ORAL INTERPRETATION
Theatre 358, Section B  TR 12:40-2:00

INSTRUCTOR:
Jane Cox
2226 Pearson Hall  294-9766
Office Hours: MWF: 10:00-11:30 TR 9:30-11:00
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TEXT:
Communicating Literature by Todd V. Lewis  Fourth Edition

OBJECTIVES:
To expand your knowledge of good literature through appreciation and analysis
To improve your performance skills through the art of interpretation
To sharpen your critical skills in the evaluation of the performances of yourself and others

ASSIGNMENTS:
Aug  24  T  We begin
Aug  26  R  We hear from you

Aug  31  T  Chapter 1 and 2 (Intro and History)
Sept  2  R  Chapter 3 and 4 (Nonverbal and Oral Interp)

Sept  7  T  Chapter 5 and 6 (Vocal Factors/Prep)
Sept  9  R  Chapter 7 and 8 (Interpreting Prose)

Sept 14  T  Reading one  Prose Narration
Sept 16  R  Reading one  Prose Narration

Sept 21  T  Reading one  Prose Narration
Sept 23  R  Reading one  Prose Narration

Sept 28  T  Reading one/Chapter 9 Drama
Sept 30  R  Exercises/Your role with drama

Oct  5  T  Reading two  Drama
Oct  7  R  Reading two  Drama

Oct 12  T  Reading two  Drama
Oct 14  R  Reading two  Drama
Oct 19 T Midterm
Oct 21 R Chapter 10 Poetry
Oct 26 T Reading three Poetry
Oct 38 R Reading three Poetry
Nov 2 T Reading three Poetry
Nov 4 R Reading three Poetry
Nov 9 T Reading three Poetry
Nov 11 R Chapter 10 and 11 Group Performance
Nov 16 T Your Role as Group Performer
Nov 18 R Readers Theatre and Chamber Theatre

THANKSGIVING BREAK

Nov 30 T Recital
Dec 2 R Recital
Dec 7 T Recital
Dec 9 R Recital

FINAL EXAM (Tentatively scheduled for Friday, December 17, 9:45 a.m.)

TIME LIMITS FOR READINGS: Interpretive Readings 1-3 should be 4-6 minutes in length
The Recital should be 10-12 minutes in length.

DEFINITIONS:

PROSE NARRATION is the telling by a narrator of something that has happened or something that might happen.

SOLO PERFORMANCE OF DRAMA involves selecting a scene from a theatre script involving two characters and then reading that scene portraying each character.

POETRY is material where the sound pattern is very important. The poet tests words for sounds as well as meaning.
THE RECITAL is a combination of at least three pieces of material that have a common theme (author, idea, mood, thought, etc.) These pieces can be selected from any of the types above.

GRADING FOR COURSE:

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<th>Interpretations 1-3</th>
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<td>Exams</td>
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GRADING FOR INTERPRETIVE READINGS BASED IN PART ON:

INTRODUCTION
Did it offer enough or too much information?
Did it set an appropriate mood?
Did it make the audience want to listen (Did it get audience attention)?

ANALYSIS OF PIECE
Was the attitude of the narrator clear?
Did the narrator’s attitude change and was that understood in the piece?
Were the characters clear in their attitudes and thoughts?
Did the piece catch our attention?
Were the words pronounced correctly?

VOCAL CHARACTERISTICS
Did the interpreter speak clearly?
Was the volume appropriate?
Were appropriate words colored with meaning?
Was there variety in rate, pitch, volume?

PHYSICALITY
Were the emotions and ideas of the piece reflected in the face of the interpreter?
Were the emotions and ideas of the piece enhanced by gestures and posture?