair** |  | Make appointment with Prof. Cupp for individual  voice analysis |
| **Week 4** | **Phonation / Resonance** |  |  |
| **Class 7**  **Tuesday**  **Sept. 9** | Phonation – Using the Vocal Folds Effectively |  | REMEMBER TO BRING A HAND MIRROR NEXT CLASS! |
| **Class 8**  **Thursday**  **Sept. 11** | Resonance – Enriching Speech Sounds | Chapter 3 | Bring a hand mirror to class. |

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| **Week 5** | **Resonance/Articulation** |  |  |
| **Class 9**  **Tuesday**  **Sept. 16** | Resonance – Enriching Speech Sounds |  |  |
| **Class 10**  **Thursday**  **Sept. 18** | Articulation – Forming and Shaping the Sound | Chapter 4 |  |
| **Week 6** | **Articulation/ Advice** |  |  |
| **Class 11**  **Tuesday**  **Sept. 23** | Articulation – Forming and Shaping the Sound |  | **Outside Advice Reports Due In Drop Box** |
| **Class 12**  **Thursday**  **Sept. 25** | Outside advice – What have we learned? |  |  |
| **Week 7** | **Expression** |  |  |
| **Class 13**  **Tuesday**  **Sept. 30** | Enhancing Meaning through Stress and Intonation | Chapter 5 |  |
| **Class 14**  **Thursday**  **Oct. 2** | Enhancing Meaning through Stress and Intonation |  |  |
| **Week 8** |  |  |  |
| **Class 15**  **Tuesday**  **Oct. 7** | **Review** | **Review** | **Review** |
| **Class 16**  **Thursday**  **Oct. 9** | **Midterm Exam** | **Midterm Exam** | **Midterm Exam** |
| **Week 9** |  |  |  |
| **Class 17**  **Tuesday**  **Oct. 14** | **Outside Advice Presentations** | **Outside Advice Presentations** | **Outside Advice Presentations** |
| **Thursday**  **Oct. 16** | **Fall Recess**  **No Class** | **Fall Recess**  **No Class** | **Fall Recess**  **No Class** |
| **Week 10** | **Natural Delivery** |  |  |
| **Class 18**  **Tuesday**  **Oct. 21** | Sounding Conversational.  Phone Consultation with Ann Utterback at 10:15 AM | Chapter 6 |  |
| **Class 19**  **Thursday**  **Oct. 23** | Sounding Conversational |  |  |

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| **Week 11** | | **Live** |  |  | |
| **Class 20**  **Tuesday**  **Oct. 28** | | Going Live | Chapter 7 |  | |
| **Class 21**  **Thursday**  **Oct. 30** | | Going Live | **Record Mock Live Shots** |  | |
| **Week 12** | **Anchoring** | |  | |  |
| **Class 22**  **Tuesday**  **Nov. 4** | At the Anchor Desk | | Chapter 8 | | **Voice Analysis Project Due.** |
| **Class 23**  **Thursday**  **Nov. 6** | At the Anchor Desk | | **Anchor Recordings** | |  |
| **Week 13** | **Stress** | |  | |  |
| **Class 24**  **Tuesday**  **Nov. 11** | Coping with Stress  Reality 101 | | Chapter 9 | |  |
| **Class 25**  **Thursday**  **Nov. 13** | **2nd Recording of The County Fair** | |  | |  |
| **Week 14** | **New Media** | |  | |  |
| **Class 26**  **Tuesday**  **Nov. 18** | Voice for the New Media | | Chapter 10  (Available on Sakai) | |  |
| **Class 27**  **Thursday**  **Nov. 20** | Review Projects | |  | |  |
| **Week 15** | **Project Reviews** | |  | |  |
| **Class 28**  **Tuesday Nov. 25** | Review Projects | |  | |  |
| **Thursday**  **Nov. 27** | **Thanksgiving**  **No Class** | | **Thanksgiving**  **No Class** | | **Thanksgiving**  **No Class** |
| **Week 16** |  | |  | |  |
| **Class 29**  **Tuesday**  **Dec. 2** | Review Projects | |  | |  |
| **Tuesday**  **Dec. 9** | **FINAL EXAM**  **9AM**  **Note: 8AM Start Time Available Upon**  **Request** | | **FINAL EXAM**  **9AM**  **Note: 8AM Start Time Available Upon Request** | | **FINAL EXAM**  **9AM**  **Note: 8AM Start Time Available Upon Request** |

This course contains content that addresses the following AEJMC Competencies:

* Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
* Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
* Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
* Understand concepts and apply theories in the use and presentation of images and information;
* Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
* Think critically, creatively and independently;
* Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
* Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
* Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
* Apply tools and technologies appropriate for the communications professions in which they work.