

Communication 12: Fundamentals of
Interpretation
Fall 2011

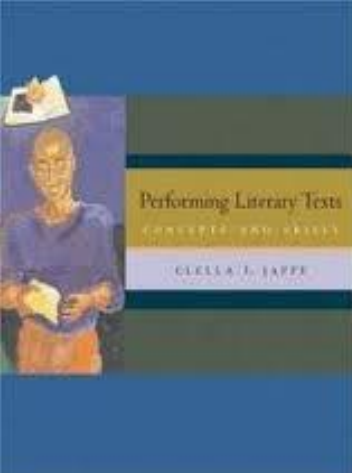
Monday & Wednesday: 2:00pm – 2:50pm
Room: Reedley College: Business 40 (BUS 40)
Instructor: Bryan R. Hirayama
Course Information: 50994
Email: bryan.hirayama@reedleycollege.edu



Office Hours

Monday & Wednesday: 1:50pm – 2:00pm or by Appointment (Fridays)

Required Text

Required Materials: Textbook and Scantrons	
	Textbook: Jaffe, C. I. (2006). <i>Performing literary texts: concepts and skills</i> . Toronto, Ontario: Thomson Wadsworth. ISBN-10: 0534620019 ISBN-13: 978-0534620011
	One 882 E Scantron

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 Midterm and Final will receive 5 points extra-credit. However, this scantron cannot, in any way shape or form, be hole-punched.
2. Access to a computer and the internet: Students are going to be required to do a lot of research outside of class in preparation for the assignments. It is imperative that students have access to the computer and the one of the two word processing programs listed below and a reliable connection to the internet. Blackboard is an intricate part of this class so students will need to be able to sign in to get information for the course, complete assignments, and take online quizzes.
 - a. Microsoft Word
 - b. Open Office
3. Package of 3X5 or 5X7 Note Cards
4. A Positive Attitude (Required)

Course Description

The interpretation of literature through oral performances 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. Advisories: Eligibility for English 1A. (A, CSU-GE, UC)

Student Learning Objectives

In the process of completing this course, students will:

1. Create and perform interpretive programs of various literary genres that are adapted to the audience.
2. Select and comprehend various forms of literature appropriate for oral performance.
3. Demonstrate emotion and develop characterization through vocal control and non-verbal characterization.
4. Analyze the effectiveness of oral interpretation performances.

Blackboard Disclaimer

Links to outside resources found on blackboard should not be copied or duplicated due to copyright infringement. Under the *Fair Use Guidelines for Educational Multimedia*, instructors have been granted use of outside resources for the purposes of teaching within certain boundaries and restrictions. One of those restrictions prohibits students from making copies of copyrighted materials. Please make sure that you are using the technology and resources responsibly for the purposes of the course and do not share this information with people outside of the course. Thank you.

Classroom Department

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.

College is about much more than just academic affairs. For some college is the first real opportunity for freedom and experimentation. Although this new found freedom often creates new experiences for students, the conversations concerning those behaviors have no place in my classroom. Students who make explicit reference to drugs and alcohol with little to no relevance to the academic conversation happening in class will be asked to leave. This type of disruptive behavior will not be tolerated and although it may appear to be funny to others, I find no real entertainment in these types of discussions. Students who cannot demonstrate communication

competency in regards to these issues will be asked to leave. If these problems persist, students will be removed from the course.

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.

It is important for students to also consider their appearance when coming to class and presenting ideas. Students should dress appropriately for presentations. Although professional attire is not required, appearance does matter in the eyes of the audience. Students who do not look the part can drastically damage their credibility. Please think carefully about your appearance before coming to class on your presentation day.

Students should also be respectful of the instructor and conduct themselves like professional people and sophisticated students. Students who make inappropriate use of class time, attempt to call attention to discrepancies in grading, instruction, or other personal or professional behaviors of the instructor will be asked to voice these opinions at another time. We are all adults in this classroom and I expect everyone to act accordingly. Also, students should understand the rules and regulations for the class and be respectful of the instructor's policies. Students who ask to make-up work that they have missed will be directed to re-read the syllabus. Coming into class the day that an assignment is due and asking for an extension puts all parties in an awkward position. Considering no late work will be accepted, you should already know the answer before you as the question (See **Late Assignments**).

Attendance

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. Due to the budget crisis our state and public institutions face, students who occupy a seat on my roster will receive a grade and that grade will not be changed or altered via the request of students.

Tardiness is unacceptable in this class especially on days when performances are taking place. 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. Perpetual tardiness will not be tolerated.

If for some reason a student is late on the day of a debate, they should wait patiently outside until the speakers are finished delivering their debate. It is rude, inconsiderate, and disruptive to have someone come in during a debate, so don't do it. If by accident a student happens to enter into class during a debate, 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.

All excused absences must be verifiable. This means that any documentation submitted regarding an absence must come from a reputable source and should include contact information; Full name, phone number, and date. All documentation must be submitted the day the student returns to class. A potentially excused absence will not count if submitted beyond the day the student returns. Notes from parents, work scheduling conflicts, lost keys, tickets, vacations, childcare issues, transportation problems, and any other excuse that falls outside of the boundaries of excusable absences recognized by Reedley College will not be accepted.

For this summer session, students should miss no more than three class session. Students who miss more than one class are putting their grade in serious jeopardy and their credibility as a dedicated student in question. Please plan your absences wisely, if at all, and be in class to handle your responsibilities as a student.

Late Assignments

Absolutely no late work can be handed in. It is the student’s responsibility to hand in all work on time. In the event that a student has a recognized excused absence, the work is due the day that the student returns to class. The documentation must account for every class session missed to be eligible for this.

I will not accept any handwritten papers. There is no reason why a student should submit handwritten work in this course. There are a few activities in class where this will be counted but as far as written work that falls outside of class, no handwritten work will be accepted.

I have a very strict policy when it comes to late work and the quality of work that is submitted to me. All work for this course will be submitted as a typed hard copy, emailed to me as an attachment, or submitted through blackboard. This will be specified by the instructor. Students who attempt to hand in a hard copy of an assignment that was supposed to be submitted online will not receive credit for that assignment.

Attachments and documents submitted through Blackboard must be sent as Microsoft Word documents or Open Office Documents for those students who do not have Microsoft products. A link for the free Open Office word processing program can be found on blackboard in the **Helpful Links** link on the left hand side of your blackboard homepage. All work is due at the beginning of class. That means any work emailed to me must be sent before class starts. Students who are absent on the day an assignment is due must turn in the work before the start of class. Any work submitted after it is collect at the beginning of class will not be eligible to earn points for said assignment. Do not come into class late and assume that your work will be accepted because it will not be eligible to earn points for said assignment. Do not come into class late and assume that your work will be accepted because it will not.

The policies dealing with late work are designed to establish and maintain a fair classroom environment. No exceptions will be made regarding late work and unexcused absences. Asking

the instructor to make up late work despite their knowledge of the late work policies is unacceptable.

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

As an instructor who knows schedules sometimes get slightly off course, I reserve 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.

Etiquette and Format for Written Communication

It is important that the communication the take place the instructor and students are done so in a professional, organized, and respectful manner. Below are the guidelines for communicating via email.

Email Messages: For this course there is a specific format that emails should be sent. Below are the format requirements for each of these messages. Messages not sent to the instructor using this required format will not be opened by the instructor. It is the student’s responsibility to follow these instructors.

Email	
To:	bryan.hirayama@reedleycollege.edu
Subject:	Semester, Course Title, and Assignment Title or What the email is regarding (e.g. Fall 2011 Comm 25 Art as Argumentation)
Message:	Mr. H, Your Message Sincerely, Your Name

All written assignments turned in via email must follow the format mentioned above. Assignments that do not follow this format are subject to not being accepted by the instructor. Making the move to paperless can be difficult and drastically complicated by emails with seemingly unrelated titles. Please follow the instructions about and there will be no problems.

Any assignments attached to an email should be titled as follows:

Attachment	Student's Full Name and Assignment Title (e.g. John Smith Cooperative Debate Outline)
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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.

Assignments

Chapter Quizzes: For each of the assigned readings, students will be required to take an online quiz through Blackboard (please refer to the **Assignments** folder). These quizzes consist of one to ten multiple-choice questions that gauge a student's retention, understanding, and practical application of the ideas, theories, and concepts from the readings. Over the course of the semester, there will be ten quizzes each worth ten points each. Students will only be allowed to take each quiz once and each quiz is due the before class on the day discussed (please check syllabus schedule for due dates).

Stage Introduction: This assignment is designed to help the class continue to break the ice with each other and expose new sides of each individual performer. Students will write a short forty to sixty-five word description about themselves highlighting particular characteristics to elicit a desired response from the audience (description cannot exceed sixty-five words). It is up to each student to decide the type of impression they want to leave on their audience. Students should select a genre of work or entertainment to craft these short introductions after. In the past, students have used Mixed Martial Arts (MMA) and Professional Boxing introductions to craft these messages after. Students should not limit themselves however to these popular forms for to select a genre. Use the wealth of your experiences to think how people have been introduced to crowds and use that as a base to create your introductions.

Students should use a combination of adjectives, nicknames, descriptive behaviors, and short phrases to create a desired image in the audience's mind. Students should choose their words very carefully. Don't be afraid to ask others what they would say about you if they had to introduce you to a large group of people. These stage introductions are often humorous, exaggerated, and sarcastically truthful. Please keep that in mind as you are drafting these introductions.

Students will write down these introductions on a 3X5 or 5X7 notecard and these notecards will be distributed by the instructor to the student responsible for introducing you. Each stage introduction will be read by another member of class. After the student is introduced, they will be responsible for introducing the next speaker. Each stage introduction will start the same way. The speaker introducing the next speaker will say:

“Now introducing...”

Students will be graded on their creativity to craft an attention getting introduction, demonstrate emotion, and develop characterization through vocal and non-verbal communication, and their dedication to the performance while in front of the audience.

Three Faces of Me: One of my goals as an instructor is to get students to open up and become more extroverted (even if it is only temporary). This assignment is designed to get students to take a step back from their daily performances and analyze the following:

1. How these performances play out with others?
2. What is the true meaning behind these performances? What are you trying to get out of acting this way?
3. How others interpret these performances?
4. What are the unintended consequences of these performances?
5. Are your performances effective in getting what you want? Is the desired response you want from others often achieved?

Students will select three performances that reoccur in their daily lives. In an essence to capture what these “faces” look like, students will put together a five slide PowerPoint that consists of 1. An Introductory Slide: Performers Name and Title of this performance (do not entitle it Three Faces of Me. Think of something more creative.). Slides 2, 3, and 4 will be pictures that have been inserted into the PowerPoint slides. These pictures should adequately capture the face the performer is trying to replicate through performance. These pictures should be only of the performer and not the performer with friends or other people or other objects. Students should also select pictures that are clear (not pixelate) and appropriate (doesn't have items or behaviors unbecoming of an aspiring successful person). Slide 5 will just be a short summary of the three faces presented in this performance.

The performance for this assignment is two-fold. Students will re-enact what this face looks like in everyday life. Students will use this “face” in a small skit to demonstrate what it looks like. These short performances can be performers saying one word or a series of sentences where this face would accompany the verbal message. Each “face” has to be performed with a verbal message. After presenting the “face”, students will then take on another role as someone receiving this message/seeing this face. Students will then act out how others may interpret this face either through a short monologue or an interpretive response “face” performance.

The class will be doing an exercise with this assignment to give students a better understanding of what this may look like (please refer to the course schedule below).

Storytelling Performance: Narratives or stories and storytelling play a big part of our lives as social creatures. It is a way to share history, remember the past, celebrate the past, reconnect with others, and pass on important information to succeeding generations. Each student is going to be responsible for telling one of their stories to the rest of the class. These stories can be no more than five minutes in length and must have a clear message of growth or personal improvement embedded within the rehashing of it. After telling the story, students must also summarize the lesson learned from the experience shared in the story. There are a number of issues and considerations that students need to mow over:

1. Is this story appropriate for class? Will this story offend anyone due to the characters, the treatment of characters, or the language used to describe characters?
2. What parts of the story can be cut out, eliminated, or minimized to meet the assignments requirements and the time restrictions?
3. By telling this story am I asking the audience to make inferences or judgments about me?
4. How am I going to need to prepare myself, rehearse, and perform to capture the overarching message of my story?

This assignment is will be delivered live in class with no props or visual or presentational aids. Students have full freedom within the story to change characters and voices but no outside prop can be used to indicate these switches. Students will be graded on how well:

1. the story was organized and delivered
2. the delivery of this story brought the characters to life and illustrated the overarching message of the story
3. story was adapted to this audience (level of appropriateness for a school setting as well)
4. the performer was committed to this performance

The actually grading rubric for this assignment will be shared with the students when the performance is assigned.

Storytelling Performance Outline: Students will be required to outline this story using a generic format which the instructor will provide. More information regarding this assignment will be distributed on the day this assignment is discussed in class (see Assign: Storytelling Performance below on the course schedule). This assignment will be submitted via Blackboard's SafeAssign.

Children's Literature Performance: Students will select and perform a children's story to the class. However, the target audience for this performance is children between the grades K-3rd. During the performance, students should demonstrate their understanding of appropriate and effective delivery skills. More information concerning this assignment will be distributed later in the semester.

Children's Literature Performance Mark-Up: In order to properly prepare for this assignment, students will be required to do a mark-up of the children's story they will perform. This mark-up will consist of a photocopy of the story that is being shared beginning to end, performer notes on each page outlining the following types of performance comments:

1. Body positioning when sharing this story
2. Eye contact cues
3. Vocal expressiveness and emphasis of character attributes through vocal interpretation
4. Non-verbal cues including gestures, movements, among others
5. Speed, rate, tone, volume, and vocal linguistic features

Student will need to thoroughly plan out their performance in these mark-ups. All of the mark-ups made in this assignment do not necessarily have to show up in the performance but it is the

intention of this assignment to get performers thinking, prepared, and practiced with these performance elements. This assignment will be handed in as a hard copy to the instructor. More information concerning this assignment will be distributed later in the semester.

Poetry Slam Performance: Students will select or create a piece of poetry or prose to recite in front of the class. Poetry and prose recitation is a dynamic form of interpretive expression. Students will be asked to interpret and perform a piece of creative work to communicate the emotion, meaning, and overall message of the poetry or prose. Students will have to select the appropriate mode of delivery for their poetry or prose. When this assignment is discussed in class, students will get all the information they need regarding the requirements and expectations for this assignment. More information concerning this assignment will be distributed later in the semester.

Poetry Performance Work: A copy of this piece of poetry or prose will be re-typed and properly cited in APA format and submitted through Blackboard's SafeAssignment. This assignment is very straightforward and easy. All you do is retype this poem or prose, proper cite where this poem or prose was borrowed from (if it is not an original piece), and save it as a Microsoft Word or Open Office document to submit through Blackboard.

Reader's Theater: For this assignment, students will select or create a script. In the past, students have selected sections of popular stories whereas other groups have taken the liberty of creating their own stories adapted for the purposes of this assignment. Students will be placed in groups of four to six members where they will work together to tell this story through a variety of individual performance, group performance, and possibly small singing parts (optional). Each member has to play an active role in the telling of this story. This assignment is highly involved and will require students to meet and practice outside of class. The Reader's Theatre assignment is the most involved of all the performances throughout the class but has been in many cases the most rewarding for students (especially those who were reluctant at first). When this assignment is discussed in class, we will spend a few days going through the elements students will need to incorporate into the performance, on both an individual and group level, to maximize their success. More information concerning this assignment will be distributed later in the semester.

Reader's Theater Script: Each student will be responsible for submitting a full-script for the Reader's Theater Assignment through Blackboard's SafeAssignment. A basic outline of what this assignment should look like will be distributed when the Reader's Theatre Assignment is discussed in class. Please check Blackboard for a copy of this document as the assignment comes closer.

Final Performance: Students will end the class with a short farewell performance. Students will have a variety of options concerning what their final performance is on. The details of this assignment are not determined by the instructor but by the performer themselves. Students are going to carry the brunt of the responsibility for both performing and critiquing their performance for an overall grade. More information concerning this assignment will be distributed later in the semester.

Performance Peer Evaluation (2): Twice during the semester, students will observe one of their classmates during their informative and persuasive speeches and fill out a likert-style questionnaire on a peer's performance. Students will also be required to provide written feedback of the speech and comment on the speeches content and organization and also on the speaker's delivery skills. Students will be graded on the breadth and depth of their critique as well as the quality of feedback recorded on the survey.

Self-Analysis Paper (2): After the Three Faces of Me and Poetry Slam Performance, students will write an essay 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 reflecting on their communication. Please refer to the course schedule regarding the due date for this assignment. More information concerning this assignment will be distributed later in the semester.

Term Paper: Students will be asked to write a term paper analyze the application of performance, the conceptions from this course, and Goffman's work on Face Theory in everyday life. More information concerning this assignment will be distributed later in the semester.

Midterm Examination: The Midterm Examination for this class will be a 50 multiple-choice test. Students will need a number 2 pencil and an 882 E Scantron.

Final Examination: The Final Examination for this class will be a 50 multiple-choice test. Students will need a number 2 pencil and an 882 E Scantron. Students who use the backside of their Midterm Examination Scantron for this class will earn 5 points extra credit.

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. Participation points will be earned in the following ways:

1. Every class period will begin and end with an activity that will be collected before students depart from class.
2. On the days students are not required to record information on this note card, other activities will be going on where students can be directly observed by the instructor for participation points.
3. Pop quizzes can be administered for participation points.

Students who can provide documentation for their absence, have a legitimate reason for missing class (as recognized by Bakersfield 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 Bakersfield 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 cannot 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.

Grading Rubric

Assignments	Points
Syllabus Quiz	10
Partner Introductions	25
Test Email / Blackboard Assignment	15
Chapter Quizzes (10 Quizzes X 10 Points)	100
Stage Introduction	10
There Faces of Me	50
Storytelling Performance	75
Storytelling Performance Outline	25
Children's Literature Performance	100
Children's Literature Performance Mark-Up	25
Poetry Slam Performance	100
Poetry Performance Work	25
Readers Theatre	200
Readers Theatre Script	50
Final Performance	25
Performance Peer Evaluation (2 Evaluations X 25 Points)	50
Term Paper	50
Midterm Examination	50
Final Examination	50
Participation	100
Total Points	1135

A = 1021 – 1135 Points

B = 908 – 1020 Points

C = 794 – 907 Points

D = 681 – 793 Points

F = 567 – 680 Points

Calendar: Fall 2011

Date	Material Covered	Important Announcements	Required Reading	Due Date
August				
8/15	Course Overview			
8/17	Partner Introductions	Assign: Outside Reading on Face Theory		Test Email / Blackboard Assignment due before class
8/19	Discuss Principles of Communication and the Transactional Model			Syllabus Quiz due before class
8/22	Outside Reading: Face Theory	Assign: Stage Introductions & Chapter 1 Quiz		
8/24	Continue Face Theory Discussion		Read Chapter 1 before class on 8/26	
8/26	Discuss Chapter 1: Introducing Oral Interpretation			Chapter 1 Quiz due before class
8/29	Stage Introductions Performed	Assign: Three Faces of Me Assignment		
8/31	Three Faces of Me Exercise		Read Chapter 2 before class on 9/2	
9/2	Discuss Chapter 2: Performer and Audiences			Chapter 2 Quiz due before class
9/5	Labor Day	No Class		
9/7	Audience Analysis Activity		Read Chapter 5 before class on 9/9	
9/9	Discuss Chapter 5: Using Your Voice and Body			Chapter 5 Quiz due before class
9/12	Using Your Voice Exercises			
9/14	Using Your			

	Body Exercises			
9/16	Three Faces of Me Performed			
9/19	Three Faces of Me Performed			
9/21	Three Faces of Me Performed			
9/23	Three Faces of Me Performed		Read Chapter 3 before class on 9/26	
9/26	Discuss Chapter 3: Selecting Literary Texts for Performance			All Self-Analysis Papers due before class (Blackboard). Chapter 3 Quiz due before class
9/28	Storytelling Assignment Exercise	Assign: Storytelling Performance		
9/30	Storytelling Assignment Exercise Continued		Read Chapter 4 before class on 10/3	
10/3	Discuss Chapter 4: Analyzing Texts			Chapter 4 Quiz due before class
10/5	Analyzing Text Exercise	Review all lecture notes, PowerPoint's, and Chapter Quizzes.	Study for the Midterm	
10/7	Midterm Examination		Read Chapter 6 before class on 10/10	
10/10	Discuss Chapter 6: Preparing for Performance			Chapter 6 Quiz due before class
10/12	Storytelling Assignment Performed			All Storytelling Outlines due before class (Blackboard). All Storytelling Peer Performance Evaluations due (in class activity)

10/14	Storytelling Assignment Performed			All Storytelling Peer Performance Evaluations due (in class activity)
10/17	Storytelling Assignment Performed			All Storytelling Peer Performance Evaluations due (in class activity)
10/19	Storytelling Assignment Performed		Read Chapter 7 before class on 10/21	All Storytelling Peer Performance Evaluations due (in class activity)
10/21	Discuss Chapter 7: Performing Prose		Read Chapter 9 before class on 10/24	Chapter 7 Quiz due before class
10/24	Discuss Chapter 9: Performing Poetry			Chapter 9 Quiz due before class
10/26	Performing Prose and Poetry Exercise	Assign: Poetry Slam Assignment	Read Chapter 10 before class on 10/28	
10/28	Discuss Chapter 10: Performing in Groups			Chapter 10 Quiz due before class
10/31	Readers Theatre Exercise	Assign: Readers Theatre		
11/2	Readers Theatre		Read Chapter 8 before class on 11/4	
11/4	Discuss Chapter 8: Performing Drama	Assign Final Performances		Chapter 8 Quiz due before class
11/7	Performing Drama Exercise			
11/9	Poetry Slam Performed			All Poetry Slam Work due before class (Blackboard)
11/11	Poetry Slam Performed			
11/14	Poetry Slam Performed			

11/16	Poetry Slam Performed			
11/18	Readers Theatre Rehearsal			All Self-Analysis Papers due before class (Blackboard)
11/21	Readers Theatre Performed			All Readers Theatre Scripts due before class (Blackboard). Readers Theatre Peer Evaluations due at the end of class (in class activity)
11/23	Readers Theatre Performed			Readers Theatre Peer Evaluations due at the end of class (in class activity)
11/25	Thanksgiving Break	No Class		
11/28	Readers Theatre Performed			Readers Theatre Peer Evaluations due at the end of class (in class activity)
11/30	Readers Theatre Performed			Readers Theatre Peer Evaluations due at the end of class (in class activity)
12/2	Final Performances			
12/5	Final Performances			
12/7	Final Performances			
12/9	Review for Final Examination			Final Performance Critiques due before class (Blackboard)
12/14 2:00pm – 3:50pm	Final Exam	Please bring and use the scantron you used on the		

		Midterm for 5 extra-credit points		
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