PURDUE UNIVERSITY
REQUEST FOR ADDITION, EXPIRATION,
OR REVISION OF AN UNDERGRADUATE COURSE
(10000-40000 LEVEL)

DEPARTMENT: Theatre
EFFECTIVE SESSION: Fall 2014

INSTRUCTIONS: Please check the items below which describe the purpose of this request:

☐ 1. New course with supporting documents
☐ 2. Add existing course offered at another campus
☐ 3. Expiration of a course
☐ 4. Change in course number
☐ 5. Change in course title
☐ 6. Change in course credit/Type
☐ 7. Change in course attributes (department head signature only)
☐ 8. Change in instructional hours
☐ 9. Change in course description
☐ 10. Change in course requisites
☐ 11. Change in semesters offered (department head signature only)
☐ 12. Transfer from one department to another

PROPOSED:

Subject Abbreviation: THTR
Course Number: 11400
Long Title: Interpretation for Performance and Presentation
Short Title: Interpret, Perform, Present

EXISTING:

Subject Abbreviation: 
Course Number: 

TERMS OFFERED:

☑ Summer
☑ Fall
☑ Spring

CAMPUS(ES) INVOLVED:

☒ Calumet
☒ Cont Ed
✓ Ft Wayne
☒ Tech Statewide
☒ W Lafayette
☒ Indianapolis

CREED TYPE

1. Fixed Credit: Cr. Hrs: 
2. Variable Cr. Range: 
Minimum Cr. Hs: (Check One) Or
Maximum Cr. Hrs: 
Exempt Credit: Yes No

COURSE ATTRIBUTES: Check All That Apply

1. Pass/Not Pass Only
2. Satisfactory/Unsatisfactory Only
3. Repeatable
4. Maximum Repeatable Credit:
5. Fees: [ ] Coop [ ] Lab 
6. Rate Request [ ] Off Campus Experience
[ ] Student Request [ ] Include comment to any/All fees

SCHEDULE TYPE

Lecture
Recitation
Presentation
Laboratory
Lab Prep
Studio
Distance
Clinical
Experiential
Research
Ind. Study
Prac/Observer

Minutes Per Mq
Meetings Per Week
Weeks Offered
% of Credit
Cross-Listed Courses

OFFICE OF THE REGISTRAR
THTR 11400 (number pending)
Interpretation for Performance and Presentation
Fall 2014
Class Meetings TBD

Instructor: Jeff Casazza
Office: WT 128D
Office Hours: TBA
Telephone: 481-6922
Email: casazzaj@ipfw.edu

Required Texts: *Roles in Interpretation* by Judy Yordon
Multiple Handouts and other materials

Required Presentations: *The Glass Menagerie*
*The Imaginary Invalid*
*Omnibus or other Lecture*

Course Description
Students will enhance their communication skills by analyzing selections from prose, poetry, and drama and exploring them through oral presentations. In addition to learning methods of creating a variety of specific texts, a mixture of vocal and physical techniques will be examined, adapted and practiced in order to better present material to a diverse population.

Learning Outcomes
This course fulfills all of the General Education Outcomes for Category A2 (Speaking and Listening):

1. Use appropriate organization or logical sequencing to deliver an oral message.
2. Adapt an oral message for diverse audiences, contexts, and communication channels.
3. Identify and demonstrate appropriate oral and nonverbal communication practices.
4. Advance an oral argument using logical reasoning.
5. Provide credible and relevant evidence to support an oral argument.
6. Demonstrate the ethical responsibilities of sending and receiving oral messages.
7. Summarize or paraphrase an oral message to demonstrate comprehension.

Additional Learning Outcomes

1. Analyze a variety of texts
2. Develop a greater appreciation for the art of speaking in public
3. Explore techniques and develop skills that can be used and/or adapted to a variety of career paths. These skills include but are not limited to physical communication/gesture and vocal quality and vocal variety (pitch, tempo, phrasing, vocal energy, diction, etc.)
Expectations / Policies

Each person in this course has unique prior experience and a unique viewpoint to share. As everyone will share their point of view in a number of ways, this course offers a wonderful opportunity for us to learn from each other. Though disagreement and conflict may occur, I expect your cooperation in maintaining an atmosphere of mutual respect. Behavior that does not maintain this atmosphere of respect will not be tolerated.

Participating fully in all discussions and any exercises is expected. Participating fully includes, but is not limited to: taking notes, active discussion, active listening, not hindering the participation of others, etc. If you are absent, it follows that you will be unable to participate.

All material is prepared prior to arrival in class. This includes preparation for quizzes and exams as well as for every oral presentation. Quizzes and exams may not be made up without prior approval and if a make up is granted, the quiz or exam may be different than the one given in class.

Excellent attendance is expected. Two absences will be allowed and any absence thereafter will result in the lowering of the final grade one full grade for each additional absence. Excused absences are due only to another approved University commitment—please note that excused absences count in the two allowed absences. Arriving late or leaving early will be counted as one third of an absence; therefore three instances will count as one absence. If you arrive late it is your responsibility to see me after class to have the absence changed to a tardy. Whether you are late or absent, you are responsible for all material covered in class and should make arrangements with other students in the class for handouts, assignments, notes, etc. Note well: When assigning final grades, perfect attendance will be considered. If you have been absent, you will not receive this consideration.

Late work will not be accepted.

You are required to attend the three mainstage productions this semester and will be expected to discuss the productions in the classes immediately following the closing performances in relationship to the oral techniques and may be asked to analyze in written form your observations of this work.

All writing assignments for this course must be
- Typewritten in black ink and double spaced
- A title page with your name and the title of the paper
- Nothing larger than Times New Roman 12 point font (no script or other fancy fonts)
- One inch margins
- Include page numbers
- Stapled (not in a folder)
- Free of compositional errors - grammar, spelling, punctuation, comprehension, etc.
SPECIAL NOTES

Requests for exceptions to the all course expectations must be discussed with me in advance.

The Writing Center  Second Floor of the Helmke Library (The Learning Commons)
481-5740
http://www.ipfw.edu/casa/writing/
You will find peer tutors who can help with all phases of the writing process

Academic Misconduct:
The performance of and/or involvement in any acts of misconduct will be addressed as per
regulations set forth in the IPFW Student Handbook. This includes, but is not limited to,
cheating, misrepresentation, and plagiarism. Academic Misconduct is a serious issue and is
cause for failure of the assignment and/or the course as well as expulsion from the University.

Disability Statement:
If you have a disability and need assistance, special arrangements can be made to
accommodate most needs. Contact the Director of Services for Students with Disabilities
(Walb Union, Rm 113, phone number: 481-6658) as soon as possible to work out the
details. Once the Director has provided you with a letter attesting to your needs for
modification, bring the letter to me. For more information, please visit the web site for
SSD at http://www.ipfw.edu/ssd.

Civility/Diversity/Tolerance:
Each person in this course has unique prior experience and a unique viewpoint to share.
This offers a wonderful opportunity for us to learn from each other. Though
disagreement and conflict may occur, I expect your cooperation in maintaining an
atmosphere of mutual respect.

Course Content:
PLease note: Students who elect to take this course may be exposed to adult
language and material through readings, class discussions, and/or oral presentations.
Alternate assignments will not be given. This course is NOT recommended for students
who may find this uncomfortable or objectionable. In this situation, it is recommended
that the student enroll in another general education course to better suit his/her needs.
GRADING

Grades are based on the qualitative and subjective evaluation of the instructor and are based on the following criteria:

A  Your participation was exemplary and your work has excelled in every assignment
B  Your participation and written work has been very good and sometimes exemplary
C  Your participation and written work has been average and sometimes very good
D  Your participation and written work has been below average and sometimes average
F  Your participation and written work has been unacceptable

It should be noted that "average" in the above criteria means that you meet the expectations. Therefore, if you meet the expectations of each assignment and/or presentation, you will receive a grade of C. Grades of A or B are awarded to those assignments that exceed expectations in terms of quality NOT in length.

The weight of each portion of the course will be as follows:

- Participation (In-class work, exercises, discussions etc.) 150
- Quizzes 200
- Papers (3) (see next page) 150 (50 points each)
- Final Exam 100
- Discussion Leadership 50
- Three Solo Oral Presentations (see next page) 150 (50 points each)
- Group Oral Presentation (see next page) 50
- Notebook Project (see next page) 150

TOTAL POINTS 1,000

Final Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Letter</th>
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<tbody>
<tr>
<td>930 - 1000</td>
<td>A</td>
<td>900 - 929</td>
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<tr>
<td>830 - 869</td>
<td>B</td>
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<tr>
<td>730 - 769</td>
<td>C</td>
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<tr>
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<td>D</td>
<td>600 - 629</td>
</tr>
<tr>
<td>Below 600</td>
<td>F</td>
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</tbody>
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*The instructor reserves the right to change this syllabus as needed*
Papers

The three plays this semester and the Omnibus Lecture Series offer a variety of Oral Interpretation choices to evaluate. While *The Glass Menagerie* is more realistic, it is also lyrical and poetic in nature; Moliere's comedy *The Imaginary Invalid* is a period piece which incorporates more formal poetry to highlight the comical turns language can make when in the mouths of characters adept at speaking and the ability to think on their feet. The Omnibus Lecture series brings in professionals from various career paths speaking on a variety of topics.

For theatre performances, choose one of the major characters in the play and analyze the effectiveness of the performance using elements of the vocal and interpretive work explored in class. With the voice, discuss such elements as: vocal quality and vocal variety (pitch, tempo, phrasing, energy, diction, etc.) With the interpretation answer such question as: how logical were the arguments made by the character, how persuasive was the character to the other characters and to the audience, did the vocal and physical communication choices of the actor draw you into to his or her point of view or push you away from it, did you find yourself rooting for this character or against her or him, etc.? Use numerous examples from the performance to support each of your arguments.

For Omnibus or other Lecture presentations analyze the effectiveness of the lecturer using the same elements discussed above.

Papers should be 2-3 pages in length and follow the guidelines of writing found on the style sheet and assignment handouts.

One extra credit paper may be written during the course of the semester analyzing an additional public speaker or event you attend in person. This could be one of the Omnibus lectures, various lecture events on campus, a political speech in the community, etc. Students may also use *The Fantasticks* at IPFW or another theatrical performance analyzing one of the major characters.

** The oral presentations will be discussed prior to each project.

+++ The Notebook will be organized in a logical manner and will include:

- All selections prepared for class (the text, research, author, analysis)
- Description/Analysis/Critique of each selection before and after presentation
- Description of what you would do differently for each selection if you were to present it again
- List of presentations you particularly enjoyed (include title and author)
- All critique sheets/notes of oral presentations given by others in this class
This is not a part of the syllabus but includes a note to members of the General Education Committee if anyone has a question about the book...especially the title. In the context of this book, the word "role" does not refer to that of a performer; it refers to the many aspects of the student/scholar. These "roles" include:

The interpreter who values interpretation and understands its importance, process and how to share it with a diverse audience.

The individual who appreciates text

The scholar who analyzes the text

The creator who prepares the text and then practices techniques of sharing that text

The explorer who discovers different methods of approaching different modes of text

The experimenter who uses media and works as part of a team

The evaluator who listens and responds to various speakers

The employee who takes these skills and applies them in the workforce