

Oral Interpretation

Fall Semester 2014

Speech12: Fundamentals of Interpretation 55026

Instructor: Vanessa Buldo

E-mail address: [vanessa.buldo@reedleycollege.edu](mailto:vanessa.buldo@reedleycollege.edu)

Phone: 638-3641 ext. 3680

Office location: Soc. 38

Office Hours: Monday 2-3 pm, Tuesday 10-11 am, Wednesday 2-3 pm,

Thursday 10-11 am, Friday 10-11 am.

Required Materials:

Textbook:

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



(4) scan-tron forms

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:

Performance #1        Storytelling 50  
Performance #2        Children’s Literature 100  
Performance #3        Mixed Genre Program 150  
Performance #4        Readers’ Theatre 250

Outlines 25 points each (four total) 100

Exams 1 100 2 100

Self –Analysis 50

Participation 100

The following numerical guidelines will be used in the assignment of final grades.

900-1000 = A

899-800 = B

799-700 = C

699-600 = D

599-0 = F

Dropping and adding classes

It is the student’s responsibility to add or drop a class by the designated date. Failure to drop a class prior to the drop date will result in an F in the class. Add and drop dates can be found in the schedule of courses. Please decide quickly if you choose not to continue in this class as other students may be trying to add.

Late and missed assignments:

1. A presentation that is not presented on the assigned date will receive zero points for that assignment. **NO LATE WORK ACCEPTED**. No attachments by e-mail accepted for any assignment. If a student wants an assignment reviewed prior to the date it is due he/she must provide a hard copy.
2. It is the responsibility of the student to contact the instructor and inform him or her of any problem.
3. Accommodations will be made for students with a verifiable medical excuse.
4. Students who miss class will not be given the lecture notes. You must rely on the textbook or other classmates for the missed assignments and in class discussion materials.

Classroom Deportment:

A huge part of this class is performance. We will be exploring and learning about various literary texts and interpreting various genres. Please support your classmates and applaud their efforts. Students who do not behave in a respectful manner will be asked to leave or even drop the class. Please use courteous cell phone behavior. Text messaging during class is not appropriate especially during other students’ presentations. As we are all adults it is important to behave in a professional and courteous manner to provide a safe and comfortable learning environment for all.

**Plagiarism and cheating will not be tolerated and will result in a zero on an assignment and proper consequences for all students involved.**

Student Rights:

So that students are fully aware of their rights and responsibilities they are encouraged to become familiar with the Schedule of Courses. Students with disabilities should identify themselves so that appropriate accommodations can be made.

Daily Schedule Tuesday, Thursday Schedule

|  |  |  |
| --- | --- | --- |
| 1-13 | Introductions and Syllabus  Why interpretation?  Speech Outlines | Ch. 1 |
| 1-15 | Your Role In Interpretation | Ch. 2 |
| 1-20 | Audience Roles | 2 |
| 1-22 | Selecting texts for performance | 3 |
| 1-27 | Storytelling performances |  |
| 1-29 | Storytelling continued |  |
| 2-3 | Using your voice and body  Assign Children’s Literature | Ch. 5 |
| 2-5 | Mini Presentations  Voice and body activity |  |
| 2-10 | Rehearsal and Performance  Styles of Delivery | Ch. 6 |
| 2-12 | Practicing delivery |  |
| 2-17 | Review and Exam #1 (Ch.1-6) |  |
| 2-19 | Practice Delivery Styles |  |
| 2-24 | Discuss Literary Pieces  Mini Presentations on Literature |  |
| 2-26 | Children’s Literature Presentations |  |
| 3-3 | Continue Presentations |  |
| 3-5 | Finish Presentations |  |
| 3-10 | Performing Prose | Ch. 7 |
| 3-12 | Performing Drama | Ch. 8 |
| 3-17 | Personal literature presentations |  |
| 3-19 | Continue Speeches |  |
| 3-24 | Finish Presentations |  |
| 3-26 | Performing Poetry  Assign Mixed Genre Performance  Poetry Activity | Ch. 9 |
| 3-30-4-1 | **Spring Break** |  |
| 4-7 | Prepare performances |  |
| 4-9 | Mixed Genre Performances Begin |  |
| 4-14 | Performances |  |
| 4-16 | Finish Mixed Genre |  |
| 4-21 | Assign Groups and Reader’s Theatre Assignment |  |
| 4-23 | Genre Chosen and Groups Meet |  |
| 4-28 | Review for Exam 2 (Ch. 7-9) |  |
| 4-30 | Exam #2 |  |
| 5-5 | Begin Performances |  |
| 5-7 | Performances |  |
| 5-12 | Finish Performances |  |
| 5-14 | Review for Final Exam |  |
|  | Final Exam |  |

\*Note: this syllabus is subject to change depending on the needs of the class.