EXTERNSHIP

SPEAKING WORDS: The Oral Interpretation Of Literature
LL-302; Section 779; Course #31376

Autumn 2016

Instructor: Deborah W. Holton, PhD, MFA
dholton@depaul.edu (preferred method of communication)
Office: 312-362-8595
All appointments are by arrangement, either in person or conference call. Feel free to send an email or discuss in class your meeting preferences.

Course Dates: Saturdays, 9 – 12:15 pm 9/10/16 – 11/12/16

Course Location: Loop Campus TBA

Course Prerequisites: LL 250 and (LL 260 or LL 153 or LL 264 or LL 157 or LL 104) and (LL 270 or DCM 310 or LL 105) are a prerequisite for this class.

Course Description
In the beginning was the Word (John 1:1).

In the beginning, the word was spoken, and the word was power. Bards and griots alike used their voice and bodies to render, as artists, words for their audiences—they became the words they spoke. Theirs was a skill handed down from generation to generation. The art of speaking was as important as the art of listening.

Some words move us, cause us to wonder, to question, to stop, to think, to change. Words can make us happy, angry, or sad; they inspire a loving deed, take us to distant worlds, and bring us closer to home. How does all this happen? What is it about words,
their arrangement, their rhythm, their meaning that make them linger in our minds? What is it about speaking words that make them live, give them power? How do we focus our attention so that we can experience, “hear,” the essence of words spoken?

**Competences**

**L10:** Can reflect on the learning process and methods used in an experiential project.

- **Outcome 1:** Can apply a model of learning from experience to reflect on, articulate and analyze what one learned from a particular experience.
- **Outcome 2:** Can compare and contrast learning styles and strategies used for the project against one’s learning preference.
- **Outcome 3:** Can assess the method(s) used in terms of its strengths and weaknesses for achieving one’s learning goals.
- **Outcome 4:** Can identify potential applications of what one learned to new circumstances.

**L11:** Can develop and apply learning strategies to appreciate the role of oral interpretation in the comprehension of the written word.

- **Outcome 1:** Can reflect on one’s experience with reading aloud and follow a plan for enhancing oral reading and interpretation skills.
- **Outcome 2:** Can develop proficiency in various approaches to speaking aloud through in-class training and practice, observation, and self-reflection.
- **Outcomes 3:** Can reflect on one’s progress in comprehending the written word through oral interpretation.
- **Outcome 4:** Can identify potential applications of oral interpretation strategies to new circumstances.

Students will achieve these outcomes upon successful completion of the course. Additionally, students will consult their Kolb Learning Style Inventory (LSI) and/or VAK results to establish a benchmark for L10 development. See the Evidence and Criteria for Evaluation below. *For more detail, see the Grading Policies, practices, and Course Expectations guide provided on our D2L.*

**Learning Strategies**

This participation-based course will explore the power of words through the oral interpretation of literature. Drawing from works as diverse as poetry and short stories written by authors such as Edgar Allan Poe and Robert Frost, Jamaica Kincaid and Tim O’Brien, we’ll analyze texts for their ability to evoke images and emotions. We’ll enhance our vocal skills using simple exercises, and we’ll practice reading and speaking to each other. Students will be expected to engage in moderate movement in class. Wear comfortable clothing.
Course Resources

- **Required Reading:**
  - E-reserve readings assigned in class.

- **Kolb Learning Style Inventory (LSI, developed by David Kolb).** Results only, from Foundations. Contact your Faculty Mentor if you do not recall your Learning Style. You may take the LSI online for $36.00: [http://www.learningflexibility.com/assessments/klsi-4-0/](http://www.learningflexibility.com/assessments/klsi-4-0/)


- Additional resources will be posted on DePaul’s D2L for downloading.

Evidence to Submit

See also Academic Integrity and Plagiarism policies below.

Your final grade is based upon the successful and timely completion of all assignments and activities:

- Active participation in classroom discussions and activities, including final interpretations;
- Completion of a comprehensive learning journal pertaining to the course that captures your thoughts, homework, assigned reflections, additional assignments, responses and reactions to your experiences with your texts (e.g., books, articles, recordings, class activities, etc.). Your journal should go beyond stating what was covered in class to include your insights, things you have learned, ways you challenged yourself, your “ah ha” moments, specific to the Externship assessment criteria. You will receive in class detailed information about how to construct your journal.

Learning Assessment

Externship is a Pass-Fail course. You may take it, however, for a letter grade assessment instead, provided you send a written request to me via email by the beginning of the third week of the quarter. My reply will confirm receipt of your request. See Classroom Courtesies and Expectations below for email instructions. Consult the DePaul Academic Calendar for the deadline: [http://offices.depaul.edu/oaa/academic-calendar/Pages/Full-Year-2013-2014.aspx](http://offices.depaul.edu/oaa/academic-calendar/Pages/Full-Year-2013-2014.aspx).

1. Active participation in class discussions and activities, including final graded interpretations = 55%
   a. Activities & Discussions (50 points total)
   b. First Poetry Presentation (20 points)
c. Final Poetry/Prose Presentation (30 points)

2. Written work: Learning journal reflecting demonstration of competence criteria and specific assignments, self-assessments, analyses, and peer feedback = 45%
   a. Learning Journal, including specific assignments, textbook readings, and focused entries on learning outcomes (35 points)
   b. Informal Bibliography of your ongoing research about topics discussed in class, your poetry/prose analyses, and other assignments related to course goals and learning objectives that you shared in class and/or discussed in your journal entries (5)
   c. 3 self-assessments (30 points)
   d. 2 written analyses (10 points each = 20 points)
   e. 2 peer critiques (5 points each = 10 points)

Grading Criteria & Scale

This course is designed to stretch your comfort zones while broadening your communication strategies. Assignments in this course will be graded based on both your ability and willingness to actively participate in discussions and in-class activities. Points will be taken off for tardiness. Your grade will also include your timely submission of written work that reflects both quality and quantity.

All students are expected to show that they have read the texts provided, that they comprehend them, and that they are thinking critically about them, including their potential applications and implications beyond the classroom, and do so to communicate with all members of the class. As you demonstrate your learning, essential is a mindfulness of others as you “share space and time” in discussions and activities. In other words, let the Golden Rule be your guide, “do unto others as you would have them do unto you.”

General Assessment Criteria for All Writing Assignments

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation, which means all written assignments must be typed. Generally, written work will be evaluated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.</td>
</tr>
<tr>
<td>B</td>
<td>Work of good quality; reflects clearly organized and comprehensive understanding of the issues at hand; presents substantive thesis and argument with evident development and support of ideas.</td>
</tr>
<tr>
<td>C</td>
<td>Work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.</td>
</tr>
<tr>
<td>D</td>
<td>Work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not attended to reading assignments thoroughly.</td>
</tr>
</tbody>
</table>
Course Grading Scale

Although this course will use a checklist instead of numeric grading, you may find helpful the scale below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 to 100</td>
</tr>
<tr>
<td>A-</td>
<td>91 to 94</td>
</tr>
<tr>
<td>B+</td>
<td>88 to 90</td>
</tr>
<tr>
<td>B</td>
<td>85 to 87</td>
</tr>
<tr>
<td>B-</td>
<td>81 to 84</td>
</tr>
<tr>
<td>C+</td>
<td>77 to 80</td>
</tr>
<tr>
<td>C</td>
<td>73 to 76</td>
</tr>
<tr>
<td>C-</td>
<td>69 to 72</td>
</tr>
<tr>
<td>D+</td>
<td>65 to 68</td>
</tr>
<tr>
<td>D</td>
<td>61 to 64</td>
</tr>
<tr>
<td>F</td>
<td>60 or below</td>
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</tbody>
</table>

Late Submissions

This course will demand a significant investment of your time and energy. Readings will include sections from various texts, along with selections from the DePaul's eReserve site and other resources. In discussions, you will be asked to reflect upon readings and course exercises. You will also write formal and informal papers, plans and assessment documents.

Some assignments will require research. All assignments, however, are designed based on your attention to the learning activities and exercises that precede them. It is, therefore, essential that you read the materials associated with each assignment thoroughly and carefully.

If you are unable to complete an assignment by the established deadline, you should contact me immediately for guidance on how to proceed. The expectation of receiving satisfactory credit, beyond quality and quantity, on any course deliverable (discussions, assignments, assessments, etc.) depends on timely submission. Exceptions to this policy will be considered only in cases involving extreme circumstances (emergencies) in which you have notified me. Remember: timely feedback requires a timely submission. I will deduct points for late work, and I reserve the right to refuse late submissions. You are responsible for meeting all deadlines.

Also, see Incomplete policy below.

Pass/Fail Grading Options

For SNL students, competencies awarded for prior learning or in the Lifelong Learning Domain do not count towards the twenty credit hours limit on the pass/fail option. In addition, SNL students can select this option for most SNL courses. SNL students must notify faculty prior to the end of the second week of the course for which the pass-fail is requested. If the course is passed, the credit hours earned are entered on the student’s record; the grade is not included in computing the grade point average. If the course is failed, the F grade is recorded on the record and the credit hours attempted are included in computing the grade point average. For Lifelong Learning Domain courses that provide a grading option, students must notify faculty prior to the end of the second week of the course they are requesting that option.
Course Schedule

Please note that this schedule is tentative and is subject to change prior to the second week of the course. Significant changes during the quarter will be discussed in class and with student consensus approval.

See Policies below.

Note: Each session assignment details will be posted on D2L the day of class as part of your learning style stretch —“Cultivate Trust; Go With the Flow.”

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Introductions and Class Management and D2L; Getting Started: Nonverbal and Vocal Basics; Externship Discussion: You and Your journal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2</td>
<td>Speaking with your Senses; beginning analysis; You and Your Journal, cont.</td>
</tr>
<tr>
<td>Session 3</td>
<td>Mood, Tone, Emotions; Poetry basics: images, metaphors, symbols; the art of speaking; Poetry practice</td>
</tr>
<tr>
<td>Session 4</td>
<td>Poetry continued: analyzing, preparing, and critiquing oral texts; journals check-in; Poetry practice</td>
</tr>
<tr>
<td>Session 5</td>
<td>Poetry Interpretations (final)</td>
</tr>
<tr>
<td>Session 6</td>
<td>Prose basics: point of view, characters, environment</td>
</tr>
<tr>
<td>Session 7</td>
<td>Prose basics: tools for analysis</td>
</tr>
<tr>
<td>Session 8</td>
<td>Reading Poetry as Prose practice</td>
</tr>
<tr>
<td>Session 9</td>
<td>Prose as Prose Interpretations (final)</td>
</tr>
<tr>
<td>Session 10</td>
<td>Closing discussion; CELEBRATION!</td>
</tr>
</tbody>
</table>
Course Policies

SNL Attendance Policy

Attendance is both mandatory and essential in SNL courses. Students and faculty are expected to arrive on time, and to actively participate in every scheduled class session. Specific course policies may be listed in the course syllabus. Acceptance of the syllabus indicates agreement to policies outlined in that document.

Students are expected to attend each class and to remain for the duration. Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. The overall grade for participation drops one-third after any absence. Students who miss class due to illness or other significant personal circumstance are required to complete the Absence Notification Process through the Dean of Students Office (DePaul Center #1100) in order to have their absence excused. Two absences for any reason, whether excused or not, may constitute failure of the course.

Missing class makes assessment a difficult process; students who miss any class work are subject to a grade reduction. Students who miss more than 10% of any given course are subject to failure. This means that if you miss participating in more than two classes you may not have met the requirements for a passing grade. For example, missing one all-day (two sessions) class (9 am – 4 pm) = 20%. It is within your instructor’s right to fail you—just so you know.

Your instructor should be notified if your life events do not allow you to participate in the course for more than one week. This is particularly important when there are small group discussions or you are working as part of a team.

If you find yourself getting behind, please contact your instructor immediately.

Time Management and Attendance

SNL’s courses, be they on-ground or online, are not self-paced and require a regular time commitment EACH week throughout the quarter. You are required to prepare assignments as well as prepare for discussions.

You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per
week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

**Your Instructor's Role**

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not your instructor's responsibility to make sure you participate regularly and submit your assignments. You will receive feedback on written assignments submitted on time.

**Your Role as a Student**

As a student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning. You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Please also note that this is a course offered by DePaul University's School for New Learning (SNL), a college for undergraduate and graduate degree-seeking students 24 years and older. SNL welcomes the perspectives and encourages the participation of all DePaul students, and students who take this course should respect and be mindful of SNL's mission in supporting a diverse and inclusive environment. More information about SNL can be found [here](#).

**Late Submissions**

This course will demand a significant investment of your time and energy. Readings will include sections from various texts, along with selections from [DePaul's eReserve site](#) and other resources. In discussions, you will be asked to reflect upon readings and course exercises. You will also write formal and informal papers, plans and assessment documents.

Some assignments will require research. All assignments, however, are designed based on your attention to the learning activities and exercises that precede them. It is, therefore, essential that you read the materials associated with each assignment thoroughly and carefully.

If you are unable to complete an assignment by the established deadline, you should contact me immediately for guidance on how to proceed. The expectation of receiving satisfactory credit, beyond quality and quantity, on any course deliverable (discussions, assignments, assessments, etc.) depends on timely submission. Exceptions to this policy will be considered only in cases involving extreme circumstances (emergencies) in which you have notified me. Remember: timely feedback requires a timely submission. I will deduct points for late work, and I reserve the right to refuse late submissions. **You are responsible for meeting all deadlines.**
Attitude

A professional and academic attitude is expected throughout this course. Measureable examples of non-academic or unprofessional attitude include but are not limited to: taking issue with discussion points out of context due to tardiness; unwillingness to participate in class activities; talking to others when your instructor is speaking; mocking another’s opinion; cell phones ringing; emailing, texting or using the internet whether on a phone or computer when not requested specifically by your instructor. If any issues arise a student may be asked to leave the classroom. Your instructor will work with the Dean of Students Office to navigate such student issues.

Civil Discourse

DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue (discussions, informal interactions, one-on-one meetings, etc.) associated with this course is civil and respectful of the dignity of all participants—each student and your instructor. Any instances of disrespect or hostility can jeopardize a student’s ability to be successful in the course. Your instructor will partner with the Dean of Students Office to assist in managing such issues.

Course Netiquette

Class discussions, both online and on-ground, are an important part of your overall academic experience. To ensure a positive learning environment, please follow the following minimum expectations. Use your common sense, as not all situations can be covered:

- Be polite
- Respect other participants’ views or opinions
- Think before you write or speak, and ask yourself if you would say the same thing in person
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, or racist language will be tolerated
- Create a positive community, both on-ground and online, by offering assistance and support to other participants.
- Use correct grammar and syntax at all times

Student participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the discussed topic; use the rubric provided in class to self-assess the quality of your participation. Participation allows your instructor to "hear" each student’s voice when grading papers. Secondly, your instructor will call upon students so that they may offer comments related to the reading assignments. Students must keep up with the readings to participate in class discussions and activities.
Phone/Fax/Email Etiquette

Emails: Feel free to email questions to me through D2L. Be as comprehensive in your message as possible, and provide your student identification number and other pertinent information. To practice safe emailing, please include in your subject line: LL302. If you send me a message through D2L, I should get it without difficulty. Messages without subject headings including this tag may be considered spam and the DePaul system may not deliver it.

Phone: Email is my preferred means of communication, but sometimes it’s necessary to reach me by phone. Please be kind. Speak clearly, leave a detailed message and phone number, speaking S-L-O-W-L-Y, twice. If you don’t leave a phone number, I’ll assume you don’t want me to return your call. I’ll return your call as soon as possible, usually within 48 hours during the business week.

Attached Assignment, Faxes, and D2L: Please do not attach documents to email messages unless previously arranged. Plan to turn in assignments either in class or through the D2L Dropbox.

Cell Phones/On Call:

If you bring a cell phone to class, it must be off or set to a silent mode. If you need to answer a call during class, leave the room in an undisruptive manner. Out of respect to fellow students and your instructor, texting is never allowed in class. If you are required to be on call as part of your job, please advise your instructor at the start of the course.

Syllabus changes

A revised syllabus will be posted during the first meeting week of the course. Students will be notified of any minor changes or updates to it thereafter via communication tools within Desire 2 Learn (D2L). Any significant changes to it will be discussed in class and with student consensus approval.

University-wide policies

This course includes and adheres to the college and university policies described in the links below:

- Academic Integrity Policy
- Incomplete Policy
- Course Withdrawal Timelines and Grade/Fee Consequences
- Accommodations Based on the Impact of a Disability
- Protection of Human Research Participants
Course Resources

Writing Assignments

This course will follow the MLA citation format. All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

- For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much, much more, see the SNL Writing Guide, linked below.

- Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback–by–Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won’t necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you’ll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

University Center for Writing-based Learning
SNL Writing Guide
Dean of Students Office

Instructor Biography

Deborah W. Holton, associate professor at the School for New Learning, has been a member of the resident faculty since 1989. Teaching courses in literature, culture, and creativity, she holds a BFA degree with honors in Theatre from Howard University, an MA in English from Atlanta (Atlanta-Clark) University, and a PhD from University of Wisconsin-Madison in American Theatre Studies. Dr. Holton has served as Writer-in-Residence for the District of Columbia, and as dramaturg for such distinguished companies as the Great Lakes Shakespeare Festival and Chicago Theatre Company.
She has been involved in radio and recording projects through the years, and for eight years her reading voice was a mainstay on CRIS radio’s, “Weekend Edition,” a program featuring fiction by known and unknown authors. Her podcast, *Arts on Air*, was featured on the DePaul Podcast Faculty Network through iTunes U. Deborah’s publications include essays on dramatic literature, and adult learning, and her creative work includes fiction and poetry. A Black Earth Institute Emeritus Fellow, Dr. Holton holds an MFA in Creative Writing from Solstice at Pine Manor College.