



**Student Learning Objectives:** As a result of meeting the requirements of this course, students will be able to

1. Develop a historical and sociological perspective of reader's theatre and the ability to interpret the written word.
2. Develop a clear understanding and application of the International Phonetic Alphabet.
3. Identify and discuss significant works of literature as it relates to oral interpretation. Critique and analyze selected literary works verbally and through written assignments.
4. Analyze selected reader's theater masterpieces, by considering the words and structural elements as related to performance techniques.
5. Construct a reader's theatre piece from evaluating poetry and prose and its ability to be adapted to oral interpretation.
6. Review a reader's theatre production, appraise the artistic merits, compare it to others of the same show, support and defend their opinions with historical precedence and accepted performance practice.

In support of the above-mentioned goals, the course will include reading, writing, listening, viewing and discussion assignments from the textbook and from outside sources (e.g., DVDs, videos, scores and audio recordings). Students are strongly encouraged to take an active part in class discussions and writing assignments.

Objectives will be assessed as follows:

1. The historical and sociological perspective of reader's theater will be determined through students' participation in class discussions and on the midterm and final exams.
2. A keen understanding of the International Phonetic Alphabet and its function in oral interpretation of literature.
3. Awareness of important individuals and their contributions will be determined through Midterm and Final exams, and the completion of a final presentation, whose components are a written outline and an oral presentation.
4. Ability to consider poetry, prose and theatre scripts for a performance through class discussions, written responses, and on midterm and the final examination.
5. Ability to analyze the multiple artistic considerations in reader's theatre will be assessed through response essays and class discussions.
6. Ability to construct a proposal for a reader's theatre piece will be assessed through a final performance.

## Course Content

**Oral Interpretation of Literature** –explores the development of performance and vocal techniques in the oral presentation of all types of literature. The use of variety in pitch, volume, tempo, and attitude is stressed in communication the author’s meaning through the reader to the audience. Following specific guidelines, most of the literature is selected by each student.”

## Technological Literacy

Technological literacy and/or information literacy is one expectation of this course. Students will be encouraged to use such technology as the internet and contribute points of information using PowerPoint during scheduled class discussions.

## Course Texts and/or Other Study Materials

**Required:** Gura, Timothy and Lee, Charlotte. Oral Interpretation. Routledge. 2016  
ISBN: 9780205582860

**Recommended:**

Kaye, Marvin. Reader’s Theatre. The Wildside Press. 1195.  
ISBN: 1-880445-49-1

Gamble, Michael. Oral Interpretation: Bringing Literature to Life Through Performance. McGraw-Hill, Glencoe. 2001  
ISMB13: 9780844217406

## Grading Policy

The final grade in this course will be determined by a student's overall mastery of the subject matter as evidenced on exams, quizzes, oral presentations, homework assignments, consistent attendance and quality class participation. There will be one mid-term exam, one final exam, 2 final projects, and weekly assignments.

Attendance, preparation and active participation	20%
Midterm Exam	20%
Performance Response paper	10%
Weekly Assignments	10%
Final Projects (Written Reader's Theatre Piece)	20%
Final Exam (Performance)	20%

### **Criteria for Evaluation:** *Attendance and participation*

- consistent attendance\*\*
- passing test scores
- evidence of studying text and assignments
- completed assignments
- quality classroom responses
- overall demonstration of comprehension of the course material

**90-100 = A    86-89 = B+    80-85 = B    76-79 = C+    70 - 75 = C    65-69 = D**  
**E =Unofficial Withdrawal    W =Official Withdrawal    INC=Incomplete    0-64 = F**

Any work turned in late from the original due date shall be deducted by one letter grade. Two letter grades shall be deducted after the second week from the due date, and three letter grades after the third week from the original due date. There are no make-up examinations unless approved in advance by the instructor.

## Attendance Policy

### **BCC Attendance Policy:**

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Students will be evaluated on attendance and participation in class using the following criteria: consistent attendance; evidence of studying text and assignments; completed daily assignments; quality classroom responses.

Each class can potentially count as .837 points towards the possible 20% score for attendance and participation. A letter grade totaling 20% of the final grade will be determined by the instructor based upon the aforementioned criteria.

## **Bergen Community College Academic Policies:**

Bergen Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. Please review the college catalogue or student handbook for further information on this topic.

Bergen Community College has adopted an internal grievance procedure to provide for prompt and equitable resolution of complaints alleging any action prohibited by federal regulation implementing Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. (ADA). Please review the college catalogue for further information on this topic.

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination. Please review the policy prohibiting sexual harassment in the college catalog.

Please review the statement on acceptable use of BCC technology in the college catalog.

Faculty hold 3 office hours per week, and as requested by students, by appointment. Students are encouraged to seek out their faculty member for academic needs.

## **Student and Faculty Support Services**

All students are encouraged to visit and use the BCC Library. There are particularly excellent electronic references in the area of music available to our students.

Students are encouraged to use the student support services of the college. These services include: the Writing Center, the music-computer Lab, the Tutorial Center, and the Office of Specialized Services.

The Distance Learning Office – for any problems you may have accessing your online courses	Room C-334	201-612-5581 <a href="mailto:psimms@bergen.edu">psimms@bergen.edu</a>
Smartinking Tutorial Service	On Line at:	<a href="http://www.bergen.edu/library/learning/tutor/smart/index.asp">www.bergen.edu/library/learning/tutor/smart/index.asp</a>
The Tutoring Center	Room L-125	201-447-7908

The Writing Center	Room L-125	201-447-7908
The Online Writing Lab (OWL)	On Line at:	www.bergen.edu/owl
The Office of Specialized Services (for Students with Disabilities)	Room S-131	201-612-5270
The Sidney Silverman Library – Reference Desk	Room L-226	201-447-7436

### Course Outline:

*Note to Students: This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class*

### History of Music Theater Course Outline:

Week	Topic/Activity	Learning Objectives	Assignments/Events
1	Course Introduction ■ Introduction to the IPA (International Phonetic Alphabet)	1,2	Read IPA Handout ; The consonants: plosives and The consonants: fricatives.
2	Breathing Coordination: Diaphragmatic Breathing. ■ Continue with the IPA (International Phonetic Alphabet)	1,2,3,4  5	Read From Dr. Breath – Breathing Coordination  Read IPA Handout ; The consonant and The vowels.
3	Choosing a Piece of Literature to interpret. ■ Interpreting “The House That Jack Built”	1,2,3,4,	Read & Discuss Ch. 1 & 2.  Read Handout
4	Interpretive Reading: ■ “Molly Sylvester” for 1 voice and then for 5 voices	1,2,3,4,5	Read & Discuss Ch. 4.  Read Handout
5	Using the Body as well as the voice	1,2,3,4,5	Read & Part 3

			Practicum
6	Interpreting Poetry <ul style="list-style-type: none"> <li>■ Select a poem and develop it for multiple voices</li> </ul>	1,2,3,4,5	Con't Chapter 10.  Handout
7	<ul style="list-style-type: none"> <li>■ Presentation of poem for Multiple voices and evaluations</li> </ul>	1,2,3,4,5	Mid-term  Practicum
8	<ul style="list-style-type: none"> <li>■ Tongue Twisters</li> <li>■ Reader's Theatre for Children</li> </ul>	1,2,3,4,5	Read and Discuss Chapter 8  Handouts
9	Presentation of Reader's Theatre for Children and Evaluations	1,2,3,4,5	Handouts  Practicum
10	Explore Choral Reading	1,2,3,4,5	Handouts  Read Part 8 in Text, Chpts. 36 – 38
11	<ul style="list-style-type: none"> <li>■ Continue Choral Reading with movement.</li> </ul>	1,2,3,4,5	Handouts  Practicum
12	Group projects.  Development of a Reader's Theatre play. Interpreting	1,2,3,4,5	Read Discuss Ch. 8
13	Writing a Readers Theatre Plec	1,2,3,4,5,6	Handouts  Written Exam
14	Developing a Reader's Theatre Piece: Casting, Staging and Rehearsing	1,2,3,4,5,6	
15	Presentation of the Final Reader's Theatre Piece and Evaluating	1,2,3,4,5,6	Final Presentation.