

Tompkins Cortland Community College  
**Master Course Syllabus**

**Course Discipline and Number: ENGL 108**

**Year: 2023-2024**

**Course Title: Literary Performance and The Spoken Word**

**Credit Hours: 1**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

### **Course Description**

Creative Writing Course: Students will learn techniques for presenting, reciting, and performing their original work. In class, students will examine various performances, including literary readings and spoken word poetry, while developing their own performance voice and performance piece. The course will also require students to attend as well as participate in a minimum of one literary reading. Prerequisites: Prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. 1 Cr. (1 Lec.) Spring semester.

### **Course Context/Audience**

This course is intended for students in the Creative Writing A.A. degree and Certificate programs but may also be of interest to members of the college community. It can be used as a liberal arts or unrestrictive elective.

### **Basic Skills/Entry Level Expectations**

**Writing:** WC College level writing skills are required. See course co-requisites or pre-requisites.

**Math:** M0 Course requires very little or no math.

**Reading:** R3 Course may be taken concurrently with RDNG 116.

### **Course Goals**

Upon successful completion of this course, students will be able to:

- 1) Understand speaker-audience dynamics;
- 2) Recognize various performance venues and spaces for literary writers;
- 3) Manage performance anxiety;
- 4) And perform/read original work in a public arena.

## Course Objectives/Topics

Objective/Topic	% Course
Examining the Spoken Word	20%
Developing Performance-poetic Voice and Performance Piece	25%
Principles of Public Speaking	15%
Performance Techniques	40%

## General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions.</li> <li>➤ consider analytically the viewpoints of self and others.</li> </ul>	<p>Students will apply principles of public speaking to learn how to best present their creative work and convey meaning to diverse audiences. Discussion of and/or written response to diverse readings will give students the opportunity to examine multiple perspectives.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>As students develop their creative work and performance, they will examine how their cultural background affects and defines their stage presence and poetic voice. They will also examine the role of spoken word in social, economic, and environmental movements.</p>

## Instructional Methods

Instructors may use a variety of methods, including lecture, discussion, multi-media presentations, in-class writing, workshops, and collaboration.

## Methods of Assessment/Evaluation

Method	% Course Grade
Composing Original Performance Piece	25%
Response Papers (Performance Critique, Self Critique)	25%
Literary Performance	25%
Class Participations (Performance Exercises, Discussion of Text)	25%

## Text(s)

Readings provided by instructor.

## Bibliography

Aptowicz, Cristin O. *Words in Your Face: A Guided Tour Through Twenty Years of the New York City Poetry Slam*. New York: Soft Skull Press, 2008. Print.

Eleveld, Marc, and Smith, Marc, eds. *The Spoken Word Revolution, Slam, Hip-Hop, and the Poetry of a New Generation*. Naperville: Sourcebooks Media Fusion, 2003. Print.

Eleveld, Marc, ed. *The Spoken Word Revolution, Redux*. Naperville: Sourcebooks Media Fusion, 2007. Print.

Fisher, Maisha T. *Writing in Rhythm: Spoken Word Poetry in Urban Classrooms*. New York: Teachers College Press, 2007. Print.

German, Kathleen, and Gronbeck, Bruce. *Principles of Public Speaker, 17th Edition*. New York: Allyn and Bacon, 2009. Print.

Glazner, Gary M., ed. *Poetry Slam, The Competitive Art of Performance Poetry*. San Francisco: Manic D Press, 2000. Print.

Laskowski, Lenny, and The Princeton Language Institute. *10 Days to More Confident Public Speaking*. New York: Warner Books, 2001. Print.

Smith, Marc K., and Kraynak, Joe. *Take the Mic: The Art of Performance Poetry, Slam, and the Spoken Word*. Naperville: Sourcebooks Media Fusion, 2009. Print.

Somers-Willett, Susan B. A. *The Cultural Politics of Slam Poetry: Race, Identity, and the Performance of Popular Verse in America*. Ann Arbor: University of Michigan Press, 2009. Print.

Verderber, Rudolph F., Verderber, Kathleen S., & Verderber, Deanna D. *The Challenge of Effective Speaking*. Boston: Wadsworth Publishing, 2011. Print.

Weiss, Jen and Herndon, Scott. *Brave New Voices: The YOUTH SPEAKS Guide to Teaching Spoken Word Poetry*. Portsmouth: Heinemann, 2001. Print.

### Other Learning Resources

<b>Audiovisual</b>
TC3 Media Collection. Use of VHS/DVD for instructional purposes.
<b>Electronic</b>
Library databases (Literature Resource Center, Films on Demand, Academic Search Complete) used for research when appropriate. Relevant Internet Websites.
<b>Other</b>
No Resources Specified.