Communication
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Performance Studies

2. Course prefix and number: THAR 407

3. Texas Common Course Number: N/A

4. Complete course title: Performing Literature

5. Semester credit hours: 03

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   - Current Core
   - Yes
   - No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? Twice per year

9. Number of class sections per semester: 2

10. Number of students per semester: 35

11. Historic annual enrollment for the last three years: 0 0 0

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
    
    Course Instructor

    Approvals:

    Department Head

    College Dean/Designee

    Date
    4/1/13
    4/8/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at
www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University  
**Core Curriculum**  
*Initial Request for a Course Addition to the Fall 2014 Core Curriculum*  

**Foundational Component Area: Communication**

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

THAR 407 "Performing Literature" requires the student to effectively analyze texts and make informed decisions about communicating analytical decisions to an audience. This course explicitly requires students to master oral, aural, written, and visual literacy skills, which come together in the act of analytical performance. Students must adapt their performance choices to time limits, the constraints of specific works of literature and nonfiction, analytical decisions about these texts, and the audience. Audiences actively participate through peer reflection and review assignments.

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**Core Objectives**

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

**Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):**

Students create and deliver performances that will be evaluated by: 1. Ability to apply the vocabulary of performance studies to a literary text, with particular emphasis on point of view, character, figurative language, pacing, and relationship to audience; 2 ability to present creative solutions to textual elements by synthesizing elements of staging, character development, movement, and pacing, and 3. Articulate their decision-making processes in analytical essays that tie their textual analyses to performance practice.

**Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):**

Students will demonstrate communication skills by presenting oral performances that effectively convey their interpretations of selected texts. Effective performances are characterized by evidence of clear decision-making regarding character behavior, attitude toward the audience, pacing, and visual elements including space and movement, as well as by delivery that is well-prepared. In addition to oral performances, students will present written papers linking their interpretive decision-making about this issues to performance choices.

**Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):**

Group performances will be evaluated by the overall quality and cohesiveness of the presentations themselves (clarity of decision-making, evidence of rehearsal, interrelationship of characters), individual written accounts of the rehearsal process (how members of the group considered different points of view, how decisions were made, how dissen: was
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addressed), and a group self-assessment requiring students to reflect on key aspects of performance collaboration.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course examines literature as a tool of criticism and how performance decisions regarding the presentation of this literature can change how it is interpreted. Analytical papers requiring students to link their interpretations of particular texts to performance decisions, and to justify these connections as responsible critical representations of the literature, will be used to assess this element.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
THAR 407: Performing Literature

Fall, 2013
Dr. J. Hamer, Professor
Phone: 979-845-7938
Email: jhamer@tamu.edu
Office hours: Tu 11 am – 12:30 pm, R 12:15 – 1:30 pm, or by appointment
LAAH 211

Catalog description: Credit 3. Analysis and performance of poetry, prose and drama; emphasis or translating analytical decisions into performance; solo performance, readers theatre, chamber theatre, and technology in/as performance.

Prerequisites: Junior or senior classification.

Learning Outcomes:

- Analyze literature as a critical and communication tool.
- Apply theories of performance studies that support performances of literature.
- Identify links between critical decisions about genres of literature and performance choices.
- Present critically informed performances in the genres of personal narrative, poetry, prose, and drama.
- Apply interpretive decision making about literature in communicative performances.
- Discuss and respond critically to others' performances using their own readings of literature.

Required Readings


All other required readings and viewings for this course are available through TAMU E-Learning in the modules given on the syllabus. These are listed under the class period in which they will be discussed; “for discussion” indicates the materials should be prepared for that particular class day. In addition to the required materials listed, students are expected to adhere to the style guide of their choice: APA, Chicago Style, or MLA.
Assignments and Grading

Note: Assignment descriptions, including objectives and evaluation rubrics, will be distributed during the first week of class.

Class participation 10 points
Performance 1 – Personal Narrative 15 points
Paper 1 – Performance centered analysis - Poetry 15 points
Performance 1 - Poetry 20 points
Paper 2 – Analysis and Adaptation of Prose 20 points
Performance of Prose **group project 30 points**
Peer review responses to Prose Performance 20 points
Drama/Chamber Theatre Performance 30 points
Drama/Chamber Theatre Reflection Paper 20 points
Final Exam 20 points

Total: 200 points

200 – 180 points: A. You have consistently gone above and beyond simply meeting the class requirements. You have added both extra effort and originality to all assignments with virtually no problems. Your written and oral presentations have been stylistically and grammatically correct, with detailed analyses and appropriate bibliography that reflects considerable independent research. Your participation has evidenced systematic engagement with the course readings. The class learned something valuable from you.

179 – 159 points: B. While you have exceeded expectations on some assignments, there have been a few significant errors, or a number of smaller or recurring ones. Analyses may have been less detailed; written and oral presentations may not demonstrate the level of polish commensurate with “A” work. Participation may have been inconsistent or not substantial, bibliographies may have demonstrated less than thorough searches, or arguments or examples may have lacked needed nuance. This is solid work that has the potential to improve.

158 – 138 points: C. A “C” is average work. You have done what was expected of a student in this course: no more, no less.

137 – 127: D. You have done less than expected of a student in this course. There may have been multiple errors in multiple assignments, neglect of opportunities to improve, missed assignments, or problems with consistency over the course of the term.

126 - 0: F. You have not completed sufficient work, or completed it with sufficient quality, to pass this course.
What Does "Class Participation" Mean?

Class participation is respectful of different points of view, is specific, and advances the larger intellectual project of this class. Attendance also affects class participation. **It will not be possible to secure full participation credit with more than two unexcused absences.** (This does not mean, by the way, that simply showing up for every class insures full credit.) An excused absence is accompanied by Texas A&M University Explanatory Statement for Absence from Class form available at [http://attendance.tamu.edu](http://attendance.tamu.edu) presented immediately upon your return to class, even if the illness or injury results in an absence of less than three days.

Questions about what constitutes an excused absence should be directed to TAMU Student Rule 7: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Students are responsible for securing any information missed due to absences or lateness.

Written Assignment Requirements

Grammar and writing style are components of grades for all written assignments, excluding in-class quizzes or exams. Written assignments must include appropriate documentation (APA, Chicago, or MLA) of all sources used. Point deductions will be made for grammar, writing style, and documentation errors in each evaluation category affected. Assignments are due in hard copy at the beginning of the specified class period. No late submissions are allowed except as specified in TAMU Student Rule 7.

Americans with Disabilities Act (ADA) Policy Statement. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

Academic integrity statement. Academic honesty is of great importance to all students at TAMU. In this and all classes, you must follow the Aggie Honor Code.

Aggie Honor Code

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System [. . .]. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M community from
the requirements or the processes of the Honor System. For more information, see 

Schedule of Topics and Major Assignments

Unit 1: Getting Started

Week 1
August 27 Course Introduction – From Oral Interpretation to Analysis and Performance of Literature

August 29 Theories of Performance, Performance as Research
For discussion:
Bell, *Theories of Performance*, Chapters One and Two
Stern and Henderson, *Learning to Perform*, Chapter One

Week 2
September 3 Performing Texts
For discussion:
Bell, *Theories of Performance*, Chapter Three

September 5 Personal Narrative Performance
For discussion:
Bell, *Theories of Performance*, Chapters Six and Seven
Personal Narrative module, TAMU e-learning

Week 3
September 10 Personal Narrative Performance, continued
For discussion:
Stern and Henderson, *Learning to Perform*, Chapters Five, Two, and Four

September 12 Identity, Culture, and Critique in Personal Narrative Performance
For discussion:
Bell, *Theories of Performance*, Chapter 5

Week 4
September 17 Personal Narrative Performance

September 19 Personal Narrative Performance
Unit 2: Performing Poetry

**Week 5**

**September 25**  Poetry Performance as Critical Analysis
For discussion:
   Stern and Henderson, *Learning to Perform*, Chapter 6
   “Poetry 1” folder and Javon Johnson media module, TAMU e-learning

**September 26**  Poetry, continued
For discussion:
   Stern and Henderson, *Learning to Perform*, Chapter 7
   “Poetry 2” folder, TAMU e-learning

**Week 6**

**October 1**  Poetry and performing difference
For discussion:
   Stern and Henderson, “The Body as Text: Race, Gender, and Sexuality in the Performance of Literature,” TAMU e-learning

**October 3**  Peer Editing Session: Performance Analysis of Poetry drafts
For discussion:
   DRAFT Poetry papers to be exchanged and discussed
   Groups and texts assigned for prose performance

**Week 7**

**October 8**  Poetry Performances – I (papers due on day of performance)

**October 10**  Poetry Performances – I (papers due on day of performance)

**Week 8**

**October 15**  Poetry Performances – I (papers due on day of performance)

**Unit 3: Prose Performance**

**October 17**  Prose and Voice – Solo performance and adaptation
For discussion:
   Stern and Henderson, *Learning to Perform*, Chapter 8
   “Prose 1” folder, TAMU e-learning

**Week 9**

**October 22**  Prose and Voice, continued
For discussion:
   Stern and Henderson, *Learning to Perform*, Chapter 9
   “Prose 2” folder and “Narration On Stage” module, TAMU e-learning
October 24  Prose and Voice in Nonfiction Performance
For discussion:
   Bell, *Theories of Performance*, Chapter 8
   Stern and Henderson, *Learning to Perform*, Chapter 12
   “Performing Nonfiction” module, TAMU e-learning

*Week 10*
October 29  Prose Performances, Groups 1 and 2
            Adaptation Papers due on day of performance

October 31  Prose Performances, Groups 3 and 4
            Adaptation Papers due on day of performance

          Unit 4: Drama/Chamber and Readers’ Theatre

*Week 11*
November 5  What’s “Chambery” and “Readerly” about Theatre?
For discussion:
   Stern and Henderson, *Learning to Perform*, Chapters 10 and 11
   Peer Response Papers due.

November 7  Oral Interp Wins Tony™ Awards
For discussion:
   Zimmerman, *Metamorphoses*
   *Metamorphoses* module, TAMU e-learning

*Week 12*
November 12 Chamber Theatre and Technology
For discussion:
   Bell, *Theories of Performance*, Chapter 9
   “Performance Art” module, TAMU e-learning

November 14  Group previews – peer discussion
For discussion:
   Goals and techniques for final performances

*Week 13*
November 19  Final Performances, Groups 1 and 2

November 21  Final Performances, Groups 3 and 4

*Week 14*
November 26  Performance postmortem and peer reflections

November 28  No class today. Campus closed.
Redefined Week

December 3  Course Conclusion and Exam Review
Reflection Papers due

December 7  12:30 – 2 pm – (Final Exam Schedule): Final Exam