### Voice and Diction 425.1

### Fall 2021

### Tuesday & Thursday 11:00 a.m.-12:15 p.m. CA 283

**Dr. Lynn Owens Office Hours: Carroll 325**

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 **for a virtual appointment**

**Course Description**

MEJO 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.

**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.

ATTENDANCE:

**University Policy:**

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](https://ars.unc.edu/) and/or the [Equal Opportunity and Compliance Office](https://eoc.unc.edu/what-we-do/accommodations/) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](https://odos.unc.edu/), [Gender Violence Service Coordinators,](https://womenscenter.unc.edu/resources/gender-violence-services/) and/or the [Equal Opportunity and Compliance Office](https://eoc.unc.edu/what-we-do/accommodations/) (EOC).

**Class Policy**:

*Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview or club activity), instructors determine their own approach to missed classes and make-up assessments and assignments. Please provide your approach on the course syllabus.*

Please communicate with me early about potential absences. Please be aware that you are bound by the [Honor Code](http://catalog.unc.edu/policies-procedures/honor-code/) when making a request for a University approved absence.

*(source:*[*http://catalog.unc.edu/policies-procedures/attendance-grading-examination/*](http://catalog.unc.edu/policies-procedures/attendance-grading-examination/)*)*

**HONOR CODE:**
I expect that each student will conduct himself or herself within the guidelines of the University honor system ([http://honor.unc.edu](https://outlook.unc.edu/owa/redir.aspx?C=_PwXhu5wkEKfdEIVTpil9KJAr6RORM8IBwmgW7JyZPUuO4or7Dri_9D4gXEkBO0Z0IIreRKEjIQ.&URL=http%3a%2f%2fhonor.unc.edu)). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor’s responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

Syllabus Changes

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

ARS

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: [https://ars.unc.edu](https://ars.unc.edu/) or email ars@unc.edu.

(source: <https://ars.unc.edu/faculty-staff/syllabus-statement>)

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

*TITLE IX*

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University’s Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](https://safe.unc.edu/).

POLICY ON NON-DISCRIMINATION

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals’ abilities and qualifications. Consistent with this principle and applicable laws, the University’s [Policy Statement on Non-Discrimination](https://unc.policystat.com/policy/4467906/latest/) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran’s status, sexual orientation, gender identity or gender expression.  Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at  [safe.unc.edu](https://safe.unc.edu/)) or the [Equal Opportunity and Compliance Office](http://eoc.unc.edu/), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

DIVERSITY STATEMENT

I strive to make this classroom an inclusive space for all students.  Please let me know if there is anything I can do to improve; I appreciate any suggestions.  More broadly, our school has adopted diversity and inclusion [mission and vision statements](http://hussman.unc.edu/diversity-and-inclusion) with accompanying goals. These complement the University policy on [prohibiting harrassment and discrimination](https://eoc.unc.edu/our-policies/ppdhrm/).  In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran’s status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University’s nondiscrimination policies.

MASK USE

All enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](https://cm.maxient.com/reportingform.php?UNCChapelHill&layout_id=23).  At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception.  For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.

**Course Materials**

There is no required text for the course. Links to reading material will be posted on Sakai.

**Grades and Assignments:**

Unless otherwise specified by the instructor, all assignments are due at the start of class. Students 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:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 94 – 100 | A |  | 70 – 73.9 | C- |
| 91 – 93.9 | A- |  | 60-69.9 | D |
| 88 – 90.9 | B+ |  | 59.9 and below | F |
| 84 – 87.9 | B |  |  |  |
| 81 – 83.9 | B- |  |  |  |
| 78 – 80.9 | C+ |  |  |  |
| 74 – 77.9 | C |  |  |  |

# Final Grade Breakdown

Outside Advice Assignment 15%

Mock Live Shot 15%

Assignments 20%

Final Project 20%

Test 1 15%

Final Exam 15%

Test1 (15%) and Final Exam (15%)

Readings and class notes in this course are 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 information from handouts and class lecture materials in two tests.

Outside Advice Project (15%)

Beyond the information you will study in class, you will be expected to contact a working broadcast/communications professional to solicit advice and information about newsroom vocal problems and solutions. Your choices could include a news director, an anchor, a producer, or reporter. The person you choose must either work on air, or work in a collaborative or supervisory capacity with on-air talent. In addition to asking for information you will need a link to the person’s work (if he/she is on-air talent) or an example of work that your interview subject says he/she believes is an example of good voicing. You will write a 2-3-page report on your findings, and will make a presentation on them using VoiceThread.

Mock Live Shot (15%)

You will need to shoot a 60 second “straight live” shot as per the live shot guidelines taught in the course. The live shot should be uploaded to YouTube or Vimeo and a link sent to Dr. Owens

“In-class Assignments”/Homework (20%)

There will be a number of “in-class assignments” where you will be asked to add comments or record video within our VoiceThread class for the week. These assignments are always due the week of the class, and CANNOT be made up for credit.

Final Project (20%)

You will write/voice/record your own news, sports, or feature program (approximately 5 minutes), using the vocal techniques learned in the course.

**SCHEDULE (SUBJECT TO CHANGE)**

**WEEK 1**

Thursday 8/19: Introductions. Discuss syllabus. Assign Like/Dislike assignment

**WEEK 2**

Tuesday 8/24: Breathing

Thursday 8/26: **Like/Dislike Links due on VoiceThread**

**WEEK 3**

Tuesday 8/31: Phonation – Using the Vocal Folds Effectively

Thursday 9/2: “County Fair Reading 1”

**WEEK 4**

Tuesday 9/7: Review County Fair. Assign In-Class Reading.

Thursday 9/9: Resonance- Enriching Speech Sounds. In Class Reading Due

**WEEK 5**

Tuesday 9/14: Articulation – Forming and Shaping the Sound

Thursday 9/16: Discuss Outside Advice Report. In-Class Reading Due.

**WEEK 6**

Tuesday 9/21: Enhancing Meaning Through Stress and Intonation.

Thursday 9/23: In-Class Reading Due

**WEEK 7**

Tuesday 9/28: Effective Use of Rate

Thursday 9/30: In Class Reading Due

**WEEK 8**

Tuesday 10/5: Anchoring

Thursday 10/7: Studio Tour

**WEEK 9**

Tuesday 10/12: **OUTSIDE ADVICE WRITTEN REPORTS DUE. GROUP 1 PRESENTATIONS.**

Thursday 10/14: **OUTSIDE ADVICE WRITTEN REPORTS DUE. GROUP 2 PRESENTATIONS.**

**WEEK 10**

Tuesday 10/19: TEST 1 REVIEW

Thursday 10/21: FALL BREAK. NO CLASS.

**WEEK 11**

Tuesday 10/26: Guest Lecture

Thursday 10/28: **TEST 1**

**WEEK 12**

Tuesday 11/2: Going Live. Assign Mock Live Shot.

Thursday 11/4: Going Live in-class exercise

**WEEK 13**

Tuesday 11/9: Coping with Stress

Thursday 11/11: In Class Reading Due. Discuss Final Project.

**WEEK 14**

Tuesday 11/16: Second County Fair Reading

Thursday 11/18: **MOCK LIVE SHOTS DUE (POST TO VOICETHREAD)**

**WEEK 15**

Tuesday 11/23: Optional lab/”Feedback” day

Thursday 11/25: THANKSGIVING BREAK

**WEEK 16 (Week of May 3rd)**

Tuesday 11/30: **Final Projects Due (Post to VoiceThread).** Final Exam Review

\*\*\*\*FINAL EXAM: DECEMBER 9th, NOON\*\*\*\*