SPCOM 124

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

SPCOM-124 Advanced Readers' Theatre 3 Units

Also offered as: THETR - 124: Advanced Readers' Theatre

Continued development of the construction and direction of Readers' Theatre performances suitable for public presentation. Emphasis on analysis of reading materials and helping others enhance communication skills through vocal control and physical expression. 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. Advanced principles of literature in performance

      1. Literary analysis: theme, plot, characters, setting, style
      2. Styles of performance: Chamber Theatre, Story Theatre, Documentary Readers' Theatre
      3. Script adaptation: story adaptation and the compiled script

   B. Directing the Readers' Theatre project

      1. Principles and methods of direction
      2. Preparation of a rehearsal schedule
      3. Directing the novice student in appropriate vocal, physical and sensory elements of performance
      4. Directing the novice student in the appropriate style of Readers' Theatre presentation

   C. The adaptation and direction of a term project: development of a thematic program drawing upon appropriate forms of literature*

   D. Analysis and evaluation of student and professional performances

B. ENROLLMENT RESTRICTIONS

C. HOURS AND UNITS

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<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tr>
<td>Lect</td>
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<td>3.00</td>
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<td>Lab</td>
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3 Units

Division: Arts, Humanities & Communications

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D. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:
   1. Lecture, discussion, reading and writing
   2. Video tapes, DVDs, and handouts to supplement lecture, discussion and reading
   3. Performance exercises used to illustrate advanced styles and approaches to Readers' Theatre performance
   4. Community performances at local elementary schools
   5. Field trips to professional, community and educational theatre performances may be utilized
   6. Guest lectures and/or workshops by Readers' Theatre experts

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   b. Adaptation of periodical material in creation of script.
   c. Collection of a variety of material to construct one 25-minute final script.
   d. Creation of one 25-minute readers theatre script using a variety of material.
   e. Adaptation and blocking of 4 scripts, per term, ranging from 2-6 pages long.
   f. Attendance of 2-4 outside-of-class performances, per term.
   g. Write 2-3 page critiques of outside-of-class performances, per term.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   a. Choose one Children's Literature script from those provided and adapt the script for the number of people in your cast. Block and direct your cast for an in-class performance
   b. Compose a 25-minute Readers Theatre script utilizing a variety of material all focused on a central theme. The program should promote a message that will come from the material you choose.

F. 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:
Collect material appropriate for a selected audience, adapt material into a script format, and direct performers to perform the material. In the direction process they will be prepared to aid performers in enhancing their vocal and physical abilities for their performances.

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. Define interpretation of literature as a performance art form.
   b. Apply the principles of literary criticism to the formation of a Readers' Theatre project.
   c. Describe the basic principles of Readers' Theatre performance direction.
   d. Apply the knowledge gained in Readers' Theatre performance to the direction of student projects.
   e. Evaluate the text and performance of student projects.
   f. Analyze multicultural literary texts for structure, form, logical and connotative values.*
   g. Communicate thought and emotion of a literary text in performance.
   h. Demonstrate the preparation and presentation of Readers' Theatre projects to students.

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

A. **FORMATIVE ASSESSMENT**

1. Creation and adaptation of Readers Theatre Scripts
2. Critical evaluations of student and professional performances
3. Direction of smaller student projects

B. **SUMMATIVE ASSESSMENT**

1. Creation and adaptation of Readers Theatre Scripts
2. Critical evaluations of student and professional performances
3. Direction of smaller student projects
4. Term project: advanced script adaptation, rehearsal and performance