I. INTRODUCTION

A. The Oral Interpretation of Literature course provides study and practice in the principles of oral reading of literature. This course stresses analyzing literature and recreating the logical and emotional content for an audience. It also includes group oral interpretation. Oral Interpretation includes performing literature aloud with variety in voice, facial expressions, gestures, posture, and movement to convey appropriate emotions. Vivid oral readings recreate the reality described on the printed page and bring the literature to life. Suitable literature for performance includes poems, prose, play cuttings, and children’s literature.

B. SPCH 2341 satisfies the Humanities requirement for many degree plans at Central Texas College. Please check your degree plan to determine the status of this course in your program of study.

C. The Oral Interpretation of Literature course is useful to students in a number of fields, including Speech, Child Development, Drama, English, and Telecommunications.

D. Prerequisite(s): None

II. LEARNING OUTCOMES

Upon successful completion of this course, SPCH 2341, the student will:

A. Recall and apply theories related to the oral interpretation of literature and analyze literature according to plot, characters, setting, theme, point-of-view, language style, and adaptability for oral performance. (C5, C6, C7, F1, F2, F7, F10)

B. Perform children’s literature aloud with variety in voice, facial expressions, gestures, posture, and movement, and analyze the children’s literature to support your performance choices. (C5, C6, C7, C9, F1, F2, F6, F7, F10)
C. Perform poetry and prose aloud in a Readers’ Theatre format with variety in voice, facial expressions, gestures, posture, and movement, and analyze the poetry and prose to support your performance choices.  (C5, C6, C7, C9, F1, F2, F6, F7, F10)

D. Perform dramatic literature aloud with variety in voice, facial expressions, gestures, posture, and movement, and analyze the dramatic literature to support your performance choices.  (C5, C6, C7, C9, F1, F2, F6, F7, F10)

E. Employ costumes, masks, scripts, music, lighting, and props as needed to perform the literature.  (F7, F8, F9, F10, F12)

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. Reading Assignments: Reading assignments will be provided on the course schedule. Students should read all chapters of the textbook as the semester progresses and will be tested over the textbook material as well as the lecture material on the final exam. The instructional units may be rearranged or combined at the instructor’s discretion.

1. Children’s Literature Unit (Chapters 1, 8, 9)
2. Reader’s Theater Unit (Chapters 2, 3, 4, 5, 7, 11)
3. Dramatic Literature Unit (Chapters 6 & 10)

B. Projects, Research Papers, Assignments:

1. Students will complete a number of homework and in-class assignments to be assigned by the instructor.
2. Students will participate in practice sessions and performances.
3. Students will compose and type a paper analyzing the choices of voice, facial expressions, gestures and movement that they made in each of their performances.
C. Class Performance

1. Attendance is necessary for a successful performance-oriented course. Attendance means coming to class on time and prepared. Roll will be taken every class period, and students whose absences (excused or unexcused) exceed a total of three (3) class meetings will become liable for administrative withdrawal from or failure in this course.
   a. Absences on days when homework is due will result in a grade of zero. In rare instances (medical emergencies for example), you may turn in the assigned homework within one week of the due date without penalty. No homework will be accepted for any reason more than one week late.
   b. Absences from Practice Sessions will result in a grade of zero for that practice session.
   c. Absences from the Final Examination are not allowed.

2. Students are responsible for lecture notes, homework assignments and other information missed by not attending class, including any changes in the schedule or assignments. The schedule may need to be rearranged during the term.

3. Students are expected to complete all assignments on time.

4. Students are expected to know and observe all college regulations.

5. Students are expected to follow the syllabus and keep up with all required reading and assignments. Students are responsible for all material presented in the text (whether discussed in class or not) as well as class lectures, assignments, and activities (whether covered in the textbook or not).

6. While presentations are in progress, students are expected to behave as a courteous audience. You should not talk, enter or leave the room, work on homework, answer a cellular phone or pager, or do anything that might distract the speaker during her/his speech.

D. Class Participation

1. Students are expected to participate constructively in class discussions and projects.

2. Failure to participate in class activities, practice sessions, and/or performances will reduce the student’s grade for those activities.
V. EXAMINATIONS

There will be one exam in this class. The final exam will be comprehensive and will be worth 20 percent of the student’s final grade. The format of the exam will be explained in class.

VI. SEMESTER GRADE COMPUTATIONS

A. Homework Assignments and Participation 20% of course grade

B. Children’s Literature Unit Performance
   1. Children’s Show Written Analysis 10% of course grade
   2. Children’s Show Practice Sessions 10% of course grade
   3. Children’s Show Performances 10% of course grade

C. Readers’ Theatre/Drama Unit Performance
   1. Prose/Poetry/Drama Written Analysis 10% of course grade
   2. Prose/Poetry/Drama Practice Sessions 10% of course grade
   3. Prose/Poetry/Drama Performance 10% of course grade

D. Final Examination 20% of course grade

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

A. Course Withdrawal: It is your responsibility to officially drop a class if circumstances prevent attendance. If you desire to, or must, officially withdraw from a course on or after the first scheduled class meeting, file an Application for Withdrawal and, if during the refund period, an Application for Refund with the CTC Records/Business Offices or with the CTC representative at your location. During the official add/drop period, which is through the 12th class day for a 16-week course, a student may use a schedule change request form to drop a course.

B. Administrative Withdrawal: If a student has not attended class by the 12th class day of a 16-week semester class, that student will be dropped by the instructor with a grade of “W.” A student may be administratively withdrawn from any class when that student’s absences exceed a total of four class meetings for a spring or fall semester or three class meetings for an eleven-week, eight-week, or six-week semester; and in the opinion of the instructor, that student cannot satisfactorily complete the course. The final decision rests solely with the instructor.

C. Incomplete Grade: An “IP” grade (“In Progress”) may be assigned by an instructor if a student has made satisfactory progress in a course with the exception of a major quiz, final exam, or other project. The “IP” grade may also be assigned for extenuating circumstances beyond a student’s control such as personal illness, death in the immediate family, military orders, or in the case of distance learning courses, technology failures and mail delays. Notice of absences
with supporting documentation may be required by the instructor. Students should notify instructors in advance of absences whenever possible. The instructor makes the final decision concerning the granting of the incomplete grade. The instructor may set a deadline for completing the remaining course requirements. In no case will the deadline exceed 120 days after the scheduled end of the course. It is the student’s responsibility to arrange with the instructor for the assignment of work necessary to complete the course and to change the “IP” within the time specified. An “IP” grade cannot be replaced by the grade of “W.” At the end of the 120 days if the student has not completed the remaining coursework as required by the instructor, the “IP” will be converted to an “FI” and appear as an “F” on the student’s official transcript. Special conditions may apply to students enrolled in courses paid through financial aid, scholarships and VA benefits; military tuition assistance; or other third-party contractual agreements. Incomplete grades of “I” are no longer given.

D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. American’s with Disabilities Act (ADA): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

VII. COURSE OUTLINE

A. Lesson One: Children’s Literature

1. Learning Outcomes: Upon successful completion of this unit, the student will be able to:
   a. Perform children’s literature aloud with variety in voice, facial expressions, gestures, posture and movement.
b. Analyze the children’s literature to support your performance choices.

2. Learning Activities:
   a. Students will follow the instructor’s directions regarding movement, voice, facial expressions and gestures in practice sessions. (C5, C6, C7, F1, F5, F7, F10)
   b. Students will perform children’s literature aloud with variety in voice, facial expressions, gestures, and movement. (C5, C6, C7, C9, F1, F6, F7, F10)
   c. Students will compose and type a paper analyzing the choices of voice, facial expressions, gestures and movement that they made in their performances. (F2, F8, F9, F10)

3. Lesson Outline:
   a. Awakening and Contacting Your Body
      (1) Bringing Words Alive
      (2) Body Language and Literature Performance
      (3) The Conductor
      (4) Physicalizing Metaphors
      (5) Gestures, Facial Expressions, and Body Tone
      (6) You, Your Selection and Your Audience
      (7) Selections For Body Work
   b. Performing Literature for Children
      (1) Selecting Material for Children
      (2) Preparing to Read for Children
      (3) A Story Box of Children’s Literature
      (4) Performer’s Journal
   c. Performing Literature from Around the World
      (1) Performer’s Journal
      (2) Literature from other nations

B. Lesson Two: Prose and Poetry as Readers’ Theatre

1. Learning Objectives: Upon successful completion of this unit, the student will be able to:
   a. Perform prose and poetry aloud in a Readers’ Theatre format with variety in voice, facial expressions, gestures, posture, and movement.
   b. Analyze the prose and/or poetry to support your performance choices.

2. Learning Activities:
   a. Students will follow the instructor’s directions regarding movement, voice, facial expressions and gestures in practice sessions. (C5, C6, C7, F1, F5, F7, F10)
b. Students will perform prose and poetry aloud in a Readers’ Theatre format with variety in voice, facial expressions, gestures, posture, and movement. (C5, C6, C7, C9, F1, F2, F6, F7, F10)

c. Students will compose and type a paper analyzing the choices of voice, facial expressions, gestures, posture, and movement. (F2, F8, F9, F10)

3. Lesson Outline:
   a. Discovering and Developing Your Voice
      (1) Levels of Meaning in Selections
      (2) Speech Intelligibility
      (3) Time
      (4) Volume and Force
      (5) Pitch in Performance
      (6) Vocal Quality
      (7) Performer’s Journal
   b. Training Your Sense Memory for Oral Interpretation
      (1) Coming To Your Senses
      (2) Performer’s Journal
   c. The Interpretation of Descriptive Prose
      (1) Refreshing Your Senses
      (2) Performer’s Journal
      (3) Selections for Further Work
   d. The Interpretation of Narrative Prose
      (1) Oral Interpretation as Storytelling
      (2) Many Voices
      (3) Why is the Narrator So Important?
      (4) Performer’s Journal
      (5) A Narrative Prose Trip
   e. The Interpretation of Poetry
      (1) Rhythm
      (2) Meter
      (3) Tempo
      (4) Other Language Tools
      (5) Figures of Speech
   f. Ensemble Approaches to Interpretation
      (1) The Nature of Ensemble Reading
      (2) Choral Speaking and Chamber Theatre
      (3) Concrete Poetry for Choral Speaking
      (4) Performer’s Journal

C. Lesson Three: Dramatic Literature

1. Learning Objectives: Upon successful completion of this unit, the student will be able to:
a. Perform dramatic literature aloud with variety in voice, facial expressions, gestures, posture, and movement.
b. Analyze the dramatic literature to support your performance choices.
2. **Learning Activities:**
   a. Students will follow the instructor’s directions regarding movement, voice, facial expressions, gestures, postures, and movement. *(C5, C6, C7, F1, F5, F7, F10)*
   b. Students will perform dramatic literature aloud with variety in voice, facial expressions, gestures, and movement. *(C5, C6, C7, C9, F1, F6, F7, F10)*
   c. Students will compose and type a paper analyzing the choices of voice, facial expressions, gestures, and movement that they made in their performances. *(F2, F8, F9, F10)*

3. **Lesson Outline:**
   a. The Interpretation of Drama
      (1) Transpositions
      (2) Conflict
      (3) Character - - Who’s involved?
      (4) Clues For Performance
      (5) Setting and Time
      (6) Styles of Drama
      (7) Performer’s Journal
   b. Using Documentary Material for Oral Interpretation
      (1) The Interpreter Meets the Public Speech
      (2) The Interpreter Meets the Essay
      (3) The Interpreter Meets Biography and Autobiography
      (4) The Interpreter Meets the Diary and the Letter
      (5) The Interpreter Meets Video and Audio Tape
      (6) Performer’s Journal