

EASTERN ARIZONA COLLEGE

Oral Interpretation of Literature

Course Design
2011-2012

Course Information

Division Communicative Arts
Course Number SPC 150
Title Oral Interpretation of Literature
Credits 3
Developed by Lee Russell
Lecture/Lab Ratio 3 Lecture/0 Lab

Transfer Status

ASU	NAU	UA
COM 241, Humanities and Fine Arts (HU)	TH Departmental Elective also satisfies: Aesthetic & Humanistic Inquiry [AHI]	COMM Departmental Elective

Activity Course No
CIP Code 23.1304
Assessment Mode Pre/Post Test (89 Questions/89 Points)
Semester Taught Upon Request
GE Category Humanities
Separate Lab No
Awareness Course No
Intensive Writing Course No

Prerequisites

ENG 101 with a grade of "C" or higher

Educational Value

Benefits transfer students, communication majors, or any student wishing to appreciate literature from a presentational point of view. Enhancement of communication skills is an additional value.

Description

Imaginative and skillful oral rendering of prose and poetry through study of literature and techniques of presentation.

Supplies

None

Competencies and Performance Standards

1. Perform material from four or five different types of literature

Learning objectives

What you will learn as you master the competency:

- a. Alter voice and body to depict characters, their emotions, physical characteristics, attitude, and interactions
- b. Read one piece of literature completely to understand fully the content and the meaning of the parts you will perform.
- c. Identify the difference(s) of oral interpretation of a piece of literature performed with and without voice changes, also with and without body language.

Performance Standards

Competence will be demonstrated:

- learner correctly identifies the difference between oral interp of literature with vocal variety and body language and that done without vocal variety and body language
- learner does one self and one peer evaluation of each oral interpretation done this semester
- learner scores 80% or higher on each teacher evaluation of each performance
- Perform each piece of literature for a minimum time of 3 minutes and a maximum time of 5 minutes
- Give each performance from memory
- Give each performance to your class of peers
- If score on first performance of any piece of literature is less than 80% the learner is required to do it over again, on the REDO date.

Performance will be satisfactory when:

- learner uses gestures, posture, stance, facial expression, vocal variety, and sense memory to express meaning of literature
- learner identifies what differences the use of vocal variety and voice changes for characters makes in the understanding of a performance of literature as compared to that performed without any voice changes
- learner discriminates between oral interpretation of literature performed using all aspects of body movement and facial expressions and that performed without

2. Express the differences and similarities between types of literature

Learning objectives

What you will learn as you master the competency:

- a. Identify the different kinds of non-fictional literature.
- b. Identify that which makes distinct the different types of poetry
- c. Identify that which makes poetic (poetry) literature distinct
- d. Identify that which makes descriptive prose distinct
- e. Identify that which makes narrative prose literature distinct
- f. Identify the various types of dramatic literature
- g. Identify that which makes dramatic literature distinct

Performance Standards

Competence will be demonstrated:

- all identifications will be done on written tests given during the semester
- learner must answer correctly each question comparing and contrasting genre

Performance will be satisfactory when:

- learner compares and contrasts the different genre of literature experienced in the course

3. Analyze each of the pieces of literature to be performed

Learning objectives

What you will learn as you master the competency:

- a. A clear understanding of what to look for in analyzing literature for performance
- b. Acknowledge that an effective analysis of the literature clarifies what needs to be done to effectively perform the literature selection.

Performance Standards

Competence will be demonstrated:

- learner turns in an analysis for each piece of literature they perform, after first performance
- learner scores 80% or higher on each evaluation
- when score of an evaluation is less than 80% the student will meet with instructor for assistance

Performance will be satisfactory when:

- learner identifies the narrator type, gender, age, attitude, body type (i.e. skinny, normal, muscular, heavy), and voice type (i.e. brusque, whinny, barrel sounding, etc.)
- learner identifies each of the character(s) gender, age, attitude, body type, voice type
- learner identifies literature as being humorous, dramatic, satirical, fantasy, realistic, farce, etc.
- learner explains relationship between the characters, the events, the location, and give a clear explanation of the meaning of the piece
- learner identifies what time frames the literature is to be performed in (i.e. present to past, present only, present to future, future only, past only)

4. Understand sense imagery and apply it in the interpretation of literature

Learning objectives

What you will learn as you master the competency:

- a. Acquaint self with what sense imagery is and how it impacts the reader.
- b. Adapt the performance of literature to take in sense imagery.

Performance Standards

Competence will be demonstrated:

- when learner correctly identifies imagery and senses appealed to in literature selected by instructor, on a written test
- when learner successfully impacts instructors sense(s) through performance of sense imagery in each type of literature

Performance will be satisfactory when:

- learner recognizes phrases in literature that are pieces of imagery
- learner identifies what senses those pieces of imagery appeal to
- learner successfully performs pieces of imagery in each presentation from the various types of literature to be performed
- learner looks for and identifies the primary and secondary sense appeals that exist in most imagery, in each piece of literature performed

5. Distinguish between the different points of view (i.e. 1st person narrative, 2nd person narrative, 3rd person narrative)

Learning objectives

What you will learn as you master the competency:

- a. Acquaint self with 1st, 2nd, and 3rd person points of view
- b. Apply point of view to the performance of literature
- c. Appreciate how point of view effects the angle from which the reader/audience experience the literature

Performance Standards

Competence will be demonstrated:

- student will tell instructor what point of view they are working from in each piece of literature, as they stand to interpret the literature for the class. The instructor will verify the student's answers; each identification must be correct.
- student will explain how the point of view impacts the literature and their performance of it, through performance and discussion. Student must get it correct for each literature performed.
- on a written exam, samples of literature will be provided, to which student must correctly identify the point of view

Performance will be satisfactory when:

- learner correctly identifies each type of narrator. (i.e. 3rd, person omniscient, limited omniscient, objective etc.)
- learner understands how each of the different points of view effects the interpreter's performance of the literature
- learner performs the narrators in their particular pieces of literature effectively

6. Recognize the basic elements that make up any literature, (i.e. paragraph, sentence, speech phrase, punctuation, stanza, meter etc.)

Learning objectives

What you will learn as you master the competency:

- a. Be aware of the basic written elements that make up all literature
- b. Be aware how the basic written elements can help in oral interpretation of the literature

Performance Standards

Competence will be demonstrated:

- through discussion of each of these elements as they go through the process of analysis of each piece to be performed student will express an understanding
- on one or more written exams the student will correctly identify the elements of literature, and how those elements are functioning

Performance will be satisfactory when:

- learner expresses what several sentences in the literature to be performed tells him/her about the use of pauses, rate of speech, emphasis, and inflection in the performance
- learner breaks longer sentences into speech phrases so literature is better suited to the ear than the eye
- learner finds the balance point (fulcrum) of several of the sentences in one or more of pieces of literature he/she performs
- learner expresses a clear understanding of other elements of written literature; words, tone color, rhythm, and description

7. Recognize that which makes literature interesting and meaningful, (i.e. point of view, characters, conflict, plot and action, dialogue, etc.).

Learning objectives

What you will learn as you master the competency:

- a. Specify how point of view makes literature interesting
- b. Specify how characters make literature meaningful and interesting
- c. Specify how conflict makes literature interesting
- d. Specify how action makes literature interesting
- e. Specify how dialogue makes literature interesting

Performance Standards

Competence will be demonstrated:

- when learner clearly and completely defines point of view on a written test
- when learner shows in at least one performance effective use of character(s) demonstrating contrast, energy, conflict (internal or external) tension, crisis showing that the literature is built around the characters
- when in performance learner successfully suggests action of the character(s) based on the literature
- when in performance learner uses dialogue to reveal to audience the character(s)
- when on a written test learner correctly identifies why literature must contain conflict

Performance will be satisfactory when:

- learner defines point of view
- learner understands how characters give the literature its contrasts, its energy, its basis for conflict, tension, crisis, climax, and resolution
- learner understands why the literature must have conflict (internal or external)
- learner creates suggestion of action based on the literature
- learner uses the literatures dialogue as a way to advance story and establish character

8. Recognize how the basic elements of literature effect the rehearsal and finally the performance.

Learning objectives

What you will learn as you master the competency:

- a. Acknowledge how knowing and understanding the basic elements of the literature help the rehearsal process and finally the performance.

Performance Standards

Competence will be demonstrated:

- when learner informs instructor in person and through his/her journal of practice that the literature has been read in its entirety
- when learner turns in a copy of the piece of literature to be performed with clearly marked areas where tension builds, where crises happen, where the climax happens, where denouement begins and ends, where characters do or say things and a justification
- through the performance of the literature with a score of 80% or higher
- through in class discussion

Performance will be satisfactory when:

- learner acquaints self with one piece of literature in its entirety.
- learner adheres to entire piece of literature in defining and performing, character(s), narrator (if one exists in literature i.e. a play), building tension, crises, climax, and denouement
- learner practices the literature for performance based on the characters, the building tension, crises, climax, and denouement. Paying attention to each element in the rehearsal process
- learner shows through performance how practice focusing on the elements improved the presentation

Types of Instruction

Classroom Presentation

Instructor-managed lectures and discussion

Instructor demonstrations

Evaluations of performances done by self and peers

Use of videos and an invited professional

In class activities to emphasize interpretation

Grading Information

Grading Scale

A	100% to 88%
B	87% to 75%
C	74% to 65%
D	64% to 50%
F	49% to 0%