



ORAL INTERPRETATION COURSE OUTLINE

COURSE NAME: **Oral Interpretation I**

GRADE LEVEL: **9-12** COURSE LENGTH: **2** Semester(s)

COURSE NUMBER: **EO1121/1122** PEIMS Code: **03240200**

PROGRAM AREA: **Speech Communication**

COURSE OVERVIEW:

In Oral interpretation, students study the oral reading or performance of a literary text as a communication art. Students enrolled in Oral Interpretation I, II, III, will select, research, analyze, adapt, interpret, and perform literary texts. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts and attempt to capture the entirety of the author’s work. Individual or group performances of literature will be presented and evaluated. For high school students whose first language is not English, the students native language serves as a foundation for English language acquisition and language learning.

STATE ADOPTED TEXT: **There is no state adopted text for Oral Interpretation. The author of the curriculum uses “Oral Interpretation” 10th Edition by Charlotte Lee and Timothy Gura.**

NAME OR TITLE OF TOPIC OR UNIT OF STUDY: **Oral Interpretation and You**

TIME FRAME: **2 weeks – 1st Six Weeks**

| TEKS | FBISD OBJECTIVE | RESOURCES |
|----------------|---|---|
| 1A 1B 1C | Explain contemporary definitions and theories of oral interpretation, including the role of the interpreter, the text, and audience reaction. | <ul style="list-style-type: none"> • OI Chapter 1 • Teacher experiences |

Oral Interpretation Outline

NAME OR TITLE
OF TOPIC OR
UNIT OF STUDY:

Analyzing Prose

TIME FRAME:

4 weeks – 1st Six Weeks

| TEKS | FBISD OBJECTIVE | RESOURCES |
|--|---|---|
| 2A 2B 2C 2D | Select literature applying standards of literary merit, reader appropriateness, adaptation and variety | <ul style="list-style-type: none"> • OI Chapter 2, 3, 4, 5 • Teacher experiences • School Library • UIL Rules and Regulations for Prose |
| 3A 3B | Read and research the text(s) to grasp the author's intent | |
| 4A 4B 4C 4D 4E 4F 4G 4H 4I | Analyze all levels of selected literature to include genre, structure, setting, transition, audience, style, emotion, and literal and symbolic meanings, universal themes, or unique aspects of the text(s) | |
| 5A 5B 5C | Adapt selected materials for shorter length of presentation while maintaining author's intent and theme. | |
| 5D | Write appropriate introductions, transition, and/or conclusions to supplement selected text(s) | |
| 6A 6B 6C 6D 6E | Justify the use of manuscript, focus, gesture, movement, rate, pitch, inflection, volume, dialect, pronunciation, enunciation and articulation with respect to selected text(s) | |
| 7A 7B 7C 7D | Use effective rehearsal and refinement strategies to improve overall presentation of text(s) | |
| 8A 8B 8C 8D | Listen critically and appreciatively while responding appropriately to the performance of self and others while setting goals for future performance | |

Oral Interpretation Outline

NAME OR TITLE
OF TOPIC OR
UNIT OF STUDY:

Analyzing Poetry

TIME FRAME:

4 weeks – 2nd Six Weeks

| TEKS | FBISD OBJECTIVE | RESOURCES |
|--|---|--|
| 2A 2B 2C 2D | Select literature applying standards of literary merit, reader appropriateness, adaptation and variety | <ul style="list-style-type: none"> • OI Chapter 2, 3, 4, 9, 10 • Teacher experiences • School Library • UIL Rules and Regulations for Poetry |
| 3A 3B | Read and research the text(s) to grasp the author's intent | |
| 4A 4B 4C 4D 4E 4F 4G 4H 4I | Analyze all levels of selected literature to include genre, structure, setting, transition, audience, style, emotion, and literal and symbolic meanings, universal themes, or unique aspects of the text(s) | |
| 5A 5B 5C | Adapt selected materials for shorter length of presentation while maintaining author's intent and theme. | |
| 5D | Write appropriate introductions, transition, and/or conclusions to supplement selected text(s) | |
| 6A 6B 6C 6D 6E | Justify the use of manuscript, focus, gesture, movement, rate, pitch, inflection, volume, dialect, pronunciation, enunciation and articulation with respect to selected text(s) | |
| 7A 7B 7C 7D | Use effective rehearsal and refinement strategies to improve overall presentation of text(s) | |
| 8A 8B 8C 8D | Listen critically and appreciatively while responding appropriately to the performance of self and others while setting goals for future performance | |

Oral Interpretation Outline

NAME OR TITLE
OF TOPIC OR
UNIT OF STUDY:

Voice and Diction

TIME FRAME:

2 weeks – 2nd Six Weeks

| TEKS | FBISD OBJECTIVE | RESOURCES |
|----------|---|--|
| 6C 6D | Apply variations of rate, pitch, inflection, volume, dialect, pronunciation, enunciation and articulation to selected text(s) | <ul style="list-style-type: none"> • OI Chapter 3 • Teacher experiences • Theatre Textbooks |

NAME OR TITLE
OF TOPIC OR
UNIT OF STUDY:

Dramatic/Humorous Interpretation of Literature

TIME FRAME:

6 weeks – 3rd Six Weeks

| TEKS | FBISD OBJECTIVE | RESOURCES |
|--|---|--|
| 2A 2B 2C 2D | Select literature applying standards of literary merit, reader appropriateness, adaptation and variety | <ul style="list-style-type: none"> • OI Chapter 2, 3, 4, 6,7,8 • Teacher experiences • School Library • NFL and TFA Rules and Regulations for Dramatic and Humorous Interpretation |
| 3A 3B | Read and research the text(s) to grasp the author's intent | |
| 4A 4B 4C 4D 4E 4F 4G 4H 4I | Analyze all levels of selected literature to include genre, structure, setting, transition, audience, style, emotion, and literal and symbolic meanings, universal themes, or unique aspects of the text(s) | |
| 5A 5B 5C | Adapt selected materials for shorter length of presentation while maintaining author's intent and theme. | |
| 5D | Write appropriate introductions, transition, and/or conclusions to supplement selected text(s) | |

Oral Interpretation Outline

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|----------------------------|---|--|
| 6A 6B 6C 6D 6E | Justify the use of manuscript, focus, gesture, movement, rate, pitch, inflection, volume, dialect, pronunciation, enunciation and articulation with respect to selected text(s) | |
| 7A 7B 7C 7D | Use effective rehearsal and refinement strategies to improve overall presentation of text(s) | |
| 8A 8B 8C 8D | Listen critically and appreciatively while responding appropriately to the performance of self and others while setting goals for future performance | |

NAME OR TITLE
OF TOPIC OR
UNIT OF STUDY:

Analyzing Duo Performances

TIME FRAME:

8 weeks – 4th and 5th Six Weeks

| TEKS | FBISD OBJECTIVE | RESOURCES |
|--|---|--|
| 2A 2B 2C 2D | Select literature applying standards of literary merit, reader appropriateness, adaptation and variety | <ul style="list-style-type: none"> • OI Chapter 2, 3, 4, • Teacher experiences • School Library • TFA and NFL Rules and Regulations for Duo Interpretation and Duet Acting |
| 3A 3B | Read and research the text(s) to grasp the author's intent | |
| 4A 4B 4C 4D 4E 4F 4G 4H 4I | Analyze all levels of selected literature to include genre, structure, setting, transition, audience, style, emotion, and literal and symbolic meanings, universal themes, or unique aspects of the text(s) | |
| 5A 5B 5C | Adapt selected materials for shorter length of presentation while maintaining author's intent and theme. | |
| 5D | Write appropriate introductions, transition, and/or conclusions to supplement selected text(s) | |

Oral Interpretation Outline

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|----------------------------|---|--|
| 6A 6B 6C 6D 6E | Justify the use of manuscript, focus, gesture, movement, rate, pitch, inflection, volume, dialect, pronunciation, enunciation and articulation with respect to selected text(s) | |
| 7A 7B 7C 7D | Use effective rehearsal and refinement strategies to improve overall presentation of text(s) | |
| 8A 8B 8C 8D | Listen critically and appreciatively while responding appropriately to the performance of self and others while setting goals for future performance | |

NAME OR TITLE
OF TOPIC OR
UNIT OF STUDY:

Analyzing Group Performance

TIME FRAME:

10 weeks – 5th and 6th Six Weeks

| TEKS | FBISD OBJECTIVE | RESOURCES |
|--|---|--|
| 2A 2B 2C 2D | Select literature applying standards of literary merit, reader appropriateness, adaptation and variety | <ul style="list-style-type: none"> • OI Chapter 2, 3, 4, 11 • Teacher experiences • School Library • UIL Rules and Regulations for OAP |
| 3A 3B | Read and research the text(s) to grasp the author's intent | |
| 4A 4B 4C 4D 4E 4F 4G 4H 4I | Analyze all levels of selected literature to include genre, structure, setting, transition, audience, style, emotion, and literal and symbolic meanings, universal themes, or unique aspects of the text(s) | |
| 5A 5B 5C | Adapt selected materials for shorter length of presentation while maintaining author's intent and theme. | |
| 5D | Write appropriate introductions, transition, and/or conclusions to supplement selected text(s) | |

Oral Interpretation Outline

| | | |
|----------------------------|---|--|
| 6A 6B 6C 6D 6E | Justify the use of manuscript, focus, gesture, movement, rate, pitch, inflection, volume, dialect, pronunciation, enunciation and articulation with respect to selected text(s) | |
| 7A 7B 7C 7D | Use effective rehearsal and refinement strategies to improve overall presentation of text(s) | |
| 8A 8B 8C 8D | Listen critically and appreciatively while responding appropriately to the performance of self and others while setting goals for future performance | |

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| | Extra Bibliographical Sources and Special Note |
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| Special Note | EXTRA RESOURCES |
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| <p>After covering the TEKS, a teacher is free to use the remaining units in any sequence he/she deems appropriate. The unit length is a suggestion and may be condensed or expanded.</p> <p>Writer: Jeremy Hill Elkins High School Speech Teacher/Coach April, 2003</p> | <ul style="list-style-type: none"> • Texas Forensic Association Constitution and By-Laws • National Forensic League Manual |