

# PERF90002 Introduction to Accents and Dialects

<b>Credit Points:</b>	12.5								
<b>Level:</b>	9 (Graduate/Postgraduate)								
<b>Dates &amp; Locations:</b>	2015, Southbank This subject commences in the following study period/s: January, Southbank - Taught on campus.								
<b>Time Commitment:</b>	Contact Hours: 28 hours Total Time Commitment: 95 hours								
<b>Prerequisites:</b>	None								
<b>Corequisites:</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Subject</th> <th style="text-align: center;">Study Period Commencement:</th> <th style="text-align: center;">Credit Points:</th> </tr> </thead> <tbody> <tr> <td>PERF90001 Voice and Speech Skills</td> <td style="text-align: center;">January</td> <td style="text-align: center;">12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	PERF90001 Voice and Speech Skills	January	12.50
Subject	Study Period Commencement:	Credit Points:							
PERF90001 Voice and Speech Skills	January	12.50							
<b>Recommended Background Knowledge:</b>	Degree in Performing Arts, Dramatic Art, Dance, Music, Education								
<b>Non Allowed Subjects:</b>	None								
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt; &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>								
<b>Coordinator:</b>	Ms Geraldine Cook-Dafner								
<b>Contact:</b>	Geraldine Cook gcook@unimelb.edu.au								
<b>Subject Overview:</b>	This subject provides an introduction to the study of accents and dialects required by an actor in a professional setting.								
<b>Learning Outcomes:</b>	On completion of this unit, students will be expected to: <ul style="list-style-type: none"> <li># understand how to identify regional differences of accent and dialect variation;</li> <li># understand the factors that influence accent and dialect variation;</li> <li># understand accent and dialect in the broader framework of language variation e.g. phonetic, historical and stylistic;</li> <li># understand the concept of ideolects for the purposes of performance and character;</li> <li># analyse the methodologies employed in the learning of accents and dialects;</li> <li># demonstrate a broad transcription of the International Phonetic Alphabet for dialect use.</li> </ul>								
<b>Assessment:</b>	Broad transcription of a text into the International Phonetic Alphabet (Equivalent to 3,000 words) - Middle of Assessment Period (40%) Oral presentation demonstrating a methodological approach to the teaching of a dialect (Equivalent 4,000 words) - End of Semester (60%)								
<b>Prescribed Texts:</b>	Cruttenden, A. (revised ed.) 2008. Gimson's Pronunciation of English. Hodder Education. UK. Rowles, J. & Sharpe E. 2007. How To Do Accents. Oberon Books. UK. The International Phonetic Association 1999. A Guide to the Use of the International Phonetic Alphabet. Cambridge University Press.								

<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>Upon completion of this course students will be expected to have:</p> <ul style="list-style-type: none"> <li># cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems;</li> <li># cognitive skills to think critically and to generate and evaluate complex ideas;</li> <li># specialised technical and creative skills in a field of professional practice;</li> <li># communication skills to demonstrate an understanding of theoretical concepts;</li> <li># communication skills to transfer complex knowledge and ideas to their professional settings;</li> <li># integrated the skills and knowledge from the various subjects into a coherent understanding;</li> <li># have an aptitude for continued self-directed learning and be critical and creative thinkers;</li> <li># expanded their analytical and cognitive skills through experiential learning;</li> <li># the capacity to participate fully in collaborative learning and to confront unfamiliar problems, including an awareness of personal strengths and limitations;</li> <li># the capacity for critical thinking and analysis of pedagogical processes;</li> <li># the capacity to respond to unfamiliar problems with a flexible and innovative approach;</li> <li># the application of advanced skills in leadership, initiative and group dynamics.</li> </ul>