



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Oral Interpretation
Course Prefix and Number – SPCH 2341
Department - Speech
Course Type: (check one)

Division - CFA

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture Hours # : Lab/Other Hours # 3:3:0

Equated Pay hours for course - 3

Course Catalog Description - Theories and techniques in analyzing and interpreting literature. Preparation and presentation of various literary forms. This is a skill development course that focuses on effectively reading and performing from the printed page. Vocal characterization and movement are developed along with analysis of literature.

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

Prerequisites/Co-requisites - TSI satisfied in Reading met or concurrent enrollment in READ 0307

Prepared by Patrick Ralls

Date 4-9-13

Reviewed by Department Head Patrick Ralls

Date 4-9-13

Accuracy verified by Division Chair gghunt

Date 5/29/13

Approved by Dean or Vice President of Instruction gghunt

Date 5/29/13



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction):

A collection of 5 cuttings performed during the course of the semester from the following categories:

- Prose (Children's Literature, Dramatic (from a play),
- Prose (Short Story),
- Prose (Novel),
- Prose (Nonfiction),
- Poetry (Narrative Poetry),
- Poetry (Program on theme)

II. Course Learning Outcomes

Learning Outcomes	Methods of Assessment
<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to edit literature 2. Illustrate the ability to select literature, and organize material. 3. Effectively demonstrate performance skills <ol style="list-style-type: none"> a. Use voice, face, and body effectively when reading literature aloud. b. Perform the author's intent with expression in the voice and bodily action. 4. Construct an introduction for oral interpretive literature that serves 3 purposes of an introduction. 5. Construct necessary transitions for oral interpretive programs which satisfy the 3 purposes of transitions. 6. In the written paper, analyze audience and literature in such a way that the conventions of audience response is met. 7. In the written paper, identify the authors use of: unity & harmony, variety & contrast, balance & proportion , and rhythm 8. In the written paper, Explain how pitch, tone, intensity, phrasing, pausing, enunciation, and rhythm affect listener comprehension and appreciation 	<ol style="list-style-type: none"> 1. Correctly editing five selections for performance. 2. Create an oral interpretation notebook composed of: <ol style="list-style-type: none"> a. all selections prepared for the course. b. description of your reactions both to your reading and to the critique following your reading c. description of what you would do differently were you to perform this reading again d. all written analyses e. all critique sheets 3. Present written material in oral form to an audience 10 times during the semester 4. Introductions, transitions, and delivery graded by rubric. 5. Written paper graded by rubric

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Students will need to have library access in order to select various texts.
Textbook to be determined by faculty

IV. Suggested Course Maximum – 25

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Smart Classroom with podium

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

10 performances 8% each = 80% total grade
Quizzes and written assignments = 20% total grade

90-100—A; 80-89—B; 70-79—C, 60-69—D, 59 and below F

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed
- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:
 - Basic Intellectual Competencies
 - Perspectives
 - Exemplary Educational Objectives
- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.