

# CMST A120: READER'S THEATER AND ORAL INTERPRETATION

Item	Value
Curriculum Committee Approval Date	12/02/2020
Top Code	150600 - Speech Communication
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)
Associate Arts Local General Education (GE)	<ul style="list-style-type: none"> <li>Area 1B Communication and Analytical Thinking (OA2)</li> <li>Area 3 Arts and Humanities 3A Theory (OC1)</li> <li>Area 3 Arts and Humanities 3B Active Participation (OC2)</li> </ul>
Associate Science Local General Education (GE)	<ul style="list-style-type: none"> <li>Area 1B Communication and Analytical Thinking (OAS2)</li> <li>Area 3B Humanities (OSC2)</li> </ul>
California State University General Education Breadth (CSU GE-Breadth)	<ul style="list-style-type: none"> <li>CSU C2 Humanities (C2)</li> </ul>

## Course Description

Explores the oldest performance tradition, storytelling, and focuses on the principles and methods of effective oral interpretation. Through analysis of poetry, plays and stories, in both individual and group performance, the student will learn to edit and construct a script, and to perform successfully. Transfer Credit: CSU; UC. C-ID: COMM 170. **C-ID: COMM 170.**

## Course Level Student Learning Outcome(s)

1. Recognize and describe the attributes of quality literature, understand the differences between genres of literature and determine the meaning within each text.
2. Demonstrate knowledge of different aspects of performing literature including the use of physical elements of performance as well as internal elements in order to deliver an interpretation with integrity and believability.
3. Use standards and peer/instructor critiques to evaluate and modify performances.
4. Demonstrate good listening skills and appropriate audience behavior.
5. Evaluate performances based on standards and criteria to critique and recommend changes.

## Course Objectives

- I Aspects of pre-performance:
  - I. 1. Apply the characteristics of "good" literature when choosing a selection to perform
  - I. 2. Analyze the text using performance theories to determine meaning
  - I. 3. Identify different genres of literature (prose, poetry, drama)
- II Aspects of performance:
  - II. 1. Acquire the ability to interpret with ethics/integrity a literary selection; and to be able to communicate that interpretation to an audience with believability, honesty, clarity, and artistry
  - II. 2. Orally interpret prose, drama, and poetry through performance
  - II. 3. Polish performance aspects of speech communication such as facial expression, body movements, gestures, voice characteristics, eye contact, etc.
- III Aspects of post-performance and self evaluation:
  - III. 1. Recognize change in self as a result of the interpretation experience and find personal meaning in the text as a reader
  - III. 2. Accept and give constructive criticism
  - III. 3. Increase awareness of emotional states
- IV Aspects of critique and coaching:
  - IV. 1. Apply listening skill techniques and proper audience behavior
  - IV. 2. Analyze and appraise student's oral work
  - IV. 3. Produce, co-direct and perform a reader's theatre production
  - IV. 4. Accept and give constructive criticism

## Lecture Content

I. Introduction Reading Children's Lit Purpose get to know the audience Method of delivery memorized, manuscript Feedback Focus Nervousness, effectiveness, nonverbal Audience Adaptation discussion II. Choosing Literature to Perform Aesthetics Research Types of literature Literary theories III. Analyzing Literature Theories p; Modal analysis Dramatic analysis Writing analysis/assignment IV. Discuss/Analyze/Perform Drama Body work/nonverbal/voice Solo performances Critique process V. Discuss/Analyze/Perform Prose Fiction Subtext in performance Different voices Solo performances nbsp; Critique process VI. Discuss/Analyze/Perform Poetry Tools of the poet Different types of poetry Solo performances Critique process VII. Discuss Readers Theatre Ensemble work Determining a thesis Creating a script/organization Blocking/movement Performance ; Critique process

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)

## Instructional Techniques

1. Lecture on types of speeches as assigned 2. Oral and written critiques of classmates speeches 3. Written assignments 4. Tests on student command of principles of effective speaking 5. Lectures on research and outline techniques

## Reading Assignments

Students will spend approximately 2 hours week reading assigned chapters from the text.

## **Writing Assignments**

Student will spend 3 - 4 hours a week editing the literature, writing an analysis, including an introduction for their performance. They will also prepare written critiques.

## **Out-of-class Assignments**

Students will spend approximately 1 - 2 hours a week going into the Library to find literature that is appropriate for the assignment.

## **Demonstration of Critical Thinking**

1. Mid-Term Exam 2. Skills demonstrations 3. Performance improvement 4. Typed literature analysis of performed literature 5. Critique sheets for classmate performances 6. Critique sheets for individual performances

## **Required Writing, Problem Solving, Skills Demonstration**

1. Various literature performances scripts 2. Analysis of each assignment to be performed 3. Introduction for each performance that represents the argument 4. Written critiques

## **Textbooks Resources**

1. Required Lewis, Todd. Communicating Literature, latest ed. Dubuque: Kendall-Hunt, 2004 Rationale: . 2. Required Yordon, Judy. Roles in Interpretation, latest ed. Blacklake: McGraw-Hill, 2002 Rationale: .