

Week 1: Intro and Intake

1. Intro
 - 1.1. TAKE NOTES
 - 1.1.1. STARTING NOW!!!
 - 1.1.2. Electronic notes are better
 - 1.1.3. YOU ARE RESPONSIBLE FOR NOTING YOUR OWN PROGRESS
 - 1.1.3.1. Always note down individual feedback
 - 1.1.3.2. Don't be afraid to ask for more time
 - 1.2. What do you expect from lessons??
 - 1.2.1. Debunking (any fallacies from past trans voice exposure)
 - 1.2.2. Brief overview (of what to actually expect from lessons)
 - 1.2.2.1. Modifications are new and weird and not necessarily wrong
 - 1.3. Demos (Pitch → Embouchure → Quotient → Larynx)
 - 1.3.1. Fem
 - 1.3.1.1. Pitch emphasis debunking demo
 - 1.3.2. Masc
 - 1.3.2.1. Intonation emphasis debunking demo
 - 1.3.3. NB
 - 1.3.3.1. Multiple possibilities
 - 1.3.3.1.1. Mid engagement
 - 1.3.3.1.2. Contradicting engagements
 - 1.3.3.2. First train against your assignment at 100%
2. Intakes
 - 2.1. Guidelines
 - 2.1.1. PLEASE be brief and keep most follow-up in the text-chat
 - 2.1.1.1. Please participate heavily in text-chat for max benefit (for now, asking questions and answer teacher questions)
 - 2.1.2. Drills are SUGGESTIONS; NOT COMMANDS (aka tools not rules)
 - 2.1.2.1. You will need to apply the drill consciously to improve
 - 2.1.2.2. Redo drill if the need arises
 - 2.2. Pitch
 - 2.2.1. Explanation
 - 2.2.1.1. How much vocal folds cycle per second. Not that deep.
 - 2.2.1.1.1. ~size of vocal folds
 - 2.2.1.2. Real challenge = "transposition of personality"
 - 2.2.1.2.1. Maintaining verisimilitude of inflections at [average pitch]
 - 2.2.2. Masc Target: F3, D3 (A2*); Fem Target: F3, A3 (C4*)
 - 2.2.2.1. * = extra credit if applicable
 - 2.2.3. Prompts:
 - 2.2.3.1. Why did you pick your name/what do you like in a name?
 - 2.2.3.2. Why did you pick your username?
 - 2.2.4. NOTE (npi) DOWN **ALL** FEEDBACK
 - 2.3. Embouchure

- 2.3.1. Explanation
 - 2.3.1.1. Mouth shape
 - 2.3.1.1.1. Lips, tongue tip, dorsum, jaw, oropharynx
 - 2.3.1.1.1.1. Consonants and vowels
 - 2.3.1.1.1.1.1. Masc: “dark”, Fem: “bright”
 - 2.3.1.1.1.1.1.1. ~skull shape
 - 2.3.1.2. FORMANTS AND R-VALUES ARE A TRAP
 - 2.3.1.2.1. Lips ~ F3
 - 2.3.1.2.2. Oral space ~ F2
 - 2.3.1.2.3. Oropharynx ~ F1
 - 2.3.1.2.4. Nonlinear mentions (TRAP)
 - 2.3.1.3. You can see it in the mirror, dammit
 - 2.3.1.3.1. Best praxis = visual kinesthetic learning when possible
 - 2.3.1.3.1.1. Still do audiation etc.
 - 2.3.2. Masc Target: Big and Back (dentist chair), Fem Target: Front and Bunched (photo mouth)
 - 2.3.2.1. Masc Drill
 - 2.3.2.1.1. “[i] speak from [i]; [a] speak from [a]”
 - 2.3.2.2. Fem Drill
 - 2.3.2.2.1. “[a] speak from [a]; [i] speak from [i]”
 - 2.3.3. Prompt: How did you find Scinguistics?
 - 2.3.4. Feedback
- 2.4. Quotient
 - 2.4.1. Explanation
 - 2.4.1.1. How much vocal folds “touch” when they vibrate
 - 2.4.1.1.1. ~size of vocal folds
 - 2.4.1.2. No, I will not compare this with vocal weight
 - 2.4.1.3. Yes, my black ass owns an electroglottograph and I’ve measured this
 - 2.4.2. Masc Target: Heavy, Buzzy; Fem Target: Light, Floaty
 - 2.4.2.1. NOT amplitude, breathiness, pitch, creak, or other lies you were told
 - 2.4.2.1.1. Quick quotient debunking if needed
 - 2.4.2.1.1.1. Quotient Quadrants
 - 2.4.2.1.1.1.1. w/ pitch, breathiness, and/or creak
 - 2.4.2.2. Fem Drill
 - 2.4.2.2.1. Find a comfortable high pitch. Slide down to REASONABLE SPEAKING PITCH!
 - 2.4.2.3. Masc Drill
 - 2.4.2.3.1. Slide down to find a low, groggy, chaotic note. SLIDE BACK UP WITH HIGH CLOSED QUOTIENT TO FIND AN OPERABLE NOTE!!!
 - 2.4.3. Prompt: What did you think trans voice would be like?
 - 2.4.4. Feedback

- 2.5. Larynx height
 - 2.5.1. Explanation
 - 2.5.1.1. Throat position
 - 2.5.1.1.1. ~length of vocal tract
 - 2.5.1.2. “””R1”””
 - 2.5.1.2.1. Not really though (mouth opening, vowel shape, pitch, twang, oropharynx)
 - 2.5.2. Masc Target: Low, Fem Target: High
 - 2.5.2.1. Masc Drill: SDBD
 - 2.5.2.1.1. Pant small (high pitch), pant big (low pitch), PHONATION TEST
 - 2.5.2.2. Fem Drill: BDSB
 - 2.5.2.2.1. Literally the inverse lol, PHONATION TEST
 - 2.5.3. Prompt: What KIND of [gender] do you want to sound like?
 - 2.5.4. Feedback
- 3. Nagging & Homework
 - 3.1. Homework = MANDATORY Progress Reports
 - 3.1.1. Discord Group Chat
 - 3.1.1.1. Feedback on other students
 - 3.2. Drill Refreshes
 - 3.2.1. If you don't want to rely on the drill... do the drill
 - 3.3. Iz mai voice [gender] yeht?
 - 3.3.1. ASK THIS QUESTION VERY, VERY SPARINGLY
 - 3.3.2. Not good for your progress
 - 3.3.2.1. There is no voice gender muscle
 - 3.3.3. Not good for your... SOUL!
 - 3.3.3.1. We're working on individual skills. NOT your gender.
 - 3.3.4. Avoid genfem and batchmasc
 - 3.3.4.1. Don't do [gender] voice, do the drills!!!
 - 3.4. Homework (WRITE THIS DOWN)
 - 3.4.1. Pick THREE voice models and analyze ONE on their four tenets of trans voice
 - 3.4.2. Review your feedback
 - 3.4.2.1. Make sure you ask any follow up questions
 - 3.4.3. Prep for next lesson
 - 3.4.3.1. Review the core tenets and your evaluation on each one

Week 2: Pitch and Quotient

1. Homework check and follow up
 - 1.1. Questions?
2. Overview
 - 2.1. Review
 - 2.1.1. Pitch
 - 2.1.1.1. Not most important/myth busting
 - 2.1.1.2. "Transposition of personality"
 - 2.1.1.2.1. Demo and discuss
 - 2.1.2. Quotient
 - 2.1.2.1. Demo
 - 2.1.2.2. Debunking
 - 2.2. Critique training
 - 2.2.1. Critique is part of homework
 - 2.2.1.1. Aka pay attention to other people's work
 - 2.3. Drill, develop, combine
 - 2.3.1. Easier to combine this pairing
 - 2.3.1.1. Avoid conflation
3. Pitch focus
 - 3.1. Review
 - 3.1.1. Questions?
 - 3.2. Support software
 - 3.2.1. Pitch source
 - 3.2.1.1. Apronus, phone apps, tone generator:
<https://www.apronus.com/music/flashpiano.htm>
 - 3.2.1.1.1. Keys help visualize scientific pitch difference
 - 3.2.2. Tuner/reader
 - 3.2.2.1. Flute tunes, phone apps: <https://www.flutetunes.com/tuner/>
 - 3.2.2.1.1. Scientific pitch notation readout
 - 3.2.2.1.2. Not that damn gender pitch app
 - 3.2.3. Why scientific pitch notation?
 - 3.2.3.1. Reasonable modulation range ~2-3 notes up, 2-3 notes down
 - 3.2.3.1.1. There's no way to define relative pitch range sizes in hertz
 - 3.2.3.2. "Hertz hurts"
 - 3.2.3.2.1. Hertz doesn't simplify the logarithmic way we hear and produce pitch
 - 3.2.3.3. Scientific pitch notation octaves
 - 3.2.3.3.1. C1-D1-E1-F1-G1-A1-B1-C2
 - 3.2.3.3.1.1. "C to shininG C"
 - 3.3. Brief intermission to boot up

- 3.4. Drill and prompts
 - 3.4.1. Feedback round robin
- 3.5. Troubleshooting (AS APPLICABLE)
 - 3.5.1. Pitch insensitivity
 - 3.5.1.1. Tone generator beat training w/example
 - 3.5.1.1.1. <https://www.szynalski.com/tone-generator/>
 - 3.5.1.1.1.1. Note matching in desired range with tuner
 - 3.5.1.2. Use target note for first syllable of target range
 - 3.5.2. "Transposition of personality"
 - 3.5.2.1. Imitation
 - 3.5.2.1.1. Repeat natural speech inflection in desired range
- 4. Quotient focus
 - 4.1. Software for quotient detection not fully caught up to human ear yet
 - 4.2. Review
 - 4.2.1. Questions?
 - 4.3. Drill and prompts
 - 4.3.1. Feedback round robin
 - 4.4. Troubleshooting (AS APPLICABLE)
 - 4.4.1. Conflations
 - 4.4.1.1. OQ
 - 4.4.1.1.1. Breathiness, quietness
 - 4.4.1.1.1.1. Conceptual separation, glottal strikes
 - 4.4.1.1.2. Discontinuity
 - 4.4.1.1.2.1. Glottal strikes, SOVTE
 - 4.4.1.2. CQ
 - 4.4.1.2.1. Constipated voice, loudness
 - 4.4.1.2.1.1. Conceptual separation, SOVTE, refractory yawn
 - 4.4.1.2.2. Creak
 - 4.4.1.2.2.1. SOVTE, refractory yawn
 - 5. Combining them
 - 5.1. Pitch vs Quotient
 - 5.1.1. Reinforce each other
 - 5.1.2. Conflatable
 - 5.2. Drill quotient slide to target pitch
 - 5.2.1. Sustain for tuner reading
 - 5.3. Drill and prompts
 - 5.3.1. Feedback round robin
 - 6. Homework
 - 6.1. 2 recordings of pitch + quotient
 - 6.1.1. Drills at beginning
 - 6.1.2. Use <https://vocaroo.com>
 - 6.2. Give each other feedback
 - 7. Questions?

Week 3: Larynx Height, Embouchure

1. Homework check and follow up
 - 1.1. Questions?
2. Overview
 - 2.1. Review
 - 2.1.1. Larynx
 - 2.1.1.1. Throat slider
 - 2.1.1.1.1. Cosmetic side effect shoutout
 - 2.1.1.2. Squeak/Boom Demo
 - 2.1.1.3. **NOT** SAME AS R1 I SWEAR TO GOD IF ANY OF YAWL–
 - 2.1.2. Embouchure
 - 2.1.2.1. Mouth moves
 - 2.1.2.1.1. Lips, consonants, vowels, jaw, oropharynx
 - 2.1.2.2. **NOT** SAME AS R2 I SWEAR TO GOD IF ANY OF YAWL–
 - 2.1.2.3. Get a mirror (or camera)
 - 2.1.2.3.1. Yes, now
 - 2.2. Critique training
 - 2.2.1. Critique is part of homework
 - 2.2.1.1. Aka pay attention to other people's work
 - 2.3. Drill, develop, combine
 - 2.3.1. Easier to combine this pairing
 - 2.3.1.1. Avoid conflation
 - 2.3.1.1.1. Especially with oropharynx and larynx
3. Larynx height focus
 - 3.1. Review
 - 3.1.1. Questions?
 - 3.2. Drill and prompts
 - 3.2.1. Feedback round robin
 - 3.3. Troubleshooting (AS APPLICABLE)
 - 3.3.1. DO THE PHONATION TEST!!!
 - 3.3.2. Discomfort
 - 3.3.2.1. Natural growing pains usually
 - 3.3.2.2. Muscular fatigue is natural
 - 3.3.3. It sounds weirdest out of context
 - 3.3.3.1. Wait till we fix
 - 3.3.4. Breathing issues
 - 3.3.5. False fold mythos
 - 3.3.5.1. What, y'all never whispered in your lives?
 - 3.3.6. Vowel conflation
4. Embouchure
 - 4.1. Review
 - 4.1.1. Questions?
 - 4.2. Oropharynx Focus

- 4.2.1. Location
 - 4.2.2. OPC/OPE
 - 4.3. Try it out!
 - 4.3.1. Visualization advantage
 - 4.3.2. Mirrors ready?
 - 4.4. Drill and prompts
 - 4.4.1. Feedback round robin
 - 4.5. Troubleshooting (AS APPLICABLE)
 - 4.5.1. Not enough contrast in drill
 - 4.5.2. Static vs dynamic attributes
 - 4.5.3. Maintain reasonable articulation of words
 - 4.5.3.1. Static: larynx, quotient
 - 4.5.3.2. Dynamic: pitch, embouchure
- 5. Combining them
 - 5.1. Larynx vs embouchure
 - 5.1.1. Larynx tends to reinforce oropharyngeal compliance
 - 5.1.2. Avoid conflation
 - 5.2. Drill: track larynx phonation test into embouchure drill
 - 5.3. Drill and prompts
 - 5.3.1. Feedback round robin
- 6. Homework
 - 6.1. Send recordings and give feedback
 - 6.2. Review for “final”
- 7. Questions?

Week 4: “Finals” and Future

1. Homework check and follow up
 - 1.1. Questions?
2. Overview
 - 2.1. Covering all drills
 - 2.1.1. Combination mistakes are natural and expected
 - 2.2. Revisit models
 - 2.3. Future plugs
 - 2.3.1. Tran Academy
 - 2.3.2. Trans Voice Lounge
 - 2.3.3. Trans Singing
 - 2.3.3.1. The reddit
 - 2.3.3.2. Karaoke
 - 2.3.4. Voice Acting
 - 2.3.4.1. Game Night
 - 2.3.5. Let me yell at your Speech Therapist/ENT
 - 2.3.6. Let me terrorize your trans support groups/student clubs
3. Quotient + Pitch Redux
 - 3.1. Drill and Round Robin Feedback
4. Larynx + Embouchure Redux
 - 4.1. Drill and Round Robin Feedback
5. Full assembly
 - 5.1. Larynx → Quotient → Pitch → Embouchure
 - 5.1.1. YES IN THAT ORDER
 - 5.1.2. Apply each preceding drill to your voice in all subsequent demos
 - 5.1.3. Demo
 - 5.2. Recess to practice off mic
 - 5.2.1. Questions?
 - 5.3. Full assembly prompts
 - 5.3.1. Feedback round robin
 - 5.4. Incorporate revisions and retry/questions
6. Plug reminders
 - 6.1. Plus auditing future months at reduced price for extra review
 - 6.2. DON'T FORGET TO CANCEL BEFORE REBILL
7. Questions