Speech 12: Fundamentals of Interpretation

Spring 2010

Tues. and Thurs. 9:30 – 10:45

Room: Business 40 (BUS 40)

Instructor: Bryan R. Hirayama

Office Hours: By Appointment Only

Contact Phone: 559-859-0473

Email: yamad6@yahoo.com

**Required Text**

Tuman, J, S., and Fraleigh, D, M. *Speak Up: An Illustrated Guide to Public Speaking*.

 New York: Bedford/St. Martin’s, 2009.

ISBN: 0-534-62001-9

# Required Materials and Resources

1. One 882 E Scantron. The Midterm for the course will use the front side (1-50) of the scantron and the final can be filled out on the back (51-100). Students who keep and use one scantron for both the Mid-Term and Final will receive 5 points extra-credit.
2. Five 815 Scantrons. Both the front and back of each scantron will be used.
3. Access to the Internet.

**Course Description**

The course covers the interpretation of literature through oral performance of selected works of literature including poetry, fiction, essays, drama, and children’s literature. Students will be responsible for performing both individual performances and reader’s theatre (A, CSU-GE).

**Student Learning Outcomes**

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

1. Analyze various forms of literature through close critical study.
2. Select and prepare literary materials for public performance.
3. Combine different types of literature to develop complete interpretation programs
4. Project emotion and develop characters through vocal control and nonverbal characterization.
5. Develop a reader’s theatre script and co-ordinate with others in the performance of that script.
6. Perform children’s literature giving attention to the unique skills required for reading to children
7. Discuss ways to use interpretation in an educational setting with children

**Classroom Deportment**

Every student is expected to honor the rights of their peers and instructor. Students who do not behave in a respectful manner will be asked to leave the class. Students who repeatedly act in an inappropriate and/or disrespectful manner will be asked to drop the class. Racist, sexist, ageist, and any other racially or culturally insensitive language used in class will **not be tolerated**. Just think before you speak and then think again before saying anything that may offend other students.

Please turn all cell phones and pagers off before entering class. In the event that a cell phone or pager goes off in class, it is at the discretion of the instructor to decide what punishment is just for each student. Impromptu speeches, short song and dance skits, and other embarrassing acts maybe the punishment for the day. Text messaging during class is also not appropriate. Any technological gadgets, including laptops, which are not being used for purposes pertaining to the class, will also not be permitted.

**Attendance**

Tardiness is unacceptable in this class especially on performance days. Roll will be taken at the beginning of class and any student not in their seats when the roll is taken will be marked absent. If a student does come in within the first 10 minutes of class it is their responsibility to see the instructor after class to have their absence changed to a tardy. After a student is tardy 3 times it will be counted as an absence. This class starts at 2pm so there should be no problem showing up on time.

If for some reason a student is late the day of a performance, they should wait patiently outside until the speaker is finished delivering. It is rude, inconsiderate, and disruptive to have someone come in during a performance, so don’t do it. If by accident a student happens to enter into class during a performance, they should sit down in the first available chair and be very quiet. Please be courteous to your peers and instructor. Just come to school and there will be no problems. Please see the “Participation” section below for a more detailed description of how attendance plays into participation.

After the first week of class, it is the student’s responsibility to add/drop the course through the proper channels at Reedley College. Students who do not take care of this enrollment issue will receive the grade they earned for the duration of the class despite their clear disinterest in the class for whatever reason. If you are enrolled in the course at the end of the semester, you receive a semester grade. Please make sure that you are taking care of business so you can avoid problems associated with this issue.

Students will be provided notification if class will be cancelled. A note will be placed on the classroom door or an email or announcement will be sent out using blackboard to let students know if there is an unexpected cancellation.

**Assignments**

**Reading Quizzes:** At the beginning of each class following a reading assignment, students will have a short reading quiz. These reading quizzes will consist of multiple-choice questions and are worth 20 points each.

**Storytelling Performance:** The objective of the first performance is to get students out of their seats and performing. Students will present a story from their personal or professional lives. The details and criteria for this performance will be distributed on the assignment date (see attached calendar).

**Children’s Literature Performance:** Students will select and perform a children’s story to the class. During the performance, students should demonstrate their understanding of appropriate and effective delivery skills. The details and criteria for this performance will be distributed on the assignment date (see attached calendar).

**Poetry Performance:** Students will select a poem or song to perform. The details and criteria for this performance will be distributed on the assignment date (see attached calendar).

**Final Performance:** The final performance for this class will be a Reader’s Theatre. Students will select a scene from a play to perform in front of the class. Each group member will have a relatively equal part and students will be graded both as a group and as an individual performer. The details and criteria for this performance will be distributed on the assignment date (see attached calendar).

**Self-Analysis Paper:** After the Storytelling Performance, students will write a short paper reflecting on their experience during the performance, the difficulties they encountered, and the emotions that emerged. These papers are designed to help students understand the process of performing by recounting their communication from start to finish. Please refer to the course schedule regarding the due date for this assignment. All written assignments for this course must be turned in via email to yamad6@yahoo.com. Hard copies/paper copies will not be accepted unless discussed with the instructor prior to handing in the assignment. The rubric, requirements, and guidelines for this speech will be discussed on the assignment date (see attached calendar).

**Peer Critique:** To become a better performer it is important to watch performances and analyze them. Students will be responsible for commenting on the Poetry Performance delivered by a fellow classmate. The rubric, requirements, and guidelines for this assignment will be handed out later in the semester (see attached calendar).

Performance Critique Paper: Students will be required to observe a performance outside of class and write a 3 – 5 page paper that critiques the performance, content, and adaptation by the speaker during their speech. This assignment is designed to give students the opportunity to tease out the concepts, ideas, and theories from the course and offer an insightful critique. The rubric, requirements, and guidelines for this assignment will be handout out towards the middle of the semester (see attached calendar).

**Mid-term Examination:** The mid-term for this course will be a multiple-choice test created from the chapter readings covered up to this point in the semester. Students will be required to purchase a 882 E scantron to take the test. A more detailed outline and study guide will be discussed and distributed before the examination date.

**Final Examination:** The final examination for this course will not be comprehensive. The final examination will be based on the chapters read and discussed since the mid-term exam. The final examination for this course will be a multiple-choice, short answer, and short essay test created from a number of the chapter readings. Students will be required to purchase an 882 E scantron to take the test. A more detailed outline and study guide will be discussed and distributed before the examination date.

**In Class Activities:** Periodically students will complete assignments in class. These assignments will be relatively unannounced so attendance is imperative to receive the points.

**Participation:** An important component in this skills-based course is participation. Students are expected to be prepared for class discussions, offer constructive feedback to their peers, and interact in a productive way during group activities. Students who do not participate in class or are absent and otherwise unable to participate will not earn the participation points for this course. Absenteeism is the easiest way to lose these points. After the 3rd unexcused absence in this course, students can only earn half of the participation points (or 50 points) possible for the course. After the 4th unexcused absence, students can not earn any of the participation points for the course. After the 5th unexcused absence, students will not be able to participate in the make-up class. Lastly, students who miss 6 classes due to unexcused absences will not be able to earn any extra-credit.

Students who can provide documentation for their absence, have a legitimate reason for missing class (as recognized by Reedley College), or have received approval from the instructor will not be penalized for their absence/s. Student-Athletes who will miss class due to their game schedule must provide a full game schedule to the instructor within the first two weeks of school. Students who miss class while attending an event sponsored or hosted by Reedley College or are part of a group, club, or organization associated with the college will also be excused with the proper documentation. There are many absences that can be excused with the proper documentation but there are zero that can not be without it. Documentation is also subject to verification by the instructor and documentation can be handed in no later than one-week from the absence in question.

**Late Assignments**

Late assignments will only be accepted for those students who have an excused absence (see Participation section above for a more detailed description of what constitutes an excused absence). Late assignments must be turned in the day a student returns from their excused leave. If a student has an excused absence on Thursday for example, the same day an assignment was due, the assignment must be turned in on the Tuesday of the next week. If a student is absent on a performance day with an excused absence, there are a few possibilities for making up the assignment. If time allows on the last performance day for that round, it can be delivered then. However if time does not allow, students must make up their performance on the make-up day at the end of the semester.

**Students with Disabilities**

If you have a verified need for an academic accommodation or materials in alternate media (Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

**Grading Rubric**

Reading Quizzes 200 Points

Storytelling Performance 25 Points

Children’s Literature Performance 75 Points

Poetry Performance 150 Points

Final Performance 200 Points

Self Analysis Paper 25 Points

Performance Critique Paper 100 Points

Peer Critique 50 Points

In Class Assignments 50 Points

Participation 100 Points

Mid-term Examination 100 Points

Final Examination 100 Points

Total Semester Points 1175 Points

**Make-Up Class**

Once at the end of the semester students will have the opportunity to make-up a missed a performance. Students who have missed a performance due to an excused absence will have first priority for making it up. After these students have presented, students who have missed a performance due to an unexcused absences will be eligible to make-up their performance. There is not a guarantee that all students will be able to do a make-up. To make this fair to everyone the names of all the remaining students presenting will be put into a hat and randomly drawn. This is the only way to make it fair for everyone and make it so students have an equal chance of getting their name drawn out of the hat. If time runs out and all the performances have not been delivered that is just how the cookie crumbles.

Although students can make-up a missed performance, make-up day is not for students to make-up other assignments. Students who are late to make-up day will find the door locked. If you are late to make-up day you miss out. For those students who have not missed an assigned performance, make-up day is a free day. Do not come to class whatever you do. Go shopping, have a long lunch with a friend, do something that has nothing to do with Speech 12. Basically it is a free day for you. Have fun.

**Cheating and Plagiarism**

Cheating and Plagiarism will also not be tolerated in this class. Any act of cheating or plagiarism, whether large or small, will be treated the same. Students who are caught cheating or plagiarizing will receive an “F” on the assignment in question, will be reported to the proper authorities, and will be required to drop the class.

# Changes to the Syllabus

The instructor reserves the right to make changes to the syllabus throughout the course of the semester. Any change made to the course syllabus will be done in the best interest of the students. Changes could potentially be made to assignments, evaluations, and due dates. Announcements for these changes could be made verbally or online. It is the students’ responsibility to make sure they are informed about changes and denying they have received information concerning changes to the course are not grounds for appealing the information on the course syllabus.

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| Date | Day | Discussion | Reading Requirements | Assignments Due | Important Dates |
| 12-Jan | Tuesday | Course Introduction | Course Syllabus | Review Syllabus |  |
| 14-Jan | Thursday | Student Responsiblities and Questions About the Course. Discuss the Storytelling Performance and Self-Analysis Paper | Chapter 1 for Tuesday | Assign Storytelling Performance and Self-Analysis Paper |  |
| 19-Jan | Tuesday | Chapter 1: Introduction to Oral Performances |  | Reading Quiz: Chapter 1 | Jan. 18th – Martin Luther King Day |
| 21-Jan | Thursday | Storytelling Performance |  |  | Jan. 22nd – Last day to drop a full-term class for a refund for Spring 2010 |
| 26-Jan | Tuesday | Storytelling Performance | Chapter 2 for Thursday |  |  |
| 28-Jan | Thursday | Chapter 2: Performers and Audiences |  | Reading Quiz: Chapter 2. Self-Analysis Paper Due | Jan. 29th – Last day to register for a full-term fall and last day to drop a fall full-term class to avoid a “W” for Spring 2010. |
| 2-Feb | Tuesday | Chapter 2 Continued | Chapter 3 for Thursday |  |  |
| 4-Feb | Thursday | Chapter 3: Selecting Literary Texts for Performances |  | Reading Quiz: Chapter 3 |  |
| 9-Feb | Tuesday | Chapter 3 Continued | Chapter 4 for Thursday |  |  |
| 11-Feb | Thursday | Chapter 4: Analyzing Texts |  | Reading Quiz: Chapter 4 | Feb. 12th – Lincoln Day/Washington Day |
| 16-Feb | Tuesday | Chapter 4 Continued |  | Prepare for Exam 1 Review | Feb. 16th – Last day to change a spring class to/from a pass/no pass to grade |
| 18-Feb | Thursday | Exam 1 Review | Review Chapters 1-4 | Prepare for Exam 1 |  |
| 23-Feb | Tuesday | Exam 1 | Chapter 5 for Thursday |  |  |
| 25-Feb | Thursday | Chapter 5: Using Your Voice and Body |  | Reading Quiz: Chapter 5 |  |
| 2-Mar | Tuesday | Chapter 5 Continued. Discuss Children's Literature Performance.  | Chapter 6 for Thursday | Performance # 2: Assign Children's Literature Performance |  |
| 4-Mar | Thursday | Chapter 6: Preparing for Performance |  | Reading Quiz: Chapter 6 |  |
| 9-Mar | Tuesday | Chapter 6 Continued. Discuss Peer Critique Writing Assignment. |  | Prepare for Performance # 2. Assign Peer Critique Writing Assignment |  |
| 11-Mar | Thursday | Children's Literature Performances |  |  |  |
| 16-Mar | Tuesday | Children's Literature Performances |  |  |  |
| 18-Mar | Thursday | Children's Literature Performances | Chapter 7 for Tuesday | Extra Credit Opportunity at CSU Fresno's 52nd Annual Peach Blossom Festival |  |
| 23-Mar | Tuesday | Chapter 7: Performing Prose |  | Reading Quiz: Chapter 7. Peer Critique Writing Assignment Due. |  |
| 25-Mar | Thursday | Chapter 7 Continued | Chapter 9 for Tuesday | Assign Poetry Performance | Mar. 29th – April 4th – Spring Break |
| 30-Mar | Tuesday |  | No Class |  |  |
| 1-Apr | Thursday |  | No Class |  |  |
| 6-Apr | Tuesday | Chapter 9: Performing Poetry |  | Reading Quiz: Chapter 9 |  |
| 8-Apr | Thursday | Chapter 9 Continued |  | Assign Performance Critique Paper |  |
| 13-Apr | Tuesday | Poetry Performance |  |  |  |
| 15-Apr | Thursday | Poetry Performance |  | Nomination for Best Poetry Recitation |  |
| 20-Apr | Tuesday | Make-Up Presentation Day | Chapter 10 for Tuesday | Assign Final Performances |  |
| 22-Apr | Thursday | Announce the Best Poetry Recitation Winner and Chapter 10: Performing in Groups |  | Reading Quiz: Chapter 10 |  |
| 27-Apr | Tuesday | Chapter 10 Continued | Chapter 8 for Tuesday |  |  |
| 29-Apr | Thursday | Chapter 8: Performing Drama |  | Reading Quiz: Chapter 8 and Prepare for Exam 2 |  |
| 4-May | Tuesday | Chapter 8 Continued and Review for Exam 2 |  |  |  |
| 6-May | Thursday | Exam 2 |  |  |  |
| 11-May | Tuesday | Final Performances |  |  |  |
| 13-May | Thursday | Final Performances |  |  |  |
| Finals  | Finals | Final Performances |  | Performance Critique Paper Due |  |
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|  |  | Note: This schedule is subject to change. |  |  |  |