|  |
| --- |
| **Contra Costa College** |

|  |
| --- |
| **Course Outline** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Number** | Speech 142 | **Number of Weeks** | 18 |
| **Course Title** | Performance of Literature | **Lecture Hours By Term** | 0-36 |
| **Prerequisite** | n/a | **Lab Hours By Term** | 0-126 |
| **Challenge Policy** |  | **\*Hours By Arrangement** |  |
| **Co-requisite** |  | **Units** | 1-3 |
| **Challenge Policy** |  |  |  |
| **Advisory** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **\*HOURS BY ARRANGEMENT:** | |  | Hours per term. |
| **ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement): | | | | |
|  | | | |

|  |
| --- |
| **COURSE/CATALOG DESCRIPTION** |

|  |
| --- |
| This course provides students with the opportunity to learn about oral interpretation, the art of presenting literature in a creative and enlightening way. Students will learn how to interpret and present literary material that encompasses the author’s perspective, bring literature (poetry, prose and drama) alive for an audience, and help to make it relevant for them in today’s world. May be repeated three times. |

|  |  |
| --- | --- |
| **COURSE OBJECTIVES:** | |
| At the completion of the course the student will be able to: | |

|  |
| --- |
| 1) Develop an ability to distinguish between strong and weak literary pieces for the purpose of interpretation  2) Discover various structures, themes and styles to different forms of literature  3) Analyze and interpret themes within children’s literature, prose, poetry, and dramatic literature for the purpose of performance and appreciation  4) Skillfully apply research techniques to locate, select, organize, and present literary pieces for performances to various audiences and contexts  5) Create a unified program using a variety of literary forms that ensures a cohesive blend of situational and contextual factors to include: time, place, action, mood and character(s)  6) Develop and apply vocal and physical techniques to increase the impact and effectiveness of the message to individual oral interpretations of literature |

**INTENDED STUDENT LEARNING OUTCOMES:**

|  |
| --- |
| Students will improve their ability to give speeches. |
| Students will gain confidence in their ability to give speeches and will significantly lower their communication apprehension. |

Students will be able to identify at least three distinctive traits of a character and communicate those traits in a reading of a passage.

**COURSE CONTENT (Lecture):**

|  |
| --- |
| The Importance, Nature and Function of Oral Reading  Basic considerations  Goals of voice training   1. The relationship of mind, body, and voice |
| Voice and Body as Instruments of Oral Communication  Voice  The respiratory and vocal mechanisms  Phonation, articulation, resonance  The application of inflection, variety of pitch, tempo, force and quality to oral reading  Body  Poise  Posture  Controlled movement and gestures  Eye contact |
| Getting the Meaning  The thought content – recognition and use  Logical elements  Rhetorical elements  The emotional content – recognition and use of the elements pertaining to mood, and their  application to oral reading  Techniques of analysis applied to the reading of specific types of literature |

**COURSE CONTENT (Lab):**

|  |
| --- |
| Practice for Speaker Showcase, Intramural Tournament, Intercollegiate competition and campus readings. |

|  |  |
| --- | --- |
| **METHODS OF INSTRUCTION:** | |
| 1. Methods to achieve course objectives:    1. Lectures, discussions, reading, writing    2. Video tapes, films, audio tapes, records, CDs and handouts to supplement lecture, discussion and reading    3. Performance exercises used to illustrate styles and approaches to the performance of literature   Guest lectures and/or workshops by interpretation experts | |
| 1. Methods used in achieving learner independence and critical thinking:    1. Written assignments emphasizing support of a thesis from a critical perspective, using examples and formulating judgmental conclusions    2. Prepared oral performances applying critical interpretation principles   Oral reports critically evaluating student performances | |
| 1. Methods to achieve course objectives:    1. Lectures, discussions, reading, writing    2. Video tapes, films, audio tapes, records, CDs and handouts to supplement lecture, discussion and reading    3. Performance exercises used to illustrate styles and approaches to the performance of literature   Guest lectures and/or workshops by interpretation experts | |
| 1. Methods used in achieving learner independence and critical thinking:    1. Written assignments emphasizing support of a thesis from a critical perspective, using examples and formulating judgmental conclusions    2. Prepared oral performances applying critical interpretation principles   Oral reports critically evaluating student performances | |

|  |
| --- |
| **INSTRUCTIONAL MATERIALS:** |

**NOTE:** To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included.

|  |  |
| --- | --- |
| Textbook Title: | Public Speaking for College, Competition, and Career |
| Author: | Diestler, Giusto, et. all |
| Publisher: | Fountainhead Press |
| Edition/Date: | 2nd edition, 2015 |
| Textbook Reading Level: | 12th grade |
| Justification Statement: | *(For textbook beyond 7 years)* |
|  |  |

|  |  |  |
| --- | --- | --- |
| Lab Manual Title | Oral Interpretation of Literature | (*if applicable*): |
| Author: | Charlotte Lee and T.Gura |  |
| Publisher: | Houghton Mifflin Co |  |
| Edition/Date: | 12th edition/2007 |  |

**OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:**

Title 5, section 55002.5 establishes that a range of 48-54 hours of lecture, study, or lab work is required for one unit of credit.

* For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

Title 5, section 55002(a) 2F establishes coursework should call “for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.”

* For degree applicable courses: **List one example of critical thinking out-of-class assignments**

|  |  |
| --- | --- |
| **Outside of Class Weekly Assignments** | **Hours per week** |

**OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:**

Title 5, section 55002.5 establishes that a range of 48-54 hours of lecture, study, or lab work is required for one unit of credit.

* For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

Title 5, section 55002(a) 2F establishes coursework should call “for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.”

* For degree applicable courses: **List one example of critical thinking out-of-class assignments**

|  |  |
| --- | --- |
| **Outside of Class Weekly Assignments** | **Hours per week** |

|  |  |
| --- | --- |
| Weekly Reading Assignments *(Include detailed assignment below, if applicable)* | 2-3 |

|  |
| --- |
| Reading assignments will include literature, poetry, and oral interpretation textbook. Example: read several selections related to your chosen oral interpretation theme. |

|  |  |
| --- | --- |
| Weekly Writing Assignments *(Include detailed assignment below, if applicable)* | 2 |

|  |
| --- |
| Writing assignments will include creation of programmed oral interpretation suitable for presentation in competitions and showcases. Example: Prepare your selections and introduction for your 10-minute oral interpretation piece; use at least 2 current sources of research in the introduction. |

|  |  |
| --- | --- |
| Weekly Math Problems *(Include detailed assignment below, if applicable)* |  |

|  |
| --- |
| N/A |

|  |  |
| --- | --- |
| Lab or Software Application Assignments *(Include detailed assignment below, if applicable)* |  |

|  |
| --- |
| N/A |

|  |  |
| --- | --- |
| Other Performance Assignments *(Include detailed assignment below, if applicable)* | 2-3 |

|  |
| --- |
| Performance assignments will include Showcase presentations and intercollegiate competitions. |

**STUDENT EVALUATION**: **(Show percentage breakdown for evaluation instruments)**

|  |
| --- |
| Title 5, section 55002 (a) 2A requires that the grade be based on demonstrated proficiency in subject matter.   * For degree applicable courses: Course requires essay writing, or, in courses where the curriculum committee deems appropriate, problem solving exercises, or skills demonstrations by students.   Title 5, section 55002(a) 2F requires that coursework call for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.   * For degree applicable courses: **List (an) example(s) of methods of evaluation that assess critical thinking.** |

|  |  |  |
| --- | --- | --- |
|  | **%** | Essay |
| Students will prepare poetry, prose, and/or programmed oral interpretation programs. Students will prepare several written character analyses for each program. |

|  |  |  |
| --- | --- | --- |
|  | **%** | Computation or Non-computational Problem Solving Skills |
|  |

|  |  |  |
| --- | --- | --- |
|  | **%** | Skills Demonstration |

|  |
| --- |
| Students will participate in classroom and campus readings as well as intercollegiate competitions. Students will learn effective methods of work with a binder. |

|  |  |  |
| --- | --- | --- |
|  | **%** | Objective Examinations |

|  |
| --- |
| Quizzes on the formats and requirements for competitive oral interpretation events. |

|  |  |  |
| --- | --- | --- |
|  |  | Other (describe) |
|  | **%** | Advanced students will judge the on-campus intramural tournament. |
|  | **%** | Optional field trips to oral interpretation events such as staged readings. |
|  | **%** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GRADING POLICY: (Choose LG, P/NP, or SC)** | | | | | |
|  | **Letter Grade** | |  | **Pass / No Pass** | | | X | **Student Choice** |
| 90% - 100% = A | | | 70% and above = Pass | | | | 90% - 100% = A |
| 80% - 89% = B | | | Below 70% = No Pass | | | | 80% - 89% = B |
| 70% - 79% = C | | |  | | | | 70% - 79% = C |
| 60% - 69% = D | | |  | | | | 60% - 69% = D |
| Below 60% = F | | |  | | | | Below 60% = F |
| *or* |
| 70% and above = Pass |
| Below 70% = No Pass |
| **Prepared by:** | | | | Joseph Carver and Sherry Diestler | | | |

|  |  |
| --- | --- |
| **Date:** | 2/17/2015 |

*Revised form 08/14*