Modesto Junior College  
Course Outline of Record  
SPCOM 122

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

**SPCOM-122 Introduction to Readers' Theatre**  
3 Units

**Also offered as:** THETR - 122: Introduction to Readers' Theatre

Study of oral interpretation principles as they apply to group and choral reading. Emphasis will be placed upon the preparation and performance of Readers' Theatre productions. Students are provided the necessary theory, practice for performance and criticism to enhance skills for development and oral presentation of Readers' Theatre material. Field trips might be 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. Introduction to the course
      1. Its purposes and procedures
      2. Selecting and adapting material
      3. Creating a Readers’ Theatre script

   B. Further study relating to the voice and body as tools for effective oral interpretation

   C. The study of literary analysis as a key to understanding literature

   D. Individual thematic reading program

   E. The adaption of children's literature to a Readers’ Theatre script*  

   F. Play cutting*  

   G. Short story or novel adaptation*  

   H. Use of poetry in Readers’ Theatre*  

   I. Development of a thematic program drawing upon any and all appropriate forms of literature*

B. HOURS AND UNITS

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<tr>
<th>INST METHOD</th>
<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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Division: Arts, Humanities & Communications  
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C. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:
   1. Lectures, discussions, reading and writing
   2. Photographic slides, video tapes, films, audio tapes and handouts to supplement lecture, discussion and reading
   3. Performance exercises used to illustrate styles and approaches to Readers’ Theatre performance
   4. Field trips to professional community and educational theatre performances
   5. Guest lectures and/or workshops by Readers’ Theatre experts

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Finding materials to adapt and create 5 scripts per term
   b. Creation of 5 scripts per term, ranging from 2-6 typed pages
   c. Memorization of lines for 5 performances per term
   d. Rehearsal of movement and vocal inflection for 5 performances per term
   e. Attendance at 1-4 outside performances per term
   f. Write 2-page evaluations of performances attended per term

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   a. Attend Speech Night and analyze the literature selection, character development, and stage composition.
   b. Find a Poem, Children's Story, Periodical material, Short Story and adapt material into a script to be performed in class.

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:
   Perform with others effectively in public settings and follow a structured readers theatre process, which includes selection, adaptation and presentation of literature.

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. Describe the basic forms / styles of Readers' Theatre performance

b. Identify the literary materials suitable for Readers' Theatre performance

c. Define Readers' Theatre and distinguish Readers' Theatre from other performance forms

d. Apply the knowledge gained in classroom exercises and assignments to the construction of a Readers' Theatre script

e. Stage a Readers' Theatre script for performance

f. Apply the principles of effective group performance (vocal, physical and sensory) to Readers' Theatre presentation

g. Explain the value of Readers' Theatre performance as a pedagogical tool. (The ability to describe the relationship of Readers' Theatre performance to other forms of theatrical presentation.)

h. Explain the principles of literary analysis and criticism as they apply to the evaluation of multicultural material suitable to Readers' Theatre performance.*

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IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

1. Class presentations of Readers’ Theatre projects

2. Oral reports analyzing and evaluating performance projects

3. Original written Readers’ Theatre script adaptations

B. **SUMMATIVE ASSESSMENT**

1. Class presentations of Readers’ Theatre projects

2. Oral reports analyzing and evaluating performance projects

3. Original written Readers’ Theatre script adaptations

4. Written critical evaluations of professional and educational theatre performances