I. ASCRC General Education Form

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<th>Group</th>
<th>Expressive Arts</th>
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<tr>
<td>Dept/Program</td>
<td>COT/Applied Arts and Sciences</td>
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<tr>
<td>Course #</td>
<td>COM U 217A</td>
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<tr>
<td>Course Title</td>
<td>Oral Interpretation of Literature</td>
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<tr>
<td>Prerequisite</td>
<td>No Prerequisite</td>
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<tr>
<td>Credits</td>
<td>3</td>
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II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Kimberly Reiser /</td>
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<tr>
<td>Phone / Email</td>
<td>243-7839</td>
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<td><a href="mailto:kim.reiser@umontana.edu">kim.reiser@umontana.edu</a></td>
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<tr>
<td>Program Chair</td>
<td>Cathy Corr</td>
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<tr>
<td>Dean</td>
<td>Barry Good</td>
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III. Description and purpose of the course:
General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

Students in this course will study and analyze literature as it is prepared for performance. In addition, students will learn performance techniques to help them share literature with an audience. Prose, drama, poetry, and children’s literature will be performed. The study of Oral Interpretation is beneficial to students’ future lives in that it enables students to broaden their experiences and imagination through the study of literature. However, it goes one step farther by allowing the student to expand knowledge of self through performing the literature. Performing literature helps students gain confidence and awareness of themselves as speakers. In addition, through viewing and discussing peers’ performances, students improve their critical skills.

IV. Criteria:
Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

Courses guide students, whether in individual or group settings, to acquire foundational skills to engage in the creative process and/or in interpretive performances. Through direct experience (for example, attendance and involvement with live performance, exhibitions, workshops, and readings), they will engage in critical assessment of their own work and the work of others.

As noted in the course description above, students will select and prepare literature for performance. In addition, students will learn performance techniques to help them perform the literature. For example, students will analyze literature selections for point of view, voice, and audience and then practice using voice, body, and focal points to express point of view. In addition, students will engage in self-evaluation of their own performances as well as their peers’ performances.

V. Student Learning Goals:
Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)
| Express themselves in the making of an original work or creative performances; | Students will choose literature in the genre assigned, cut it down to the required length, and add an introduction which expresses what they perceive to be the social significance of the literature. Oral Interpretation of Literature is creative in that analyzing a piece of literature for point of view, voice, and audience merges the unique qualities of the speaker with the literature. In addition, a speaker’s interpretation of how to use voice, body, and focal points to express point of view merges the unique qualities of the speaker with the literature. No two performances are alike. |
| Understand the genres and/or forms that have shaped the medium; and | Students will perform oral interpretations in different genres. They will be required to complete an oral interpretation of children’s literature, oral interpretation of prose, oral interpretation of poetry, and oral interpretation of drama. The instruction and textbook (Roles in Interpretation by Yordon) that guides students in this process will help them understand how their role differs based on the genre and form of the literature. |
| Critique the quality of their own work and that of others. | As noted above, students will complete self evaluations and peer evaluations as part of their overall grade in the course. Evaluation sheets will be included in course packets and discussed in class following presentations. |

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

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**The University of Montana-Missoula**  
**College of Technology**  
**Applied Arts and Sciences Department**  
**Fall 2008, Course Syllabus**

**Course Number and Title:** Com 217A, Oral Interpretation of Literature  
**Prerequisite:** None  
**Semester Credits:** 3  
**Instructor:** Kim Reiser, M.A.  
**E-mail:** kim.reiser@umontana.edu

I am most easily reached by e-mail. However, if e-mail is not easily accessible to you, it is also possible for you to leave messages for me at 243-7839 or the HB faculty office.
Office Location: Main faculty office in the HB building
Office Hours: Monday 2:00-3:00, Wednesday 11:00-12:00, or By Appointment

Course Description:
Students in this course will study and analyze literature as it is prepared for performance. In addition, students will learn performance techniques to help them share literature with an audience. Prose, drama, poetry, and children’s literature will be performed.

Objectives:
- Understand the difference between oral interpretation and oral reading.
- Select and organize prose, drama, and poetry for performance.
- Analyze literature selections for point of view, voice, and audience.
- Practice using voice, body, and focal points to express point of view.
- Analyze student performances from an audience member perspective.
- Explore the benefits and application of oral interpretation of literature.

Textbook:

Grading:
Oral Interpretation of Children’s Literature – 15% of grade
Oral Interpretation of Prose – 25% of grade
Oral Interpretation of Poetry – 25% of grade
Oral Interpretation of Drama – 25% of grade
Attendance and Participation – 10% of grade

Breakdown of Assessment:
As noted in the course description and objectives, Oral Interpretation of Literature is a performance of prose, drama, or poetry. Unlike a dramatic performance, which would involve costumes, a set, and stage movement, oral interpretation is a performance that relies solely on the speaker’s use of voice and body (i.e. eye contact, hand gestures, posture). Students will analyze literature for point of view, voice, and audience. Then, they will use their voice and body to perform that literature. Assessment of performances will be based on the following elements: introduction, which includes an attention-getter and establishes the social significance of the literature; vocal and physical responsiveness, which involves knowing how to alter your speaking voice and your body to suggest speakers in a literary text are different than you; focal points, eye contact that signifies conversation with a particular audience or character; and tensiveness, which illustrates the contrasting rhythms and movements in and out of a character’s mind, the combination of different sounds and images, and the conflict situations within and between characters. Evaluation forms (rubrics) will be included in the course packet material.

Since audience members play a valuable role in oral interpretation as a communication act, students will be graded on their attendance in the course. Students will be awarded 10 points for each day they are in class. Due to the fact that emergencies arise, students will be given one free day. Keep in mind that the class only meets once a week (if a student misses a day, he or she misses the equivalent of a week of class). Critiques will also be included in the overall
attendance grade. Students will be expected to complete one critique of each student in the class; critique forms (rubrics) will be included in the course packet material.

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.