

CORE CURRICULUM COMPONENT APPLICATION

CORE COMPONENT AREA	Creative Arts
COURSE TYPE	Existing Core
DEPARTMENT	Speech
COURSE RUBRIC & NUMBER	SPCH 2341
COURSE NAME	Oral Interpretation of Literature
CATALOG DESCRIPTION	Theories and techniques in analyzing and interpreting literature. Preparation and presentation of various literary forms. (From the ACGM).
NUMBER OF SECTIONS OFFERED/FALL	1
NUMBER OF SECTIONS OFFERED/SPRING	1
EXTIMATED ANNUAL ENROLLMENT	40
COURSE LEVEL	Sophomore
CONTACT PERSON (dept. representative)	Jennifer Ramsey
EMAIL ADDRESS	jramsey@odessa.edu
PHONE	6618
DEPARTMENT APPROVAL STATUS	Approved - Date 10/10/2013
CORE COMMITTEE COMMENTS (REQUEST FOR ADDITIONAL INFORMATION)	
CORE COMMITTEE APPROVAL STATUS	Select One - Date Click here to enter a date.

Best practices and accreditation guidelines generally place the faculty in a position of responsibility for curricular decisions.

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Indicate below how each learning objective will be supported, what strategies or activities will be used to introduce each objective and how student learning will be assessed.

***NOTE: Component Area Option –**

- A. A minimum of 3 SCH must meet the definition and corresponding Core Objectives specified in one of the foundational component areas
- B. As an option for up to 3 semester credit hours of the Component Area Option, an institution may select course(s) that:
 - i. Meet(s) the definition specified for one or more of the foundational component areas; and
 - ii. Include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice.

#	THECB CORE OBJECTIVE "ICO"	PROGRAM GOALS/OUTCOMES	COURSE LEARNING OUTCOMES	KEY IDENTIFIERS	LEARNING EXPERIENCE	ASSESSMENT
1	<p>Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</p> <p><i>Must be addressed in all core curriculum courses</i></p>	As a creative arts course in the core component area, this course will assess critical thinking, communication, team work, and social responsibility.	2.Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods and genres.	Instructor will introduce a diverse array of literature samples from various genres including poetry, prose, personal narrative and drama. Contextual and cultural issues pertaining to these pieces will be discussed in class. Instructor will model the process of literary analysis. Students will be taught to apply	Students will create a portfolio of literature in which they will select 3 samples of literature from at least three different genres of literature studied in class. Students will write an introductory essay of 750 explorin the nature of each piece, the cultural context in which it was written and what should be focused on in adapting that	This core objective will be assessed by an interdepartmental assessment committee using the Critical Thinking Rubric.

				literary analysis to self selected pieces of literature in each of the genres studied in class.	piece of literature to a contemporary audience. The student will also prepare a cutting or sample of each piece of literature to be rehearsed and prepared for a public performance.	
2	<p>Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication.</p> <p><i>Must be addressed in all core curriculum courses</i></p>	As a creative arts course in the core component area, this course will assess critical thinking, communication, team work, and social responsibility.	3. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities and how they can be ethically applied in a performance to a target audience.	Instructor will provide samples of ethical and professional literature presentations. Instructor will conduct activities to assist students in delivering effective verbal and non-verbal messages. Instructor will demonstrate how to use present literature in various formats for public presentation.	Students will participate in presenting various works of literature for a public audience during a performance that includes solo and ensemble pieces.	This core objective will be assessed by an interdepartmental assessment committee using the Communication Rubric.
3	<p>Empirical and Quantitative Skills - to include the manipulation and analysis of numerical</p>					

	<p>data or observable facts resulting in informed conclusions</p> <p><i>Must be addressed in all Mathematic, Life and Physical Sciences, AND Social & Behavioral Sciences component area core curriculum courses. Optional for all other component areas.</i></p>					
4	<p>Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</p> <p><i>Must be addressed in all Communication, Life & Physical Sciences, and Creative Arts component area core curriculum courses. Optional for all other component areas.</i></p>	<p>As a creative arts course in the core component area, this course will assess critical thinking, communication, team work, and social responsibility.</p>	<p>6. Engage in the process of rehearsing, preparing and presenting a group performance. Analyze and reflect upon the contributions of self and others in the collaborative process.</p>	<p>Students will participate in collaborative learning teams as they select topics, conduct audience analysis, and prepare presentations for delivery. Students will provide feedback to one another and collaborate with one another to ensure that each member of the team meets the objectives of the presentation rubric.</p>	<p>Students will submit a reflective analysis of own contributions to the team, the contributions of other team members, and of the changes made in their presentations as a result of team collaboration. This analysis will be included in their final portfolio.</p>	<p>This core objective will be assessed by an interdepartmental assessment committee using the Teamwork Rubric.</p>
5	<p>Social Responsibility: to include intercultural competence, knowledge</p>		<p>3. Articulate the aesthetic principles that guide the scope</p>	<p>Instructor will guide students through an exploration of</p>	<p>Students will submit a 2-3 page statement of cultural</p>	<p>This core objective will be assessed by an</p>

	<p>of civic responsibility, and the ability to engage effectively in regional, national, and global communities</p> <p><i>Must be addressed in all Language, Philosophy & Culture, Creative Arts, American History and Government/Political Science, and Social & Behavioral Sciences component area core curriculum courses. Optional for all other component areas.</i></p>		<p>and variety of works in the arts and humanities and how they can be ethically applied in a performance to a target audience.</p>	<p>culture and it's reflexive relationship to literature. Examples of literature and it's influence on culture as well as culture's influence on literature will be provided through class discussion and observation of presentations in multi-media platforms. The ethics of choosing literature that create an impact on an audience while simultaneously being responsive to ethical and cultural considerations will be explored and practiced in class. The process of giving feedback that is honest but also sensitive and ethical will also be explored in preparation for team rehearsals and</p>	<p>impact within their portfolios. This essay will examine the cultural origins of the pieces that they have chosen to perform, one theme that ties them together, the differences in the culture of origin from which their selections originated and their selected audience. Issues of culture, religion, and ethnicity will be given consideration both in this analysis and in the performance of the pieces. The statement of cultural impact will be included in the student's final portfolio.</p>	<p>interdepartmental assessment committee using the Teamwork Rubric</p>
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6	<p>Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making.</p> <p><i>Must be addressed in all Communication, Language, Philosophy & Culture, American History and Government/Political Science component area core curriculum courses. Optional for all other component areas.</i></p>	<p>As a creative arts course in the core component area, this course will assess critical thinking, communication, team work, and social responsibility.</p>	<p>6. Demonstrate effective cross-cultural communication.</p>	<p>presentations.</p> <p>Students will observe the presentations of other class members and analyze them for ethical and cross - cultural communication skills. They will also record their own performances and reflect on their own growth as a communicator as well as the impact that their own message delivery had on the audience. Students will consider culture, ethnicity and gender in their analyses.</p>	<p>Students will submit a personal reflection of their own work as well as the presentations of other class members. Reflections will specifically examine the presence of ethical message delivery and the impact of communication choices upon both the performer and the audience. Students will discuss one change that they would like to initiate making in their immediate context of work, home, school and/or culture and how they might use literature in the future to inspire that change. This reflection will be 1-2 pages in length and will be included in</p>	<p>This core objective will be assessed by an interdepartmental assessment committee using the Personal Responsibility Rubric.</p>
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					their final performance portfolio.	
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Critical Thinking Skills

To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Must be addressed in all core courses

Communication Skills

To include effective development, interpretation and expression of ideas through written, oral and visual communication.

Must be addressed in all core courses

Empirical and Quantitative Skills

To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Must be addressed in all core courses that satisfy the following requirements:

- Mathematics
- Life and Physical Sciences
- Social and Behavioral Sciences
- Some Component Area Options

Teamwork

To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Must be addressed in all core courses that satisfy the following requirements:

- Communication
- Life and Physical Sciences
- Creative Arts
- Some Component Area Options

Social Responsibility

To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

Must be addressed in all core courses that satisfy the following requirements:

- Language, Philosophy and Culture
- Creative Arts
- American History
- Government/Political Science
- Social and Behavioral Sciences
- Some Component Area Options

Personal Responsibility

To include the ability to connect choices, actions and consequences to ethical decision-making.

Must be addressed in all core courses that satisfy the following requirements:

- Communication
- Language, Philosophy and Culture
- American History
- Government/Political Science
- Some Component Area Options