



# El Camino College

## COURSE OUTLINE OF RECORD - Historical

### I. GENERAL COURSE INFORMATION

**Subject and Number:** Communication Studies 250  
**Descriptive Title:** Oral Interpretation of Literature

**Course Disciplines:** Communication Studies(Speech Communications)

**Division:** Fine Arts

**Catalog Description:** In this course, students will study how to orally interpret literature through reading poetry, drama, short stories and essays. Emphasis will be placed on the techniques of exploring, illuminating, and orally presenting the logical, emotional, and aesthetic meanings of literature.

**Conditions of Enrollment:** Recommended Preparation  
eligibility for  
English 1A

**Course Length:** ☒ Full Term ☐ Other (Specify number of weeks):  
**Hours Lecture:** 3.00 hours per week ☐ TBA  
**Hours Laboratory:** 0 hours per week ☐ TBA  
**Course Units:** 3.00

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** ☒ Effective Date: Prior to July 1992  
**Transfer UC:** ☒ Effective Date: Prior to July 1992

**General Education:**  
**El Camino College:** 3 – Humanities  
Term: Other: Approved

**CSU GE:** C1 - Arts, Dance, Music, Theater  
Term: Other: Approved

**IGETC:**

### II. OUTCOMES AND OBJECTIVES

**A. COURSE STUDENT LEARNING OUTCOMES** (The course student learning outcomes are listed below, along with a representative assessment method for

**each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)**

1. Identify and analyze literary devices particular to the genres of poetry, short story, and drama.
2. Write textual analyses that demonstrate the ability to incorporate evidence that support claims advanced in the analysis.
3. Develop a workable script for performance that includes an effective introduction and transitions.
4. Deliver a performance that successfully utilizes voice, face, body, and movement to communicate the performer's understanding of the text to an audience.
5. Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing their own and their classmates' performances.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

**B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)**

1. Explain the process of oral interpretation of literature.  
Essay exams
2. Identify the functions of oral interpretation.  
Essay exams
3. Analyze the impact of literature on society.  
Written homework
4. Analyze selected readings of prose, poetry, and drama.  
Written homework
5. Examine the role of theatre as literature.  
Essay exams
6. Examine the influences of culture in literature.  
Class Performance
7. Analyze, discuss, and illustrate nonverbal communication.  
Performance exams
8. Demonstrate effective audience adaptation.  
Class Performance
9. Analyze and explain pertinent rhetorical arguments in literature.  
Written homework
10. Analyze and interpret various authors' intended messages in literature.  
Written homework

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
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Lecture	3	I	Course overview History Theory Practice
Lecture	12	II	Exploring oral interpretation of literature Definition and scope of oral interpretation Introduction to literary genres-prose, poetry, drama Researching communicative intent Creating rhetorical arguments
Lecture	15	III	Communicating with the audience; audience adaptation Principles of nonverbal communication Performance preparation Interpretive reading of prose
Lecture	12	IV	Ensemble performing Introduction to ensemble reading Readers Theatre Group performance
Lecture	12	V	Literary research Project selection Research techniques and data collection Report writing including American Psychological Association writing style Oral performance
<b>Total Lecture Hours</b>		54	
<b>Total Laboratory Hours</b>		0	
<b>Total Hours</b>		54	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

In a three to five page paper, analyze and interpret the body of a poet's work through biographical research and the individual's poetry.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Select a Shakespearean comedy and a modern comedy. Identify a theme common to each of these works.
  - a. In student groups, research and compare the treatment of the theme in both works.
  - b. Present the findings of the research in an oral presentation.
  - c. Submit a written outline of the presentation.
2. Compare and contrast the communicative intent of Edward Albee's "Who's Afraid of Virginia Woolf" with Leon Festinger's theory of cognitive dissonance. Present a 10-to-15 minute oral reading then make a rhetorical argument that demonstrates cognitive dissonance.

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Performance exams

Other exams

Class Performance

Term or other papers

Multiple Choice

Matching Items

True/False

Other (specify):

Performing selected readings

**V. INSTRUCTIONAL METHODS**

Demonstration

Discussion

Lecture

Other (please specify)

Videos of plays, poetry, and drama, oral readings, demonstrations of performance delivery techniques.

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

**VI. WORK OUTSIDE OF CLASS**

Study

Skill practice

Required reading

Problem solving activities

Written work

**Estimated Independent Study Hours per Week: 2**

## **VII. TEXTS AND MATERIALS**

### **A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Todd Lewis. Communicating Literature. 4th ed. Kendall Hunt Publishing, 2008.

### **B. ALTERNATIVE TEXTBOOKS**

### **C. REQUIRED SUPPLEMENTARY READINGS**

Selected literary works will be required.

### **D. OTHER REQUIRED MATERIALS**

## **VIII. CONDITIONS OF ENROLLMENT**

### **A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

<b>Requisites</b>	<b>Category and Justification</b>
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### **B. Requisite Skills**

<b>Requisite Skills</b>
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### **C. Recommended Preparations (Course and Non-Course)**

<b>Recommended Preparation</b>	<b>Category and Justification</b>
Course Recommended Preparation English-1A	

### **D. Recommended Skills**

<b>Recommended Skills</b>
Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.
Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.
Plan, write, and revise 500-word multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice.

### **E. Enrollment Limitations**

<b>Enrollment Limitations and Category</b>	<b>Enrollment Limitations Impact</b>
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**Course created by Dr. Hile on 11/01/1956.**

**BOARD APPROVAL DATE:**

**LAST BOARD APPROVAL DATE: 11/16/2015**

**Last Reviewed and/or Revised by Willie Brownlee on 09/18/2015**