



CREDIT COURSE OUTLINE

I. COVER PAGE

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| (1) COMM 12 | (2) FUNDAMENTALS OF INTERPRETATION | (3) 3 |
| Number | Title | Units |

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| (4) Lecture / Lab Hours: | (8)Classification: | |
| Total Course Hours | | |
| Total Lec hours: 54.00 | Degree applicable: | X |
| Total Lab hours: 0 | Non-degree applicable: | |
| Total Contact hours: 54.00 | Basic skills: | |
| Lec will generate <u>0</u> hour(s) outside work. | (9)RC Fulfills AS/AA degree requirement: (area) | |
| Lab will generate <u>0</u> hour(s) outside work. | General education category: | |
| (5) Grading Basis: Grading Scale Only | Major: COMMUNICATION | |
| Pass/No Pass option X | Certificate of: | |
| Pass/No Pass only | Certificate in: | |
| (6) Advisories: | (10)CSU Baccalaureate: | X |
| ENGL 1A - READING AND COMPOSITION | (11)Repeatable: (A course may be repeated three times) | 0 |
| (7) Pre-requisites(requires C grade or better): | | |
| Corequisites: | | |

(12) Catalog Description:
The interpretation of literature through oral performance of selected works of literature including but not limited to: poetry, fiction, essays, drama and children's literature. Includes both individual performances and group which may include reader's theatre.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. create and perform interpretive programs of various literary genres that art adapted to the audience.
- II. select and comprehend various forms of literature appropriate for oral performance.
- III. demonstrate emotion and develop characterization through vocal control and non verbal characterization.
- IV. analyze the effectiveness of oral interpretation performances.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. select and analyze various forms of literature including (but not limited to) poetry, fiction, nonfiction and drama.
- II. create and perform programs of various literary genres.
- III. evaluate both professional and student performances.
- IV. prepare written analysis of various forms of literature.
- V. project emotion and develop characters through vocal control and nonverbal characterization.
- VI. combine different types of literature to develop complete interpretive programs.

IV. COURSE OUTLINE:

Lecture Content:

- A. Understanding the nature of interpretation, its similarities and differences with drama and public speaking
- B. Techniques for understanding various types of literature through close critical study of the text
- C. Development of vocal control and emotional expression.
- D. Nonverbal aspects of delivery
- E. Principles of analysis and presentation (may include but are not limited to the following)
 1. Poetry
 2. Fiction
 3. Drama

- 4. Nonfiction
- 5. Children's Literature
- F. Storytelling
- G. Reader's theatre performance or group performance

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

- I. Sample Text Title:
 1. Recommended - Gura, T, & Lee, C. *Oral Interpretation*, ed. 12th Pearson, New York, 2010,
 2. Recommended - Jaffe, C.I. *Performing Literary Texts: Concepts and skills*, ed. 1st Thomson Wadsworth, Belmont, 2006,
 3. Recommended - Yorden, Judy *Roles in Interpretation*, ed. 5th McGraw-Hill, Boston, 2002,
- II. Other Readings

Global or international materials or concepts are appropriately included in this course
 Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Literature reflects the cultural environment of the writers and readers. Students are encouraged to explore a variety of cultural sources for the pieces they read. Likewise, they are encouraged to tell stories reflecting their own cultural heritages.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

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| A. Writing | | | |
| Check either 1 or 2 below | | | |
| X | 1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided. | | |
| | 2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C. | | |
| | a) essay exam(s) | | d) written homework |
| | b) term or other paper(s) | X | e) reading reports |
| | c) laboratory report(s) | X | f) other (specify) |

Required assignments may include but are not limited to the following:

Listening reports critiquing interpretive and dramatic performances

Written analysis of poetry, fiction and drama

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| B. Problem Solving | | | |
| Computational or non-computational problem-solving demonstrations, including: | | | |
| | a) exam(s) | | d) laboratory reports |
| | b) quizzes | | e) field work |
| X | c) homework problems | X | f) other (specify): |

Required assignments may include but are not limited to the following:

Creating reading programs

Developing a reader's theatre script as part of a group project

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| C. Skill demonstrations, including: | | | |
| X | a) class performance(s) | X | c) performance exams(s) |
| | b) field work | | d) other (specify) |

Required assignments may include but are not limited to the following:

Improvisational exercises

Programmed readings of poetry, fiction, drama and children's literature

Performance in a reader's theatre production or a group presentation

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| D. Objective examinations including: | | | |
| X | a) multiple choice | | d) completion |
| X | b) true/false | X | e) other (specify): |
| X | c) matching items | | |

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

Performances 40 % Written work 30 % Quizzes 30 %

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

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|---|----------------------------|---------------|
| Validation Language Level (check where applicable): | College-Level Criteria Met | |
| | YES | NO |
| Textbook | <u>X</u> | <u> </u> |
| Reference materials | <u>X</u> | <u> </u> |
| Instructor-prepared materials | <u>X</u> | <u> </u> |
| Audio-visual materials | <u>X</u> | <u> </u> |

Indicate Method of evaluation:

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|--|---------------|
| Used readability formulae (grade level 10 or higher) | <u> </u> |
| Text is used in a college-level course | <u>X</u> |
| Used grading provided by publisher | <u> </u> |
| Other: (please explain; relate to Skills Levels) | <u> </u> |

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| <i>Computation Level</i> (Eligible for MATH 101 level or higher where applicable) | <u> </u> | <u>X</u> |
| Content | | |
| Breadth of ideas covered clearly meets college-level learning objectives of this course | <u>X</u> | <u> </u> |
| Presentation of content and/or exercises/projects: | | |
| Requires a variety of problem-solving strategies including inductive and deductive reasoning. | <u>X</u> | <u> </u> |
| Requires independent thought and study | <u>X</u> | <u> </u> |
| Applies transferring knowledge and skills appropriately and efficiently to new situations or problems. | <u>X</u> | <u> </u> |

List of Reading/Educational Materials
 Recommended - Gura, T, & Lee, C. *Oral Interpretation*, ed. 12th Pearson, New York, 2010,
 Recommended - Jaffe, C.I. *Performing Literary Texts: Concepts and skills*, ed. 1st Thomson Wadsworth, Belmont, 2006,
 Recommended - Yorden, *Judy Roles in Interpretation*, ed. 5th McGraw-Hill, Boston, 2002,

Comments:

 This course requires special or additional library materials (list attached).
 This course requires special facilities:

Attached Files:

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| <p>BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.</p> <p>Check the appropriate spaces.</p> <p><u> </u> Eligibility for Math 101 is advisory for the target course. <u> </u> Eligibility for English 126 is advisory for the target course. <u> </u> Eligibility for English 125 is advisory for the target course.</p> <p><i>If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.</i></p> |
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| CONTENT REVIEW |
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| REQUISITES |
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| No requisites |
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