
Communication 12 INTERPRETATION Fall 2013

Instructor: Anna Martinez, M.A.

Office #: Soc 38 (southeast side of campus)

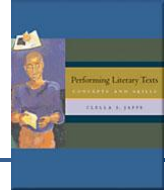
Office hours: Tuesday/Thursday 12:15-1:15, Friday 9:30-12:30

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Note: I plan to respond to your emailed questions within 48 hours.

Class web address: <http://blackboard.reedleycollege.edu> – find the Comm 12 class listing and click it.

Required Textbook



Jaffe, Clella. Performing Literary Texts: Concepts and Skills. Independence: Cengage, 2006.

Purchase the text as soon as possible, or you will fall behind in class rapidly. There is a copy on reserve in the Reedley College library for your use if needed while you wait for yours to arrive (must stay in library, and there is a maximum time period for checkout).

Course Advisory

It is highly recommended that you be eligible to take English 1A (already completed English 125) at the time you take this course. This course involves reading, analysis, and organization skills that may be a challenge for you if you are not eligible for this English level.

Course Outcomes & Description

This course involves 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. It includes both individual and group performances, which may include reader's theatre.

Through this class you will gain a new appreciation of literature as you learn how to share drama, fiction, nonfiction, poetry and children's literature with an audience. This type of performance is called "oral interpretation" because you first gain a deep understanding of the literature and then you use your body and voice to convey that understanding to an audience. No two persons approaching the same literature will ever interpret the same piece of literature exactly alike. Thus, each oral interpretive performance is unique. It is as individual as each person's own enjoyment of the literature. Your enjoyment of literature will deepen over this semester, as well as your confidence in sharing that literature and its message with audiences.

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

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

Assignments

(For more details on these assignments, see accompanying Assignment Details packet. For due dates, see attached Proposed Schedule.)

Oral Performances

Performance #1	Storytelling	0
Performance #2	Children’s Literature	100
Performance #3	Mixed Genre Program	200
Performance #4	Readers’ Theatre	260

Speech total 560

Quizzes

The procedure for quiz-taking will be as follows: 1) Each student will take a brief quiz (10 questions) which will be turned in to me, then 2) in groups of 4-5 students, a second quiz will be taken (15 questions – the same 10 from the individual quiz plus 5 more) and the group decides which are the “correct” answers, then 3) group members then complete and sign a single answer sheet. A student’s score is the total of the correct answers on her/his individual quiz plus the total number of correct answers on the group sheet. **Due to this system, there can be NO make-ups of the group part of quizzes** – please be **on time** on quiz day in order to have a chance at the total number of points.

Quiz #1	Chapter 1 lecture/discussion/handout material	50
Quiz #2	Chapters 2-3 plus lecture/discussion/handout material	50
Quiz #3	Chapter 4 plus lecture/discussion/handout material	50
Quiz #4	Chapters 5-6 plus lecture/discussion/handout material	50
Quiz #5	Chapters 7-8 plus lecture/discussion/handout material	50
Quiz #6	Chapters 9-10 plus lecture/discussion/handout material	50

Quiz total 300

Papers

Self-analysis

Each student will turn in a 2-3 page typed essay analysis of her/his experience of doing the first formal performance in front of the class. This analysis will be due soon after we complete the Children’s Literature performances. In it, you should discuss your experience (feelings, problems, successes, unexpected occurrences) of preparing and presenting the performance to the class. The paper should be as thorough as possible, highlighting your: feelings about the performance (positive and negative),

unexpected problems or joys, your process in preparing the performance, and anything else relevant to the situation. Rather than simply telling me what you did, explain to me how you felt about it all.

Evaluate yourself using the criteria I use to grade you; tell me what grade you'd give yourself and why.

Self-analysis total 40

Outside Performance Analysis (OPA)

Each student is asked to attend a literature interpretation/reading/performance outside of the classroom situation during the semester and turn in a 2-3 page typed analysis of the experience. This paper will be due toward the end of the semester. You will receive some ideas/ suggestions/ opportunities in class for performances you can attend, but it is your responsibility to find one that fits your schedule. You **CANNOT** use a performance given over radio/internet/ television. In the paper, don't simply tell me what the plot line of the literature was, you should *critique* the performer – how did the person do in his/her interpretation/reading/performance of the literature? What grade would you give him/her, and why?

OPA total 50

Participation

Throughout the semester, you will be involved. This is not a class in which you will sit idle and absorb information. You will be DOING. On any given day, you can expect to do one or more of the following: give written and/or verbal critiques of your classmates' performances, engage in warm-up exercises for your body and/or voice, read from a script, work in a group for analysis or performance, give an impromptu individual performance, analyze a script, etc. These are all mandatory parts of the class. Unlike other classes you may take at the college level, this class has a hard time functioning unless all students are present to give suggestions, offer praise, and get help/advice from other classmates throughout the semester. You are expected to attend class and be on time in order to reap these benefits yourself as well as provide help to your peers. Missing classes (regardless of reason, even when others are performing), arriving late, leaving early, sleeping, texting... WILL hurt this section of your grade. Some leniency in points may be granted up to the point at which you miss four class periods. Then, you could lose as many as 5 points per class period for not being present to participate or engaging in non-participatory behavior.

Participation total 50

GRAND TOTAL 1000

Additional points

You will be given the opportunity to do ONE additional point assignment for your grade. At least four assignment options will be given to you, and you may choose any one of them. The assignments will be due toward the end of the semester. I would advise that you do one even if you don't think you'll need it because I will not be offering any additional last-minute assignments later or extended due dates in this area. Additional points are privileges given to students by instructors, not rights. For more information on the assignment options, see page 7. **If you do not attempt all three of the graded performances, you will not be able to do an additional points assignment.**

(Optional – Max. total of 50)

Grade Distribution

Final grades will be based on the following scale:

900 & above=A, 899-800=B, 799-700=C, 699-600=D, 599 & below=F.

I will post frequent grade updates on Blackboard so you can ALWAYS check your current grade in the class. To log in, go to <http://blackboard.reedleycollege.edu> and use your college ID# as your username. Your password is likely your college ID# as well unless you've changed it in another class.

Late Assignments

MY LATE ASSIGNMENT POLICY IS A STRICT ONE! I do not waste valuable time dealing with reasons or excuses for late work. Good news: I will accept late work. Bad news: Regardless of reason, late work will be given a penalty. In other words: even if you are sick, on a college-sponsored trip, or dealing with hard times at work or home, you WILL receive a penalty if any of your work is late. Specifically:

- Written assignments (self-analysis or outside performance analysis) – late ones will be lowered one full letter grade (10%).
- Quizzes – miss these and you lose your opportunity to participate in the group portion of the quiz. You can still make up a different format of the quiz, but your score may be significantly lower than if you had taken it with the class (since you will not reap the benefit of group help).
- Participation – if you miss, come late, leave early, text/sleep/chat in class, etc. on ANY day, you risk losing some of these points. These cannot be made up. Leniency will be granted up to the equivalent of about 4 class periods, but after that, you will see your points dwindle with subsequent violations.
- Performances – here's the big one: If you do not do your interpretation performance on the day it is due, you will receive a 20% grade dock on the performance! This is a huge penalty and could make or break your grade in this class. Due to the nature of the class, I MUST enforce this or it will put everyone behind. You must not waste my or any of your classmates' valuable time with lateness on these. Period.

Additionally, be aware that there is a time limit with which to turn in any late work. There will be a TWO-WEEK GRACE PERIOD to make up any quizzes, do any performance, or turn in any papers. It is during this grace period that the point docks will occur. After this grace period is over, it will be too late; and you will receive a zero (0) on that assignment.

I do not search you out for make-ups if you miss an assignment. It is your responsibility to approach me and schedule an appointment.

Drop Policy

If you miss more than two consecutive weeks of class within the first nine weeks without notifying me that you still desire to be in the class, I will drop you from the course.

Advice

The college's policies regarding student conduct in classes, including cheating and plagiarism, are located in the college catalogue and the schedule of courses. You should be aware of these policies and abide by them. Be aware that I may run any paper you submit through anti-plagiarism software (e.g. Turnitin.com, SafeAssign, Google) if I suspect plagiarism. If plagiarism is detected, I may also go back to re-evaluate work you have previously submitted for the course.

Students with disabilities are reminded that it is your responsibility to identify yourself to the Reedley College Disabled Students Services and to your instructor(s) so reasonable accommodation for learning and evaluation within the course can be made.

Extra help

Please feel free to visit our new Communication Lab in Soc 37 for help on any of your assignments. You can work with any lab assistant/tutor/instructor who happens to be in at the time as he/she will be familiar with my assignments and can give you great advice! Additionally, you can make use of the Tutorial Center located in the library and/or the Writing Center (located in Hum 59). Names of specific outstanding tutors you can contact will be given in class.

The Blackboard site will include lots of help for you throughout the semester. Not only will you be able to check your grades anytime, but you will also find:

- the course syllabus
- copies of handouts (in case you lose one or need an extra copy of anything)
- example assignments (from real students in past classes)
- performance topic/literature suggestions
- quiz reviews
- links to sample performances
- ...and much more!

Please use this web site – it is there for YOU. If you do not have Internet access, please make use of the computer labs on campus as I will not always have extra copies of handouts, etc. in class. Using Blackboard for this class will make your Interpretation class experience MUCH easier! Again, to log in, go to <http://blackboard.reedleycollege.edu> and use your college ID# as your username. Your password is likely your college ID# as well unless you've changed it in another class.

A Note on My Teaching Style

I cannot and will not re-teach a class you miss. A student who misses a class must assume total responsibility of informing him/herself of class notes, announcements, and assignments. It is also your responsibility to monitor your progress in this class. I do not search out students to inform them of their grades—I expect that they are watching Blackboard or keeping track of it themselves. It is a good idea to keep all graded assignments that I pass back to you as proof of your status, at least until you receive your final grade at the end of the semester (that's good advice for all of your classes).

Let's make literature fun! ☺



Additional Points – Communication 12

* Note: These assignments are OPTIONAL – you are NOT required to do any of them.

There will be five assignments given to you as options in this area. You may choose one (1) for a maximum of 50 additional points. THE ASSIGNMENT MUST BE IN MY HANDS OR COMPLETED BY THE DUE DATE LISTED IN THE SYLLABUS FOR YOU TO EARN ANY ADDITIONAL POINTS FOR THE CLASS. No late additional point assignments will be accepted.

If you do the best job you can on this assignment, it will raise your overall final grade by half of a letter grade (for example, a grade of 85% (B) would be raised to a 90% (A). It is certainly not enough to make up for neglecting to do a major assignment, but it could help you out if you are ever late on a speech or don't do as well on a quiz or two. However, **if you do not attempt all three of the graded performances, you will not be able to do an additional points assignment.**

Remember, I give point docks on ALL late work, regardless of how heart wrenching the reason/excuse might be; doing one of these projects might pay off in the long run. Plus, they are legitimate and valuable supplements to your education in public speaking. You just might learn something extra.

- Option #1 -- Participate in an intramural forensics/speech competition. This event is a LOT of fun and involves only basic speech students from Reedley College negotiating deals in various mock situations. It gives you a chance to play a "role" in more real-life situations. The date will be announced in class. I run the competition, so I will verify your attendance.
- Option #2 – Observe an ADDITIONAL interpretation/reading/performance in the "real world" and submit a 2-3 page, double-spaced, typed analysis telling me how you felt about the performance. These events occur periodically on our campus as well as at valley libraries. When I hear of these events, I will let you know; but, you should search some out yourself, too. Please remember that one of these papers is already required. In order for this option to count as extra credit, you will need complete the required one as well (thus, you will need to observe and write about two performances).
- Option #3 – Perform one of your pieces at Mooner's Café in downtown Reedley. I am working on a partnership with the owner of this café as he has been looking for forms of entertainment for his venue. If this works out and you are interested in performing, I will help you set it up.
- Option #4 – Collect a list of website addresses for example performances. I am always in need of QUALITY example performances to show my interp classes. Find at least 20 full-length performances similar to the ones required in class (children's lit, readers theatre, mixed genre, etc.) and list the url addresses for me along with a brief description of each. If you choose this option, I can give you ideas of what to search for on YouTube, etc.
- Option #5 – Perform one of your programs for the on-campus, lunch-time interpretation festival. This is a new event I hope to get off the ground this year. It may be a nomination-only kind of event. You will perform one of your assignments for interested faculty/staff/students at a special venue on campus in a slightly more formal type of setting. More details to come. There may be a couple of other opportunities; these will be announced in class.

Doing any of the above assignments will not guarantee you a full 50 points on the project. Each will be evaluated by me and given the amount of extra points I feel it deserves.

PROPOSED SCHEDULE – Comm 12 – Fall 2013

You are expected to have read/scanned the unit in the text BEFORE we analyze it in class.

<u>Date</u>	<u>ACTIVITY</u>	<u>ASSIGNMENTS DUE</u>
T 8-13	Introduction to the course & icebreakers	
Th 8-15	Chapter 1 & syllabus quiz	Must have syllabus read
T 8-20	Chapter 1	
Th 8-22	Performance apprehension	
T 8-27	Storytelling performances	
Th 8-29	Storytelling performances & Sign ups for Children’s Lit performance	
T 9-3	Quiz #1 & Chapter 2	
Th 9-5	Chapter 2	
T 9-10	Chapter 3	Child Lit title DUE
Th 9-12	Chapter 3	
T 9-17	Quiz #2 & Chapter 4	
Th 9-19	Children’s Literature performances	Scripts DUE
T 9-24	Children’s Literature performances	Scripts DUE
Th 9-26	Children’s Literature performances	Scripts DUE
T 10-1	Children’s Literature performances	Scripts DUE
Th 10-3	Chapter 4 & Sign ups for Mixed Genre Program	Self-analysis paper DUE
T 10-8	Quiz # 3 & Chapter 5	
Th 10-10	Chapter 5	<u>Last day to drop, Fri 10/11</u>
T 10-15	Chapter 6	
Th 10-17	Quiz #4 & Chapter 7	
T 10-22	Chapter 7	RT Program Stage 1 & Mixed titles DUE
Th 10-24	Chapter 8 & Sign ups for Readers’ Theatre performances	
T 10-29	Mixed Genre performances	Scripts DUE
Th 10-31	Mixed Genre performances	Scripts DUE
T 11-5	Mixed Genre performances	Scripts DUE
Th 11-7	Mixed Genre performances	Scripts DUE
T 11-12	Quiz #5 & Chapter 9	
Th 11-14	Chapter 9	RT Program Stage 2 DUE
T 11-19	Chapter 10	OPA paper DUE
Th 11-21	Chapter 10	
T 11-26	Readers’ Theatre performances	Scripts DUE
Th 11-28	HOLIDAY – NO CLASSES HELD	
T 12-3	Readers’ Theatre performances	Scripts DUE
Th 12-5	Readers’ Theatre performances	Additional Points & Scripts DUE
* T 12-10	9:00-10:50 Quiz #6 – Final	
	<i>* We will only meet one day during finals week.</i>	