

OUTCOMES BASED LEARNING MATRIX

Course: THET200 Introduction to Acting **Department:** Communicative Arts

While completing the table below, remember that the individual outcomes you list in the first column should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where teachers can be most creative; it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three, however, may contain more than one item. Using the code at the end of the matrix, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

*COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
Understand the fundamental terminologies and concepts of acting	<ul style="list-style-type: none"> • Assigned readings (R, CT) • Lectures and Classroom discussions (CT, OC) • Viewing and discussing video performances (CT, OC) • Viewing and critiquing live theatre performances (CT, OC) • Improvisation and scene work (R, OC, CT) 	<ul style="list-style-type: none"> • Class participation (OC, CT) • Written assignments (CT, W) • Journaling (CT, W) • Midterm and Final Papers (CT, R, W)
Understand and incorporate acting techniques in live performance	<ul style="list-style-type: none"> • Participation in improvisations (OC, CT) • Participation in scene work (OC, CT, R) • Class discussion/feedback (CT, OC) 	<ul style="list-style-type: none"> • Improvisation and scene performance (CT, OC) • Class participation (OC, CT) • Written assignments (CT, W)

<p>Acquire physical and vocal skills necessary for stage performance</p>	<ul style="list-style-type: none"> • Participation in physical and vocal warm-ups • Performance of improvisation (OC, CT) • Performance in scene work (R, OC, CT) 	<ul style="list-style-type: none"> • Class participation (OC, CT) • Written assignments (CT, W) • Improvisation and scene performance (CT, OC)
<p>Learn to dissect and interpret a scene from a contemporary play</p>	<ul style="list-style-type: none"> • Reading of entire text of play (R, CT) • Lectures and Classroom discussions (CT, OC) • Breakdown of scene into beats (CT) • Performance of scene work (OC, CT) 	<ul style="list-style-type: none"> • Class participation (OC, CT) • Written assignments (CT, W) • Oral Presentations (CT, OC) • Scene performance (CT, OC) • Midterm and Final Papers (CT, W, R)
<p>Understand and compare/contrast theories of acting techniques</p>	<ul style="list-style-type: none"> • Assigned readings (R, CT) • Lectures and Classroom discussions (CT, OC) • Viewing and discussing video performances (CT, OC) • Viewing and critiquing live theatre performances (CT, W) 	<ul style="list-style-type: none"> • Written assignments (OC, CT) • Class participation (OC, CT) • Journaling (CT, W) • Midterm and Final Papers (CT, R, W)
<p>To strengthen Core Competencies** in order to increase success in this and other courses and in the workplace.</p>	<p>Referenced above</p>	<p>Referenced above.</p>

*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

**Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (w).