University of Calgary
Department of Communication, Media and Film
COMS 591 (S02): Capstone Seminar in Communication and Media Studies
Topic: Critical Studies of Voice
WINTER 2022: January 10 to April 12 (Excluding Feb 20-26)
Lecture: Mo 11:00 - 1:45PM

The course will have an online final exam delivered asynchronously on D2L.

IMPORTANT NOTE FOR IN-PERSON COURSE DELIVERY

Note: **This course will be delivered in-person.** If you are unable to participate in-class owing to time differences or geographical location, please arrange to take this course in a future term. The course will involve in-person or asynchronous workshops and review sessions. The course will have an online final exam delivered asynchronously on D2L.

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Web Page:	D2L (access via MyUofC portal)
Office Hours:	Mondays and Tuesdays 2:00 pm to 3:30 pm Both in-person (unless required to move online)

Course Description

Explores the variety of ways in which communication builds social and cultural values with reference to a special topic. Completion of a major project that will integrate understanding of communication theory, history and methodology.

Additional Information

In this seminar, students will examine the theme of "finding a voice and using our voices," looking at the theme of metaphorical and physical voice through interdisciplinary lenses on communication and media.

In the broadest sense, "voice" is often used as a metaphor. Voice is implicated in identity, power, relationships, and being heard: we speak of finding our voice in society and institutions, and of giving voice to marginalized, trivialized, and silenced identities. Do powerful people, groups, and categories speak for us and define us? How do we use our voices strategically, ethically and effectively within the roles we are given, or the roles we desire?

The human voice as a medium of communication is powerful in our mediated and interpersonal interactions. We hear the voice used poorly or with excellence in formal speech, conversation, podcasts, poetry, documentary, theatre, and singing. A voice can signify attitudes, emotions, ethnicity, gender, language background, and social categories. When we are silent or our physical voice is disabled, do we lack a voice? What controversies surround voice recognition and artificial, digitized voices?

The preliminary weekly schedule of topics and readings can be found at the end of this outline or on D2L. Students are responsible for reading and following all course and university policies discussed in this outline.

Objectives of the Course

By the end of the course, students should have developed:

- Understanding of socio-cultural debates regarding voice as a metaphor of citizenship as well as voice as a practical instrument of communication,
- Familiarity with critical vocabulary and notation systems for analyzing conversation, pronunciation, and the rhetoric of verbal style and vocal delivery,
- Ability to apply theories from communication studies and adjacent fields of study to the critical analysis of voice in media communication artifacts,
- Enhanced ability to analyze aspects of voice and vocalizations within the context of a variety of cultural artifacts and media,
- Experience in designing, co-leading, and participating in workshop-style collaborative learning activities in the physical classroom setting or an online Zoom setting.

Textbooks and Readings

All readings are freely available directly through the Internet or as digital files accessible through the UCalgary library.

The reading list and public links will be available on the COMS 591 D2L course website in Content > 591 Schedule. Materials only available through the UCalgary library will be accessible via D2L > My Tools > Reading List (Leganto).

Learning Technologies and Requirements

In order to complete courses, University of Calgary students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates, with current antivirus software enabled;
- Broadband internet connection, and a current and updated web browser;
- A webcam (built-in or external), and a microphone and speaker (built-in or external) or headset with microphone (for online courses only).

If you need access to other software programs to complete assignments, your instructor will provide relevant information and links.

If you have technical difficulties, contact IT support services. See https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html

Policy on the Use of Electronic Communication Devices

During student presentations, no devices may be displayed or in use. Laptops, tablets, and mobile phones may be used in class and tutorials only for course-related purposes and only if their use is not distracting others or negatively impacting the learning environment.

Please familiarize yourself with the University's policy on the recording of lectures, which is outlined at https://www.ucalgary.ca/pubs/calendar/current/e-6.html, and carefully review the section on Instructor Copyright at the end of this outline.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will be deleted at the end of term. If recordings occur during online lectures, students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions and presentations that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. The recording will be destroyed as specified by retention rule 2000.01 "Examinations and Student Assignments."

Assignments and Evaluation

Weight	Assessed Components	Due
15%	**Participation.** 7.5% per phase, as scheduled. Regular quality contributions to in-class and online activities, discussion and peer review. Each student is a "respondent" to one final presentation. Group participation as recorded in Google Docs. Graded for quality, quantity and regularity.	Feb 28 Apr 11
5%	**Individual video proposal memo.** 500-750 word memo to the instructor proposing the voice artifact, research questions, and analysis theories & methods for your presentation. See below.	Jan 31
5%	**Group-led workshop proposal memo.** 500-750 word memo to the instructor proposing topic-specific plans and strategies for the workshop your group will co-lead in class or on Zoom as scheduled. See instructions for the workshop below.	Feb 07
5%	**Group report proposal memo.** 700-1000-word memo to the instructor proposing the core artifacts, research questions, and analysis theories & methods for the Group Report.	Feb14
25%	**Individual video presentation with slides.** 15 minutes long, well researched, analyzes voice in audio and/or video clips, has images, text, and citations on slides, and is addressed to the class as audience. **Draft** (required): Presentation slides with notes for each: Minimum: Title, Intro, Agenda, 4 body slides, link to audio/visual samples analyzed. Submit to the D2L Dropbox AND the Presentation Draft Discussion. The draft is not graded for quality,	Req.Draft: Feb 28 Review: Mar 07 Final: Mar 14

	but a penalty (max -10%) applies to the final assignment score for a draft's lateness and/or incompleteness.	Response: Mar 17 (Thurs) online
	Peer review: Reply to your 1st designated presenter's posted draft on the discussion forum with >100 words of notes plus a 3-7 minute voice file elaborating on the notes. Reply to a 2nd presenter's draft in less detail, in 50 words consisting of bulleted list items, and no voice file. If another reviewer has posted a review before you, ensure your review contains unique comments and refers to prior comments when you agree.	
	Final: Submit PPT slides including notes + references, and Video file to D2L Dropbox AND the Presentation Final Discussion area for assigned peer responses.	
	Peer response: Online written and audio file responses to a different set of 2 designated peers counts for participation. Similar to peer review, but now in response to the final version.	
20%	**Group Report: Critical analysis of voice in media.** 750-1000 w. individually authored material plus 750-1000w group authored sections, plus front matter, back matter, and references. All group members analyze 1-3 core artifacts plus 1 additional artifact per group member. Include quotations, paraphrases, vivid descriptions, and/or screenshots and video/audio clips to incorporate selected data within your analysis. Append an edited transcript of the text of any closely analyzed speech/vocal passages. **DRAFT** (required): Submit in Dropbox & Discussion. Link to video, transcript + 700w of intro & body, plus scheduled in-class review activity. A penalty may be applied to the final assignment score for lateness, or incompleteness (max -10%). **Peer review:** Similar to peer review of video presentations on D2L. See above. **FINAL:** Submit as a Microsoft Word .docx file to your group's Dropbox in D2L by 11:59pm on the scheduled date.	Draft: Mar 21 Review: Mar 31 (Thurs) on D2L Final. Apr 04
15%	**Group-led Workshop.** 5-10 minute intro and instructions, 15-20 min co-facilitated small group class activity, 5-min wrap-up. Your group will present, lead and co-facilitate a learning activity in class or on Zoom with another 2-3 groups, as scheduled. Design an exercise involving one or more vocal artifacts that suit the week's assigned reading and theme. Post your materials in D2L dropbox & discussion before class begins. The exercise must require small groups to post a written participation product in a D2L Discussion reply by the end of the activity time.	As scheduled in class or online Feb 28 to Apr 04
10%	**Final exam, online, open book.** On readings and lectures from the start of term. Study your textbook in advance and prepare to analyze or apply its content. It will be an online, open-book exam delivered asynchronously on D2L. It has an estimated time of 1 hour and 15 minutes plus 50% additional time for technical difficulties. However, it is an open book online exam, so you will	Available: Apr 11 before class begins

	have >24 hours to work on answers after it is made available, including during our class time. D2L will auto-save as you make progress. Submit it on D2L before the deadline on the due date.	Due: Apr 12, >24 h later
	The exam consists of multi-select and short-answer critical thinking questions designed to fit the open-book exam situation. Your set of questions will be randomly generated from a question library so that each student will have a unique set of questions estimated to be at the same level of difficulty.	
	No late submissions permitted. However, contingency plans for technology problems and other issues may include (but are not limited to) additional time for completion of the assessment, or an alternative time to complete the assessment for students that experienced issues. Contact the instructor in advance if you know you will encounter a problem. Contact the instructor immediately if you have a problem during the exam period, emailing relevant verifiable documentation when possible.	

Registrar-scheduled Final Examination: No

Note: You must complete the presentation and persuasive blog post assignment in order to pass the course.

Submission of Assignments

Please submit all assignments in class or by uploading them to the designated D2L Dropbox and/or discussion forum as assigned. Include your name and ID number on all assignments (except omit ID number on materials to be shared with peers). Be sure to keep a copy of each submitted assignment and to submit the proper version.

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. Please note that instructors may use audio or video recording for lesson capture, assessment of student learning, and self-assessment of teaching practices.

Assignment Length

Time length of presentations and word length of written assignments are given as hard minimums. An assignment may be up to 10% longer without penalty. In writing assignments, official word length only includes your own original sentences within paragraphs in the main body, not 40+ word quotations, title pages, reference lists, front or back matter, or captions. Drafts must meet the minimum length but may be as long as the final version.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of 5% or a partial letter grade (e.g.: A- to B+) for each day late. If you must reschedule your presentation, workshop, or a presentation-review date without a valid excuse, -5% per reschedule. Late take-home exams will receive -5% for every hour late.

Final versions of major written graded assignments (memo, rhetorical analysis, final persuasive blog post) will be due by 11:59pm on the scheduled date and will have a 24-hour

grace period for late online submission without penalty. This is not a deadline extension. If it is submitted after the 24-hour grace period, the assignment is 2 days late.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. For the full policy on Student Accommodations, see https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require a medical note. For information on the use of a statutory declaration, see the *University Calendar*: https://www.ucalgary.ca/pubs/calendar/current/m-1.html

Group policies

If a student has valid reasons for performing the group assignments as an individual, they must receive instructor approval before groups are formed. After group formation, a student may at any time become ill, drop the course, not fulfill their share of responsibilities, or fail to meet internal group deadlines or course deadlines. Some students will inevitably make higher quality and quantity contributions than others. These factors are not fully within the control of the instructor or the group. Therefore, accommodations are built into the course.

If necessary, groups or individuals are invited to make a request to the instructor to change their group composition by two checkpoints for each group assignment: no later than 3 days after a Draft submission, or no later than 5 days before the Final submission. There is no grade penalty for a group composition change, but penalties specified above apply to incomplete or late group drafts or individuals' missing or incomplete sections of drafts. Handling a group change as responsibly and ethically as possible may be reflected in individuals' participation scores.

The instructor may make a change to group composition at any time. Decisions may involve the instructor's review of the draft's process of collaboration in shared Google files. Full details of a decision may need to remain confidential because some reasons may be of a private nature, such as documented health problems.

Group written assignments are structured in a modular fashion to separate individually-authored sections from group-authored sections. This structure also permits the individual sections of departing group members to be removed if a group change is necessary, while group material co-authored prior to a group split may be inherited by all its authors.

By default, everyone in the group receives the same grade based on assignment quality. However, based on authorship of sections and group members' declared roles, an individual group member may receive a confidential grade adjustment after the assignment is graded and returned to the group. An individual's higher-quality contributions may be rewarded with a bonus so that they do not suffer an unfair penalty for the poorer-quality work of other group members, while another individual's poorer-quality work or late sections may receive appropriately lower individual scores and individual penalties.

Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

Grading & Department of Communication, Media and Film Grade Scale

The following table outlines the grade scale percentage equivalents used in the Department. of Communication, Media and Film. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

In this course, letter grades will be used for all written assignments and presentations, while percentages will be used for exams and participation grades. However, letter grades on assignments will be entered and calculated as precise percentages (i.e. 88.5%, 90%) rather than as midpoints of letter grade equivalents.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations*
4.00	Outstanding performance	A+	96 - 100%	98.0%
4.00	Excellent performance	A	90 - 95.99%	93.0%
3.70	Approaching excellent performance	A -	85 - 89.99%	87.5%
3.30	Exceeding good performance	B+	80 - 84.99%	82.5%
3.00	Good performance	B	75 - 79.99%	77.5%
2.70	Approaching good performance	B-	70 - 74.99%	72.5%
2.30	Exceeding satisfactory performance	C+	65 - 69.99%	67.5%
2.00	Satisfactory performance	C	60 - 64.99%	62.5%
1.70	Approaching satisfactory performance	C-	55 - 59.99%	57.5%
1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject	D	50 - 52.99%	51.5%
0.00	Failure. Did not meet course requirements.	F	0 - 49.99%	0%

*   Column 4: If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades. Column 5: These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin**. Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at https://ucalgary.ca/student-services/student-success/writing-support or the Purdue Online Writing Lab (OWL) Research and Citation Resources at https://owl.purdue.edu/owl/research_and_citation/resources.html

If you need help with your writing or have questions about citing sources, consult your instructor or visit the Student Success Centre, Taylor Family Digital Library. To book an appointment, go to https://ucalgary.ca/student-services/student-success/writing-support

Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including lectures, course outlines, presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

To ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes & electronic versions of textbooks), all students are required to read the *University of Calgary Policy on Acceptable Use of Material Protected by Copyright* at https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy and the requirements of the *Copyright Act* (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Academic Misconduct

For information on academic misconduct and its consequences, please see the *University of Calgary Calendar* at http://www.ucalgary.ca/pubs/calendar/current/k.html

Research Ethics

Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your

research. For more information about your research ethics responsibilities, please see https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics

Deferrals of Course Work and Requests for Reappraisal

For university regulations and procedures related to deferral of term work, see https://www.ucalgary.ca/pubs/calendar/current/g-7.html

For information about deferrals of final examinations, see https://www.ucalgary.ca/pubs/calendar/current/g-6.html

For information about requesting a reappraisal of course work or of a final grade, see https://www.ucalgary.ca/pubs/calendar/current/i.html

Student Support Services and Resources

Please see https://www.ucalgary.ca/registrar/registration/course-outlines for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk. For resources on D2L, Zoom, Yuja, etc., see https://elearn.ucalgary.ca/desire2learn/home/students. (Find the topic menu under the icon to the left of the ELEARN banner.)

Schedule of Lecture Topics and Readings

This is a draft of the schedule. The official schedule will be kept up to date online on Google Sheets linked to D2L > Content > Schedule on Google

Date	Deadlines	%	Readings, lecture topics
2022-01-10	Participation expected only if enrolled		Intro to course, concepts of voice, individual video presentation assignment
2022-01-17	Participation expected only if enrolled		Herrero: 1. Preface & Intro, 2.1 Theory: Identity 5-18, 2.2. Voice: 19-29 instructor-led workshop
2022-01-24	Form 6 groups of 5 ppl each for workshops, different groups of 3-5 students for reports		Herrero: 2.3. Interaction of voice and identity 29-53, instructor-led workshop
2022-01-31	Individual video proposal memo	5%	Herrero: 2.4 The embodied voice 54-75, 2.5 Voice stereotypy 76-79
2022-02-07	Group-led Workshop proposal memo	5%	Conversation analysis: Martin Hilpert video; Meredith on CA and Online interaction
2022-02-14	Group Report research proposal memo	5%	Voice in TED talks, lectures, and public speeches. Rhetorical concepts handout + 1 reading TBA.
2022-02-21			Reading Week

2022-02-28	Phase 1 partipation ends, Slide draft due in Dropbox & Discussion	7.5%	Theatre, Film, Documentary, Group workshop, readings TBA
2022-03-07	Peer review of slides online in Discussion;		Singing, Poetry, other creative modes, Group workshop. Readings TBA
2022-03-14	Final video presentations due on D2L; Respond on D2L by Thurs Mar 17	20%	Gender and voice: Kuznekoff, 2013 gamer voices in multiplayer gaming, Group workshop. 1 more reading TBA
2022-03-21	Group Report draft due in Dropbox & Discussion	req	Ethnicity, culture and voice. Group workshop. Readings TBA
2022-03-28	Group report peer review on D2L by Thurs. Mar 31	req	Disability, silence, and voice: Sterne's dork-o-phone; Ashby, Whose Voice is it anyway; Group workshop
2022-04-04	Final Group Report due Thursday 11:59pm + 24h late grace	20%	Artificial voices and vocal recognition. Final class of workshops. Readings TBA. Time for evaluations.
2022-04-11	Online final exam due Tuesday 1:15pm	10%	Online open-book final exam will use Monday's class time. No class in lieu of exam.
2022-04-11	Phase 2 participation ends	7.5%	

Preliminary Reading List

The reading list after reading week is TBA. Groups leading workshops may make suggestions for an academic reading and a public audio/visual artifact.

Ashby, C. E. (2011). Whose "Voice" is it Anyway?: Giving Voice and Qualitative Research Involving Individuals that Type to Communicate. Disability Studies Quarterly, 31(4), Article 4. https://doi.org/10.18061/dsq.v31i4.1723

Herrero, B. P. (2009). Chapters 1.0 to 2.5. In *Voice and Identity: A contrastive study of identity perception in voice* [PhD, Ludwig-Maximilians-Universität München]. pp. 1-79 https://d-nb.info/1000286630/34

Hilpert, M. (2013, December 11). Analyzing spoken conversation [Video of lecture]. YouTube. https://www.youtube.com/watch?v=amAofYfkmAw

Kuznekoff, J. H., & Rose, L. M. (2013). Communication in multiplayer gaming: Examining player responses to gender cues. New Media & Society, 15(4), 541–556. https://doi.org/10.1177/1461444812458271

Meredith, J. (2019). Conversation Analysis and Online Interaction. Research on Language and Social Interaction, 52(3), 241–256. https://doi.org/10.1080/08351813.2019.1631040

Smith, T. S. (2021). *Rhetorical Concepts* [Unpublished course handout]. Department of Communication, Media and Film, University of Calgary.

Sterne, J. (2019). Ballad of the dork-o-phone: Towards a crip vocal technoscience. Journal of Interdisciplinary Voice Studies, 4(2), 179–190. https://go.gale.com/ps/i.do?p=AONE&sw=w&issn=20570341&v=2.1&it=r&id=GALE%7CA606943992&sid=googleScholar&linkaccess=abs