

San Bernardino Valley College  
Last Updated:

**I. CATALOG DESCRIPTION:**

Department	Speech
Course Number	Speech 120
Course Title	Oral Interpretation
Units	3
Lecture	3

**Course Description for Catalog:**

**Speech 120**

**Oral Interpretation**

**3 units**

Department Advisory: Speech 100

Lecture: 3 hours per week

This course is designed to instruct students in understanding and experiencing the power, emotion, and intellectual meaning of literature through presentation. Students interpret and present prose and poetry, participate in storytelling and reader's theatre, and develop their abilities in creative expression.

*Transfers to both the CSU and UC systems  
Associate Degree applicable*

**Course Description for Schedule:**

**Speech 120**

**Oral Interpretation**

**3 Units**

Designed to instruct students in understanding and experiencing the power, emotion, and intellectual meaning of literature through presentation.

*Transfers to CSU and UC systems  
Associate Degree applicable*

*Department Advisory: Successful Completion of Speech 100*

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One.**

**III. EXPECTED OUTCOMES FOR STUDENTS:**

Upon successful completion of the course, students should be able to do the following:

- A. Locate and read various forms of literature
- B. Conduct analyses of the selected literature
- C. Interpret literature through individual presentations
- D. Interpret literature through group presentations
- E. Distinguish and use imagery through language
- F. Distinguish and use imagery through non-verbal communication
- G. Compare and contrast the various character roles in stories and narratives
- H. Distinguish and use technical interpretive skills
- I. Distinguish and use creative interpretive skills

**IV. CONTENT:**

- A. Everyday and literary performance
  1. Reading well/Performing well
  2. Performing lived language
  3. Realizing language

4. Good reading
5. Rehearsing life
- B. Performing in the world of language
  1. How language creates worlds
    - a. Space in the worlds of literature
    - b. Time in the worlds of literature
    - c. Speakers in the worlds of literature
  2. Speakers and their listeners
  3. Speakers and space/time
- C. Performing the effects of language
  1. Inferring effect
  2. Moving from analysis to performance
  3. Playing in everyday life and in literature
  4. Effect and the authorial frame
  5. The single voice
  6. Performing listeners
  7. Talking to oneself
- D. Performing to make sense
  1. The role of sense-making
  2. Personal significance
  3. Social significance
  4. How vocal performance makes sense
  5. Sense and irony
  6. How characters make sense of each other
  7. Sense, gesture, and stance
  8. Making sense happen through images and figurative language
- E. Performing poetic language
  1. Poetry and everyday language
  2. Inside the poetic sensibility
  3. Patterns in poetic speech
  4. Analyzing a poem
- F. Performing narrative
  1. Narratives in life and literature
  2. Stories and storytellers
  3. Narrative is performance
  4. A teller, a listener, and a tale told
  5. Understanding listeners
  6. Worlds of storytelling
    - a. The narrator's world
    - b. The character's world
    - c. The author's world
    - d. The performer's world
  7. The narrator and the story
  8. Listening to narrative strategies
  9. Performing narrative strategies
  10. Performing point of view
  11. Analyzing a story
- G. Performance as a way of knowing
  1. Performance as assent
  2. Performance as resistance
  3. Resisting genre (narratizing drama)

- 4. Resisting the text (intertextualizing)
- H. Dramatic performance of everyday conversation
  - 1. How to read the script notation
  - 2. Performance and the analysis of scripts
  - 3. Rehearsal notes
  - 4. Censorship

**V. METHODS OF INSTRUCTION:**

The course is designed under the lecture/discussion format. The instructional methods to be used may include:

- A. Lecture
- B. Read text and other sources
- C. Researching and selecting literature
- D. Class and group discussion
- E. Individual presentations
- F. Group presentations
- G. Analysis papers of literature

**VI. TYPICAL ASSIGNMENTS:**

- A. Read text and other sources
  - 1. Read the chapter on performing poetic language
- B. Researching and selecting literature
  - 1. Research several books of poetry. Select a piece of prose which would be suitable for your analysis paper and presentation of prose assignments.
- C. Class and group discussion
  - 1. Class discussion:
    - a. What are the most important parts of a story?
  - 2. Group discussion:
    - a. Read the piece entitled, "Where are the Waters of Childhood" in the text.
    - b. As a group, answer the questions which follow. Be prepared to report your answers to the class.
- D. Individual presentations
  - 1. Expressive Body Exercise
    - a. Visualize in your mind the sentences below (e.g., 1) I could see the clouds . . . they were beautiful!; 2) I screamed and grabbed the rail as tightly as I could! It was so far down! I didn't want to die!). Clearly see the images in your own mind.
    - b. Feel the emotions and be aware of the thoughts that are associated with each sentence.
    - c. See how your body (facial expressions, gestures, body tension, posture, voice) reacts naturally as a result of what you are experiencing in your mind.
    - d. Say the sentence and develop a natural expression of the body to match what you are saying.
    - e. Present your interpretations (both mentally and physically) to the class for each of the sentences.
- E. Group presentations
  - 1. Figurative Language Exercise

- a. Within your group, write a brief story surrounding this picture. Include information about the people and the events as they unfolded. Use some of your descriptive words to help make your writing more expressive and interesting. Be prepared to present your story to the class when the instructor displays the picture. Ensure that each group member has an equal portion of the group's writing to present.
- F. Analysis papers of literature
- 1. Analysis paper of prose piece.
    - a. Prepare a 4-5 page typewritten response which analyzes the following questions concerning the prose you have selected for performance:
      - 1. Who is the author?
      - 2. Is the author's background revealed or reflected in the prose?
      - 3. When was this piece of literature written? Does this affect your interpretation of the piece and the response of the audience?
      - 4. What is the theme or the author's intentional meaning for the piece?
      - 5. Who is the main character speaking to us (be specific)?
      - 6. Who are the other important characters in this piece? What relationship do they have to the main character?
      - 7. What is the key language used in this prose which is especially powerful?
      - 8. What imagery is used in the prose? How does this affect the piece and strengthen the meaning of the literature?
      - 9. What kind of mood or atmosphere should be established when reading this piece?
      - 10. What significance does the title have in this prose selection.

## VII. EVALUATION:

- A. Methods of evaluation
  - 1. Objective examinations (for lecture and text assignments). A typical question is:
    - a. The first and most important principle of understanding language is to acknowledge the world in which it is situated. Select the incorrect answer below. "Words are intimately connected to:"
      - A. the person who speaks them
      - B. the place and time they are uttered
      - C. the appropriateness to the situation
      - D. the identity of a specific listener
  - 2. Subjective evaluation of individual presentations. Grading forms may vary by instructor. One sample individual presentation evaluation form is attached in Appendix A.
  - 3. Subjective evaluation of group presentations. Grading forms may vary by instructor. One sample group presentation evaluation form is attached in Appendix A.
  - 4. Subjective evaluation of student papers. As reflected in the analysis of literature assignment above (K), several questions are identified for

students to discuss in their papers. Their papers are graded on their ability to answer the above questions as well as their writing ability.

- E. Frequency of evaluation
1. One midterm examination
  2. One final examination
  3. Four individual presentations
  4. Four group presentations
  5. Four written analyses of literature

**VIII. TYPICAL TEXTS:**

- A. Gray, Paul H. and Vanoosting, James. Performance in life and literature. Boston, MA: Allyn & Bacon, 1996.
- B. Lewis, Todd. Communication literature: An introduction to oral interpretation (2<sup>nd</sup> edition). Dubuque, Iowa: Kendall/Hunt Publishing Co., 1995.
- C. Yordon, Judy E. Roles in interpretation (4<sup>th</sup> edition). New York, New York: McGraw-Hill Publishers, 1999.

**IX. OTHER SUPPLIES REQUIRED OF STUDENTS:**

None.

**X APPENDIX**

- A. Step 3 Advisory Form
- B. Evaluation Form Samples

**CONTENT REVIEW FORM - STEP 3**  
**ADVISORY COURSE**

**TARGET COURSE:** Speech 120

**ADVISORY COURSE:** Speech 100

<b><u>Exit Skills Needed in Advisory Course</u></b>	<b><u>Entry Skills Needed for Success in Target Course</u></b>	<b><u>Degree of Importance</u></b>
1. Read and discuss public communication and speech construction theory	x	1
2. Evaluate their own public speaking abilities	x	2
3. Locate, read, and critically evaluate research to be used in the construction and support of arguments and main points	x	1
4. Provide constructive feedback to peers	x	2
5. Recognize and adapt to the challenges faced when speaking to diverse audiences	x	1
6. Recognize and use effective principles of effective speech delivery	x	1
7. Conduct an audience analysis	x	2
8. Construct and present different types of speeches	x	1