# 3/15/2021

# brcc keystone logo

Baton Rouge Community College

*Academic Affairs Master Syllabus*

Date Approved: 27 April 2021

Term and Year of Implementation: Spring 2022

**Course Title:** Performance of Literature

**BRCC Course Rubric:** SPCH 2403

**Previous Course Rubric**: SPCH 240

**Lecture Hours per week-Lab Hours per week-Credit Hours**: 3-0-3

**Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours**: 45-0-45

**Louisiana Common Course Number:**

**CIP Code:** 09.0101

**Course Description:** Introduces students to the study of literature through performance of poetry, prose, and dramatic literature. Students prepare texts for performance, study various methods of performing texts, and write about literary texts, performances and performing. The course includes in-class performances, written assignments and cultural critiques.

**Prerequisites:**  None

**Co-requisites:** None

**Suggested Enrollment Cap:** 25

**Learning Outcomes.** *Upon successful completion of this course, the students will be able to:*

1. Use each of the elements of Burke’s dramatic pentad to analyze a poem.

2. Demonstrate the type of narrator present in a work of short fiction while fulfilling each criterion as set forth by a performance rubric.

3. Respond to a performance of literature using a performance criticism approach, mentioning each basis for criticism.

4. Explain the way performance enhances insight into culture through cultural critique.

5. Stage aesthetic texts using multiple performance techniques.

**General Education Learning Outcome(s):** This course supports the development of competency in the following area(s). Students will:

Interpret the human condition and cultures in works of art. (General Education Competency: Diverse Perspectives)

**Assessment Measures.** Assessment of all learning outcomes will be measured using the following methods:

1. Common grading rubric for performances to assess learning outcome 2, 4, and 5;

2. Common multiple choice/essay questions to assess learning outcomes 1 and 3 should be included in course examinations for all sections; and

3. Mastery of concepts will be evaluated through the use of a paper assignment graded on a common rubric to assess outcomes 3 and 4.

**Information to be included on the Instructor’s Course Syllabi:**

* ***Disability Statement*:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
* ***Grading:*** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class”.
* ***Attendance Policy*:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
* ***General Policies*:** Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
* ***Cheating and Plagiarism*:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
* ***Safety Concerns:*** In some courses, this may be a major issue. For example, “No student will be allowed in the lab without safety glasses”. General statements such as, “Items that may be harmful to one’s self or others should not be brought to class”.
* ***Library/ Learning Resources:*** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

**Expanded Course Outline:**

I. Varieties of Performance

A. Nature of "performance"

B. Poetry

C. Prose

D. Natural Narrative

E. Compiled Performance

II. The Performer's Resources

A. Sounding Literature

B. Responding to the Text

C. Making Plain Sense

D. Paraphrasing

E. Dramatic Analysis

F. Comparing Responses

G. Physical and Vocal Exercises

H. Psychological Readiness

I. Imaginative Autobiography

J. Author’s Other Works

K. Subtexts

L. Action of Lines

M. Overall Meaning

N. Some Practical Advice

III. Performing: The Dramatic Speaker

A. Author

B. Speaker

C. Performer

D. Freedom and Boundaries

IV. Performing the Speaker’s Drama

A. Appearance

B. Word Choice

C. Images

D. Figurative Language

E. Ellipse

F. Meter

G. Sound Patterns

H. Abstract Form

I. Free Verse

J. Plot

K. Time

L. Total Form