

Oral Interpretation

11am-12:15pm Soc. 39

Spring 2017

Communication 12: Fundamentals of Interpretation

Instructor: Vanessa Buldo

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

Phone: 638-3641 ext. 3680

Office location: Hum. 56

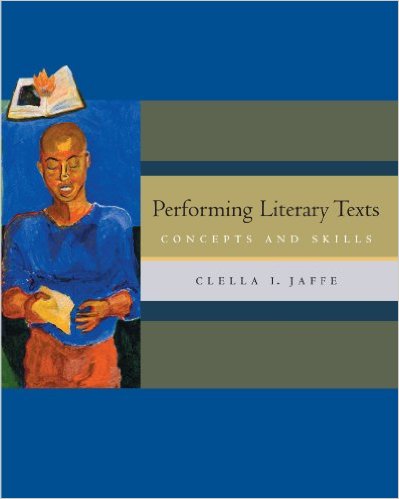
Office Hours: Mondays 12:15-1:45 pm, Tuesdays 9:30-11 am, Wednesday 12:15-12:45, Thursdays 10:30-11 am, and virtual office hour available via email and canvas Fridays 9-10 am.

**Required Materials**:

(3) scan-tron forms

Textbook: Jaffe, Clella. Performing Literary Texts: Concepts and Skills.

Independence: Cengage, 2006.



**Course Description:**

The interpretation of literature through critical analysis and oral performance of selected works including but not limited to: poetry, fiction, essays, drama, and children's literature. This includes both individual and pair/group performances. Oral Interpretation fulfills the General Education Requirement for Area C for transfer.

**Student Learning Outcomes:**

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 analyze various the literary merit of various forms of literature.
* Demonstrate emotion and develop characterization through vocal control and non- verbal characterization.
* Critically evaluate the effectiveness of oral interpretation performances through constructive critique and self-analysis.

**Objectives:**

In the process of completing this course, students will:

* Select and analyze various forms of literature including (but not limited to) poetry, fiction, nonfiction and drama.
* Create and perform programs of various literary genres.
* Evaluate both professional and student performances.
* Prepare written analysis of various forms of literature.
* Project emotion and develop characters through vocal control and nonverbal characterization.
* Combine different types of literature to develop complete interpretive programs.
* Edit literature using techniques that focus on unity of time, place, action, mood and character.
* Perform a variety of verbal and nonverbal skills to bring the literature to life and heighten the effectiveness of the performer's message.

**Assignments:**

Performance #1        Storytelling 50  
Performance #2        Children’s Literature 100 (**Signature Assignment**)  
Performance #3        Mixed Genre Program 200 (**Signature Assignment**)  
Performance #4        Readers’ Theatre 100

Scripts 25 points each (2) 50 (**Signature Assignment**)

Exams: 1 100 2 100

3 (Final) 100

Children’s Literature Analysis 100 (**Signature Assignment**)

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

**Extra Credit may be earned only if signature assignments are completed and will not exceed 50 points.**

**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. Student may make-up **one** speech with a **two** letter grade drop on assigned days. **The assigned outline must be turned in on the due date to be eligible to present a make-up speech.** The make-up day may not be during regular class, but students will need to work within the given schedule.
2. 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.
3. It is the responsibility of the student to contact the instructor and inform him or her of any problem.
4. Accommodations will be made for students with a verifiable medical excuse.

**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.

**On exam and speech days the classroom door will be locked ten minutes after class begins. This is in an effort to avoid disruptions and distractions once speeches and exams begin. Students are not allowed to enter through the lab beyond the allotted time or they will receive a zero.**

**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.

Monday, Wednesday Daily Schedule

|  |  |  |
| --- | --- | --- |
| 1-9 | Introductions and Syllabus  Why interpretation?  Speech Outlines | Ch. 1 |
| 1-11 | Your Role In Interpretation  Assign Storytelling Assignment | Ch. 2 |
| 1-16 | **Holiday** |  |
| 1-18 | Selecting texts for performance  Activity | 3 |
| 1-23 | Storytelling performances begin |  |
| 1-25 | Storytelling continued |  |
| 1-30 | Finish Stories  Assign Children’s Literature Performance |  |
| 2-1 | Using your voice and body | Ch. 5 |
| 2-6 | Oral Interp. Theories | Ch. 4 |
| 2-8 | Rehearsal and Performance  Styles of Delivery | Ch. 6 |
| 2-13 | Exam #1  Scripts Due |  |
| 2-15 | Children’s Literature Presentations  Essays Due the next class after presenting |  |
| 2-20 | **Holiday** |  |
| 2-22 | Presentations |  |
| 2-27 | Continue Presentations |  |
| 3-1 | Finish Presentations  Assign Mixed Genre Performances |  |
| 3-6 | Performing Prose | Ch. 7 |
| 3-8 | Performing Drama  Activity | Ch. 8 |
| 3-13 | Performing Poetry | Ch. 9 |
| 3-15 | Mixed Genre presentations begin |  |
| 3-20 | Mixed Genre continued |  |
| 3-22 | Mixed Genre |  |
| 3-27 | Continue Speeches |  |
| 3-29 | Finish Presentations  Assign Groups and Reader’s Theatre |  |
| 4-3 | Reader’s Theatre | Ch. 10 |
| 4-5 | Make-up Speech Day |  |
| 4-10-4-14 | **Spring Break** |  |
| 4-12 | Review for Exam 2 |  |
| 4-17 | Exam #2 |  |
| 4-19 | Meet in Groups |  |
| 4-24 | Begin Performances |  |
| 4-26 | Performances |  |
| 5-1 | Showcase Rehearsal |  |
| 5-3 | Showcase Preparation |  |
| 5-8 | The Showcase |  |
| 5-10 | Review for Final Exam |  |
| 5-15 | Final Exam 11-12:50 |  |

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