

## OUTCOMES BASED LEARNING MATRIX

**Course:** THET 402-01 Performance and Production **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.

<b>*COURSE OUTCOMES</b>	<b>OUTCOMES ACTIVITIES</b>	<b>ASSESSMENT TOOLS</b>
To be familiar with the fundamental terminology and concepts of all areas of theatre production	<ul style="list-style-type: none"> <li>• Read handouts &amp; textbook(R, CT)</li> <li>• Class discussion (O, CT)</li> <li>• View films (CT)</li> <li>• Externships with professionals in the field (R,W,O,TS, CT)</li> <li>• Powerpoint presentation (R, CT)</li> <li>• On-line discussion and, powerpoint and links to additional resources (R,W,TS,CT)</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation (O,CT)</li> <li>• Journal or paper (R,W,CT)</li> <li>• Class presentations (R,CT,O)</li> <li>• Evaluation of professional live stage performance (CT,W,R)</li> <li>• On-line tests (CT,R,W,TS)</li> </ul>
To actively participate in the creation and production of a stage play.	<ul style="list-style-type: none"> <li>• Externships and interviews with professionals in the field (R,W,O,TS, CT)</li> <li>• Journal (R,W,CT)</li> </ul>	<ul style="list-style-type: none"> <li>• Journal or paper (R,W,CT)</li> <li>• Class presentations (R,CT,O)</li> </ul>

<p>To know where to go to look for employment in the theatre and the steps required to secure a job in different areas of theatre.</p>	<ul style="list-style-type: none"> <li>• Read handouts &amp; textbook(R, CT)</li> <li>• Class discussion (O, CT)</li> <li>• View films (CT)</li> <li>• Externships with professionals in the field (R,W,O,TS, CT)</li> <li>• Powerpoint presentation (R, CT)</li> <li>• On-line discussion , powerpoint and links to additional resources (R,W,TS,CT)</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation (O,CT)</li> <li>• Journal or paper (R,W,CT)</li> <li>• Class presentations (R,CT,O)</li> <li>• Evaluation of professional live stage performance (CT,W,R)</li> <li>• On-line tests (CT,R,W,TS)</li> </ul>
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\*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).