

## ORI 2000 - Oral Interpretation of Literature

Fall 2024

**Time:** Mondays, Wednesdays, Fridays - Period 8 (3:00 PM - 3:50 PM)

**Room:** [MAEB0234](#)

**Instructor:** Susan Schuld **Office:** 213A **Office Hours:** Wednesdays 4-5pm and by appointment

**Email:** [sschuld@ufl.edu](mailto:sschuld@ufl.edu) *The recommended method of communication outside of scheduled class time is email.*

### Course Objectives:

- To develop communication & performance skills through oral presentation
- To provide you with a greater appreciation of the skills of performance
- To develop awareness of yourself in various aspects, such as physically, vocally, mentally, and emotionally
- To develop your critical thinking and analytical skills in identifying what works and doesn't work in performance

### The Fundamentals of Performance include the ability to:

- Stand calmly and confidently
- Speak loudly and clearly enough to be easily understood
- Maintain eye contact with audience
- Communicate thoughts and ideas with intention and purpose
- Utilize movement when natural

### Course Content:

- Students will participate in exercises during class that are designed to develop the major skills required for oral performances. Students will be expected to prepare outside of class for these exercises and their performances.
- Students will perform a series of speeches for the instructor and the class. It is imperative that you work on these assignments outside of class to prepare them for presentation.
- In addition, students will be required to complete short writing assignments and complete quizzes on shows viewed and material covered.

**Instructional Methodologies:** Each class will have four parts:

- 1 -- lecture and discussion
- 2 – physical based vocal yoga exercises
- 3 – application of voice skills to TED-style speech
- 4 – student performances (accompanied by instructor-coaching and mentoring)

**Required Course Materials:**

- Appropriate apparel for class (Casual/comfortable clothes that allow for movement)
- Access to internet, email and Canvas for class meetings, information, updates, grades, performance material.

**Reading and viewing material will be supplied by the instructor. Excerpts will be taken from:**

- Rodenburg, Patsy. Second Circle: How to Use Positive Energy in Every Situation. New York: Gower Publishing, 1996.
- Linklater, Kristin. Freeing the Natural Voice, Second Edition. London: Nick Hern Books, 2006.
- Donovan, Jeremy. How to Deliver a TED Talk: Secrets of the World's Most Inspiring Presentations New York: Financial Times Management, 2004.
- The Art Of Public Speaking Eleventh Edition, Stephen E. Lucas

**Overview of Course Goals:**

In this course, the student will work on understanding and learning how to develop their vocal and physical communication skills to cultivate successful professional and personal relationships. The five key factors that underpin all powerful speakers are:

- **Self-Knowledge:** evaluate the physical, psychological, and vocal peak habits that miscommunicate meaning
- **Technique:** obtain a system or method or to strengthen and develop your instrument
- **Presence:** demonstrate the right amount of vocal energy and non-verbal language for different situations and objectives
- **Posture:** demonstrate optimal alignment in all situations which free the body and voice from inhibiting tension
- **Vocal Expressiveness:** express thoughts and feelings effectively by using all available means (tone, inflection, rhythm, operative words, and literary devices).

## Attendance Policy:

**Attendance will be taken daily. Due to the nature of this course, attendance is MANDATORY.** No absences of any kind will excuse you from class responsibilities. You, the student, will be held accountable for keeping up with class assignments and projects.

3 unexcused absences = a single letter grade reduction

4 unexcused absences = a two letter grade reduction

6 unexcused absences = a three letter grade reduction

**\*Tardy Policy:** You are allowed to be tardy to **two (2)** class meetings without penalty. Upon your 3rd tardy, **2** points will be deducted from your participation grade... Please note that it is your responsibility to notify the instructor after the class that you arrived late. If you come in late and the instructor is unaware, you will receive an absence for that day. If you arrive late, **DO NOT** come into the room while another student is performing. Wait until the student's performance has concluded – please be respectful!

**\* Excused absences include:** religious holidays (student must notify the instructor at least one week prior to the absence); medical emergencies (accompanied by a doctor's note on letterhead); and mandatory school requirements (which must be approved by the instructor and a letter from the appropriate authority must be provided at least one week ahead of time). Failure to provide the appropriate documentation at least one week before an excused absence will result in an unexcused absence. Students with an excused absence must make up workshops or performances and turn in any missed assignments during the following class period.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

- Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.
- In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.

- Students cannot participate in classes unless they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.
- If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and he or she has not contacted the department to indicate his or her intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory.
- The university recognizes the right of the individual instructor to make attendance mandatory. After due warning, instructors can prohibit further attendance and subsequently assign a failing grade for excessive absences.

**No late assignments will be accepted without an excused absence. In the event of an excused absence, late assignments will be accepted no later than one class period after the date in which it was due. Assignments can be emailed if necessary. There are no make-up days for an absence - workshop and Make-up performances will be scheduled during finals week.**

#### **Dress Code:**

Dress appropriately and comfortably, wearing clothes and shoes that allow you to move with ease. On workshop days, dressing in sweats, t-shirts, comfortably fitting jeans, etc. are fine. On presentation days, the appropriate professional attire and/or costume is required.

#### **Workshop Days:**

On Workshop Days, you *must* have TWO copies of your scored script. One for you – one for the instructor. The copy for yourself may be marked and scored for personal preparation.

#### **Performance Days:**

You will be assigned a day on which to perform for the class. When you arrive, you *must* have the following prepared items:

- a. Copy of your final scored script/piece with any changes made.
- b. Display of thorough preparation and rehearsal. Workshop discussion and other suggestions from the instructor and class should be fully worked into the piece.

#### **Class Conduct:**

When you are not working in front of the class, you must give your full attention to your fellow classmate who is working. There will be ZERO TOLERANCE of cell phone use (including texting), sleeping, eating, drinking, doing work for other classes, or disruptive talking in this

class. If you engage in any of these behaviors, you will be asked to leave and counted as absent for the day.

**Grading Scale:**

Overall Grade is Based on **700 points:**

**Speeches and Scored Scripts-400 points**

**Critical Thinking Logs- 140 points**

**Final Paper/Project – 60 points**

**Class Participation- 100 points**

**Assessments and Grading of Speeches:**

The student will be assessed within a five-point scale on different dimensions of their voice, presence, and delivery skills that are being applied in their speeches (1=poor, 2=fair, 3=good, 4=very good, 5=excellent)

The following areas will be assessed:

- Appropriate tempo (not rushing/dragging)
- Confident, natural, and poised body
- Prosodic elements (inflection, intonation)
- Vocal quality (if shifting to a more friendly or empathic sound, appropriate usage)
- Self-aware/present/grounded (rather than self-conscious)
- Audibility/volume
- Engages Audience
- Verbal and non-verbal communications such as: phrases, voice tones, facial expressions, gestures, and body language
- Vowel/diphthong intelligibility
- Consonant intelligibility

<b>Week</b>	<b>Topic</b>
1	Syllabus, Introductions, Non-verbal language
2	Vocal and physical work

3	Introduction to Analyzing and Scoring Text
4	Speech 1 workshops
5	Speech 1 workshops
6	Speech 1 performances
7	Introduction Tone and Inflection
8	Speech 2 workshops
9	Speech 2 performance
10	<b>Introduction to Actions and Objectives</b>
11	Speech 3 workshops
12	Speech 3 workshops
13	<b>Putting it all together workshops</b>
14	Speech 4 presentations

**EXTRA CREDIT MAY BE GRANTED IF THE PROFESSOR DEEMS THE STUDENT HAS REASONS BEYOND HIS/HER CONTROL WHICH AFFECT THEIR FINAL GRADE.**

**UF Policies:**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [See the "Get Started With the DRC" webpage on the Disability Resource Center site.](#) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

**University Policy on Academic Conduct:** UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

All members of the class are expected to follow rules of common courtesy in all email messages, threaded

discussions and chats. [Describe what is expected and what will occur as a result of improper behavior [See Sample Netiquette Document](#)]

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.a.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.a.ufl.edu/public-results/>.

### **Getting Help:**

For issues with technical difficulties for Canvas, please contact the UF Help Desk at: <http://helpdesk.ufl.edu> (352) 392-HELP (4357) Walk-in: HUB 132

### **HEALTH AND WELLNESS**

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

*GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273- 4450.

Academic Resources E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

[Career Connections Center:](#) Reitz Union Suite 1300, 352-392- 1601. Career assistance and counseling services.

[Library Support:](#) Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email [ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com) for more information.

[Teaching Center:](#) 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio:](#) Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](#).

## Oral Communication Rubric

	Novice Performance (1)	Intermediate Performance (2)	Baccalaureate Performance (3)
<b>Clear Message</b>	Speaker has a confused message with unclear statements of main themes with weak first and last paragraphs. Sequence of information distracts audience focus. The thesis and conclusions are not connected and challenge the audience to follow the development of the message. Final paragraph is weak and fails to summarize main message.	Speaker has a commonplace message with reasonable statements that support main themes. Acceptable first and last paragraphs are present. Information moderately increases audience understanding. The thesis and conclusions allow the audience to follow the development of the message. Final paragraph decently summarizes main message.	Speaker has clear message with statements of main themes. Strong first and last paragraphs are emphasized. Innovative or strategic sequence of information enhances audience understanding. The thesis and conclusions are effectively connected to allow the audience to follow the development of the message. Final paragraph compellingly and memorably summarizes main message.
<b>Engaged</b>	Speaker has a message that is not thoughtfully adapted to occasion and/or audience and is weakly delivered. Speaker is not connected to his/her material and seems indifferent to its presentation and to the listener. Eye contact, tone of voice, posture, attire, gestures, and mannerisms are not thoughtfully used to support the message and effect the audience. Care is not demonstrated by appropriate responses to the audience including follow up questions.	Speaker has a message that is reasonably adapted to occasion and/or audience and is passably delivered. Speaker somewhat connects to his/her material, moderately cares about it and its presentation, and affects the listener some of the time. Adequate care is demonstrated with eye contact, tone of voice, posture, attire, gesture, and relatively appropriate mannerisms. Moderate care is also demonstrated in responses to the audience including follow up questions.	Speaker has a message that is strategically adapted to occasion and/or audience and convincingly delivered. Speaker is connected to his/her material, cares about it and its presentation, and affecting the listener. Care is demonstrated with eye contact, tone of voice, posture, attire, gesture, and appropriate mannerisms. Care is also demonstrated in appropriate responses to the audience including follow up questions.
<b>Competent</b>	Speaker seems unsure of the material and does not develop main ideas and critical sub-points. Volume, pacing, fluency, articulation and clarity are not used to establish trust with audience. Supporting materials are incorrectly quoted or do not support the thesis. Limited vocabulary is used.	Speaker demonstrates competency of material with satisfactory development of main ideas and critical sub-points. Volume, pacing, fluency, articulation and clarity are minimally used to establish trust with audience. Supporting materials are passable sources and somewhat support the thesis. Mundane or casual vocabulary in relationship to the audience is used.	Speaker demonstrates mastery of material with thorough development of main ideas and critical sub-points. Volume, pacing, fluency, articulation and clarity are used to establish trust with audience. Supporting materials are reliable sources and do support the thesis. Expansive vocabulary appropriate to the audience is used.



## Oral Communication Rubric

<b>Audience Affected</b>	Speaker does not inspire an appropriate audience connection with the material nor create an emotional response. The listener is not engaged with the speaker and the content. The listener shows inattention, boredom, or annoyance in their eyes, and by body language during presentation. Audience unable to remember and discuss thesis after the presentation is concluded. No follow up action by listeners is inspired.	Speaker inspires minimal audience connection with the material and/or a small emotional response. The listener is engaged part of the time with the speaker and the content. At times, the listener shows connection in their eyes, and by body language during presentation. The speaker demonstrates adequate ability to remember and discuss thesis after the presentation is concluded. As appropriate, follow up action by listeners may or may not be realized. .	Speaker inspires an appropriate audience connection with the material and/or an emotional response. The listener is engaged with the speaker and the content. The listener shows connection in their eyes, and by body language during presentation, and ability to remember and discuss thesis after the presentation is concluded. As appropriate, follow up action by listeners is inspired.
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	HIGH QUALITY	COMPETENT	IMPROVEMENT NEEDED	SIGNIFICANT IMPROVEMENT NEEDED
CONTRIBUTION	Student volunteers one or more insightful comments, questions, or observations in every (or almost every) class meeting. Arguments, claims, or positions are relevant to the topic and supported with evidence from the readings	Student usually volunteers at least one thoughtful comment, question, or observation per class meeting. Arguments, claims, or positions are usually relevant to the topic and mostly supported with evidence from the readings	Student volunteers a reasonable or thoughtful comment, question, or observation in some class meetings. Student sometimes does not volunteer or participate in discussion, though they may contribute when the instructor calls upon them. Arguments, claims, or positions are not entirely relevant to the topic	Student rarely or never volunteers a comment, question, or observation and/or comments are usually off-topic or unsupported by readings. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
LISTENING	Student always listens to and makes collegial eye contact with peers or instructor whenever they are speaking or presenting. Always or nearly always responds to or productively builds upon peers' comments or questions. Often reminds group of comments made by someone earlier that are pertinent.	Student usually listens to and makes collegial eye contact with peers or instructor when they are speaking or presenting. Usually responds to or productively builds upon peers' comments or questions. Student is rarely distracted and is consistently attentive in class.	Student sometimes does not listen to or make collegial eye contact with peers or instructor when they are speaking or presenting. Only sometimes responds to or productively builds upon peers' comments or questions.	Student often does not listen to or does not make collegial eye contact with peers or instructor when they are speaking or presenting. Rarely or never responds upon peers' comments or questions. Student is often distracted or inattentive.
CONDUCT	Student shows respect for all classmates and instructor, both in speech and manner, and for the method of shared inquiry and peer discussion. Does not dominate discussion. Student challenges, critiques, or analyzes ideas respectfully, and encourages and supports others to do the same. Student always works with all classmates and instructor in a cooperative, professional, and supportive manner.	Student generally shows respect for all classmates and instructor and for the method of shared inquiry and peer discussion. Participates regularly in the discussion but occasionally has difficulty accepting challenges to their own ideas or occasionally may lack diplomacy or consideration when challenging or critiquing others' ideas.	Student sometimes shows little respect for a classmate(s), the instructor, or the process as evidenced by speech and manner. Student may sometimes be uncooperative, apathetic, or unsupportive of other members of the class; may sometimes demonstrate rudeness, insensitivity, or lack of support or lack of consideration for other members of the class.	Student shows a lack of respect for members of the class or the process. Often dominates the discussion or disengages from the process. When contributing, can be argumentative or dismissive of others' ideas, or may resort to <a href="#">ad hominem</a> attacks.

\*Participation rubric adapted from Relearning by Design, Inc., 2000 and Eberly Center for Teaching Excellence, Carnegie Mellon University, 2022.

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)

**I have carefully read over the Fall2024, ORI 2000 Syllabus. I AGREE to all the rules and regulations of the class as outlined in this syllabus. Please return this form to your instructor. This form serves as a contract between student and instructor.**

**PRINT NAME:** \_\_\_\_\_

**UF ID#** \_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**Final Note:**

This syllabus is subject to change by the instructor, and *it is your responsibility* to make note of any changes discussed in class.