

## OUTCOMES BASED LEARNING MATRIX

**Course:** THET101 Introduction to Theatre **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>
Appreciate the collaborative nature of the art of theatre and identify the contributions that various artists, including actors, directors and technicians make to that art form.	<ul style="list-style-type: none"> <li>• Assigned readings (R, CT)</li> <li>• Lectures and Classroom discussions(CT, OC)</li> <li>• Viewing and discussing video performances (CT,OC)</li> <li>• Viewing and critiquing live theatre performances</li> <li>• Hands-on theatre exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter Quizzes (CT,W)</li> <li>• Class participation (OC, CT)</li> <li>• Written assignments (CT, W)</li> <li>• Oral Presentations (CT,OC)</li> </ul>
Understand the relationship between theatre and society.	<ul style="list-style-type: none"> <li>• Assigned readings (R, CT)</li> <li>• Lectures and Classroom discussions(CT, OC)</li> <li>• Viewing and discussing video performances (CT,OC)</li> <li>• Viewing and critiquing live theatre performances</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter Quizzes (CT,W)</li> <li>• Class participation (OC, CT)</li> <li>• Written assignments (CT, W)</li> </ul>

<p>Identify different genres of plays and playwrights</p>	<ul style="list-style-type: none"> <li>• Assigned readings (R, CT)</li> <li>• Lectures and Classroom discussions(CT, OC)</li> <li>• Viewing and discussing video performances (CT,OC)</li> <li>• Viewing and critiquing live theatre performances</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter Quizzes (CT,W)</li> <li>• Class participation (OC, CT)</li> <li>• Written assignments (CT, W)</li> <li>• Oral Presentations (CT,OC)</li> </ul>
<p>Receive an overview of theatre styles and periods.</p>	<ul style="list-style-type: none"> <li>• Assigned readings (R, CT)</li> <li>• Lectures and Classroom discussions(CT, OC)</li> <li>• Viewing and discussing video performances (CT,OC)</li> <li>• Viewing and critiquing live theatre performances</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter Quizzes (CT,W)</li> <li>• Class participation (OC, CT)</li> <li>• Written assignments (CT, W)</li> <li>• Oral Presentations (CT,OC)</li> </ul>
<p>Become a critical audience member.</p>	<ul style="list-style-type: none"> <li>• Assigned readings (R, CT)</li> <li>• Lectures and Classroom discussions(CT, OC)</li> <li>• Viewing and discussing video performances (CT,OC)</li> <li>• Viewing and critiquing live theatre performances (CT, W)</li> </ul>	<ul style="list-style-type: none"> <li>• Documented attendance at a theatrical performance (W)</li> <li>• Written reviews (CT, W)</li> </ul>
<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).