Modesto Junior College
Course Outline of Record
SPCOM 120

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

SPCOM-120 Oral Reading / Interpretation 3 Units

Skills in oral interpretation of literature; choice of material, involvement with material; communication of author's thought, emotion and language; expanded knowledge of literature and literary forms. Credit given for either THETR 120 or SPCOM 120, but not both. Field trips are not required. Course is applicable to the associate degree. General Education: CSU-GE - C1

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

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

B. HOURS AND UNITS

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<th>TERM HOURS</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>Lect</td>
<td>54.00</td>
<td>3.00</td>
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<tr>
<td>Lab</td>
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3 Units
C. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lecture, discussions, reading and writing
2. Photographic slides, 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
4. Guest lectures and/or workshops by interpretation experts

D. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
Time spent on coursework in addition to hours of instruction (lecture hours)

   1. Rehearse performances of prose, poetry, and dramatic literature to a minimum of 15 and a maximum of 21 minutes.
   2. Written portfolios for each selection to be performed including background material, analysis of the genre, historical information, author biography, rhetorical analysis of the message of the literature, and a performance issue analysis particular to the genre.
   3. Written critiques of outside performances to include constructive criticism of performance issues relevant to the particular genre being performed.

2. **EVIDENCE OF CRITICAL THINKING**
Assignments require the appropriate level of critical thinking

   1. Written critiques of in class student performances.
      Example Prompt: How did the interpreter's use of voice enhance the quality of the performance?
   2. Performance portfolios including analysis of the literature to be performed by the student.
      Example Prompt: What would you argue is the author's rhetorical intent by this selection? Use excerpts from the material to justify your claims.
   3. Midterm and Final Examinations
      Example Essay Question: Define and appropriately apply Toulmin's Model of Argument to the attached selection. What would you argue is the author's rhetorical message?

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. **COURSE GOAL**
As a result of satisfactory completion of this course, the student should be prepared to:

Identify genre of literature (prose, poetry, drama), analyze the major themes of the literature, as well as prepare and properly perform the literature. The student will also be able to provide constructive criticism for oral interpretation performances.

Division: Arts, Humanities & Communications
B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

a. Identify the essential elements of the vocal and respiratory mechanism and their relationships to oral expression
b. Define the meaning of inflection, pitch, tempo, force and quality and their use in oral expression
c. Apply the processes of phonation, resonance and articulation to the performance of literature
d. Correctly identify the difference between thought content and emotional content as they apply to oral interpretation performance
e. Identify the construction and language of expository and narrative prose, lyric and narrative poetry
f. Identify the importance of word meanings, phrasing, stress, the use of pause and the prolonging of sounds
g. Analyze reading materials utilizing the principles of literary criticism*
h. Interpret aloud various forms and genre of literature*
i. Discover oral interpretation of literature as a fine art*
j. Improve pronunciation of sounds and words
k. Identify faults in own speech and in that of others
l. Develop a good voice which is vital, flexible, expressive, intelligible, and pleasing
m. Develop a poised, controlled, expressive body
n. Analyze reading materials for logical and emotional content*
o. Respond to logical and emotional meanings both physically and vocally
p. Convey meaning and emotional values adequately to listeners
q. Listen critically to oral reading by others in class, on radio, and on television
r. Discuss meaning and emotional values intelligently, orally and in writing

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Midterm examinations
2. Performance issue exercises
3. Unit Quizzes

B. SUMMATIVE ASSESSMENT
1. Class presentations of oral interpretation projects
2. Critiques and judgments written out of class
3. Group discussions / evaluations
4. Written examinations to include essays