ILLINOIS VALLEY COMMUNITY COLLEGE



COURSE OUTLINE

DIVISION: Humanities, Fine Arts Social Sciences

	סועוס	ion: numamities, rine Arts Social Sciences
	COU	RSE: THE 2001 Oral Interpretation
Date: 3-5-11		
Credit Hours:	3	
Prerequisite(s):	NONE	
Delivery Method:	∠ Lecture	0 Contact Hours (1 contact = 1 credit hour)
	Seminar	0 Contact Hours (1 contact = 1 credit hour)
	⊠ Lab	0 Contact Hours (2 contact = 1 credit hour)
	☐ Clinical	0 Contact Hours (3 contact = 1 credit hour)
	☐ Online	
	Blended	
Offered: X Fall	⊠ Spring [Summer
IAI Equivalent – On	nly for Transfer C	courses -go to http://www.itransfer.org:
CATALOG DESCR	RIPTION:	
Intensive study of audiences.	literary selections	s involving critical reading and interpretation of oral readings t
GENERAL EDUCA		
= -	page of this form for more of the course, the	e information.] e student will be able:
	oals that apply to this co	urse.] solving skills to personal, social and
professional	l issues and situat	ions.
	-	ting, socially and interpersonally.
	cultures of the wo	contributions made to civilization by rld.
☐ To understand	and use contempo	orary technology effectively and to
understand	its impact on the i	ndividual and society.

⊠ To	work and study effectively both individually and in collaboration with
	others.
□ То	understand what it means to act ethically and responsibly as an
	individual in one's career and as a member of society.
□ То	develop and maintain a healthy lifestyle physically, mentally, and
	spiritually.
⊠ To	appreciate the ongoing values of learning, self-improvement, and
	career planning.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals.]

Upon completion of the course, the student will be able to:

- 1. Students will be able to communicate Their understanding of Oral Interpretation theory Orally in performance.
 - 1.1. Students will perform prepared cuttings of works individually
 - 1.2. Students will perform original works individually.
 - 1.3. Students will perform orally as a group.
- 2. Students will be able to prepare scripts for oral performance.
 - 2.1. Students will be able to demonstrate their ability to create performance text from literature
 - 2.2. Students will be able to demonstrate their ability to create performance text from poetry.
 - 2.3. Students will be able to demonstrate their ability to create performance text from dramatic literature.
 - 2.4. Students will be able to demonstrate their ability to create original performance text.
 - 2.5. Students will be able to demonstrate their ability to create performance text for group presentation.
- 3. Students will develop an awareness of diverse cultural and historical contexts.
 - 3.1. Students will choose works from a variety of cultures.
 - 3.2. Students will choose works from a variety of time periods.
- 4. Students will be able to perform oral interpretation as an individual performer or as a part of a group.
 - 4.1. Students will develop several individual performances of oral interpretation work in several styles.
 - 4.2. Students will work a performance unit in selection, cutting and performance of a group presentation.
- 5. Students will develop awareness about themselves and their performance skills.
 - 5.1. Students will evaluate and utilize criticism from both instructor and pears to better their performance.

COURSE TOPICS AND CONTENT REQUIREMENTS:

- I.Purpose and function of literature
 - A. As experienced
 - B. As communication
 - C. Literary devices
 - D. Types of Literature
 - 1. Poetry

- 2. Prose
- 3. Drama
- II. Aspects of Delivery
 - A. Vocal delivery
 - B. Physical delivery
- III. Group presentation
 - A. Staged readings
 - B. Chamber performance

INSTRUCTIONAL METHODS:

Lecture; discussion; individual performances; group performances. Solo presentations prepared outside of class, performed within; group performances rehearsed both in and out of class, performed in class more than once with critique session following.

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Attendance of lectures; performance of solo readings; participation in both group projects and critiques of group projects; compilation of an anthology of literature for oral interpretation both for solo and group performance.

During performance dates, credit points given for variety of contributions (class exercises, readings, rehearsals, critiques), which serves to gear the class to the performance situation, which increases importance of attendance.

OTHER REFERENCES:

Bowen, Aggertt, and Rickert. Communicative Reading. 4th ed. MacMillan, 1978.

Coger and White. Readers Theatre Handbook. 3rd ed. Scott, Foresman, 1982.

Supplementary references:

Bacon. The Art of Interpretation. 3rd ed. NY: Holt, Rinehart, and Winston, 1979.

Gottlieb. Oral Interpretation. NY: McGraw-Hill, 1980.

Long and Hopkins. <u>Performing Literature: An Introduction to Oral Interpretation</u>. Englewood Cliffs, N.J.: Prentice-Hall, 1982.

Kleinau and McHughes. Theatres For Literature. Sherman Oaks, CA: Alfred Publishing Co., 1980.

Maclay. Readers Theatre: Toward a Grammar of Practice. NY: Random House, 1971.

Roloff. The Perception and Evocation of Literature. Glenview, IL: Scott, Foresman, 1973.

Yordon. Roles in Interpretation. Dubuque: William C. Brown, 1982.

Course Competency/Assessment Methods Matrix

THE 2001 – Oral Interpretation	Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth		Comprehensive Written Exit Exam	Course Embedded Questions	Projects		oles	on .			Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	۵	٥	D	Ω	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	_	_	_	_	D	Ω						
Students will be able to communicate their understanding of Oral Interpretation theory orally in performance						X					X					X												Х				
1.1. Students will perform prepared cuttings of works individually.				X	X	Χ					Χ					Χ												Х				
1.2. Students will perform original works individually.				X		Χ					Χ					Χ												Χ				
1.3. Students will perform orally as a group.				X		Χ					Χ					Χ												Χ				
2. Students will be able to prepare scripts for oral performance.				X	X	Χ					Χ					Χ												Х				
2.1. Students will be able to demonstrate their ability to create performance text from literature.				X		Χ					Χ					Χ												Х				
2.2. Students will be able to demonstrate their ability to create performance text from poetry.				X	X	Χ					Χ					Χ												Х				
2.3. Students will be able to demonstrate their ability to create performance text from dramatic literature.				X	X	Χ					Χ					Χ												Х				
2.4. Students will be able to demonstrate their ability to create original performance text.				Χ	X	Χ					Χ					Χ												Х				
2.5. Students will be able to demonstrate their ability to create performance text for group presentation.				Χ	X	Χ					Χ					Χ												Х				
Students will develop an awareness of diverse cultural and historical contexts.				X	X	Χ					Χ					X												Χ				

THE 2001 – Oral Interpretation	Assessment Options																															
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Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	٥	٥	D	D	D	D	D	D	D	D	۵	D	D	D	D	D	D	D	D	_	_			D	D						
3.1. Students will choose works from a variety of cultures.				Х	X	Χ					Χ					Χ												X				
3.2. Students will choose works from a variety of time periods.				X	Χ						Χ					Χ												Χ				
4. Students will be able to perform oral interpretation as an individual performer or as a part of a group.				X	X	Χ					X					X												X				
4.1. Students will develop several individual performances of oral interpretation work in several styles.				X	X	X					X					X												Х				
4.2. Students will work a performance unit in selection, cutting and performance of a group presentation.				X	X						X					X												X				
5. Students will develop awareness about themselves and their performance skills.				X	X	Χ					Χ					X												Х				
5.1. Students will evaluate and utilize criticism from both instructor and pears to better their performance.				X	Χ	X					Χ					X												X				