

## PERF90004 Applied Voice and Speech Skills

<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: July, 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"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>PERF90003 Text in Action</td> <td>July</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	PERF90003 Text in Action	July	12.50
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PERF90003 Text in Action	July	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 further develops the student's voice and speech skills and the development, implementation and evaluation of a planned program in voice and speech in the student's professional setting.								
<b>Learning Outcomes:</b>	<p>Upon completion of this subject students will be expected to:</p> <ul style="list-style-type: none"> <li># demonstrate a practical and theoretical understanding of their own voice and speech development;</li> <li># demonstrate an ability to diagnose specific voice and speech habits in themselves and their professional setting;</li> <li># develop and apply a voice and speech program for delivery in their professional setting which demonstrates a planned sequential program from concept to implementation;</li> <li># demonstrate critical and analytical skills in the evaluation of a voice and speech program.</li> </ul>								
<b>Assessment:</b>	<p>Assessment Task 1 - Due End of Second Intensive Period (40%) Demonstration of a planned practical voice and speech class            Assessment Task 2 - Due End of Semester (60%) Written evaluation of an applied voice and teaching program in the student's professional setting (Equivalent to 4,000 words)</p>								
<b>Prescribed Texts:</b>	<p>Colson. G. Voice Production and Speech. Longman. UK            Gates. L. 2000. Voice for Performance. Applause. NY.            McCallion. M. 1988. The Voice Book. Faber and Faber Ltd. London.</p>								

<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>