

OUTCOMES BASED LEARNING MATRIX

Course: __THET 201-01__ **Acting Techniques I** __

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
<ul style="list-style-type: none"> • At the end of the course, the students should be able to identify and discuss the fundamental terminology/concepts of acting 	<ul style="list-style-type: none"> • Required reading (R, CT) • Class discussion (O, CT) • View films (CT) • Rehearse and present memorized scenes (R,O, CT) • On-line discussion and links to additional resources (R,W,TS,CT) • Participate in acting exercises (R,O,CT) • Journal (W,R,CT,TS) • See and review a live professional performance (O,CT,W,TS) 	<ul style="list-style-type: none"> • Class participation (O,CT) • Journal (R,W,CT) • Class presentations (R,CT,O) • Evaluation of professional live stage performance (CT,W,R) • On-line tests (CT,R,W,TS)
<ul style="list-style-type: none"> • : At the end of the course, the students should be able to practice the basic techniques of acting including physical, psychological, analytical and vocal work. 	<ul style="list-style-type: none"> • Required reading (R, CT) • Class discussion (O, CT) • View films (CT) • Rehearse and present memorized scenes (R,O, CT) • On-line discussion and links to additional resources (R,W,TS,CT) • Participate in acting exercises 	<ul style="list-style-type: none"> • Journal or paper (R,W,CT) • Class presentations (R,CT,O) • Class participation (O, CT) • Evaluation of professional live stage performance (CT,W,R) • On-line tests (CT,R,W,TS)

	<p>(R,O,CT)</p> <ul style="list-style-type: none"> Journal (W,R,CT,TS) 	
<ul style="list-style-type: none"> : At the end of the course, the students should be able to practice awareness of the world in which they live and be able to represent this world in the various characters they play. 	<ul style="list-style-type: none"> Required reading (R, CT) Class discussion (O, CT) View films (CT) Rehearse and present memorized scenes (R,O, CT) On-line discussion and links to additional resources (R,W,TS,CT) Participate in acting exercises (R,O,CT) Journal (W,R,CT,TS) 	<ul style="list-style-type: none"> Class participation (O,CT) Journal (R,W,CT) Class presentations (R,CT,O) Evaluation of professional live stage performance (CT,W,R) On-line tests (CT,R,W,TS)
<ul style="list-style-type: none"> : At the end of the course, the students should be able to present characters in performance in an honest and truthful manner in front of the class and/or a small audience 	<ul style="list-style-type: none"> Required reading (R, CT) Class discussion (O, CT) View films (CT) Rehearse and present memorized scenes (R,O, CT) On-line discussion and links to additional resources (R,W,TS,CT) Participate in acting exercises (R,O,CT) Journal (W,R,CT,TS) <ul style="list-style-type: none"> See and review a live professional performance (O,CT,W,TS) 	<ul style="list-style-type: none"> Class participation (O,CT) Journal (R,W,CT) Class presentations (R,CT,O) Evaluation of professional live stage performance (CT,W,R) On-line tests (CT,R,W,TS)

<ul style="list-style-type: none"> • At the end of the course, the students should be able to feel comfortable in front of an audience. • 	<ul style="list-style-type: none"> • Required reading (R, CT) • Class discussion (O, CT) • View films (CT) • Rehearse and present memorized scenes (R,O, CT) • On-line discussion and links to additional resources (R,W,TS,CT) • Participate in acting exercises (R,O,CT) • Journal (W,R,CT,TS) <ul style="list-style-type: none"> • See and review a live professional performance (O,CT,W,TS) 	<ul style="list-style-type: none"> • Class participation (O,CT) • Journal (R,W,CT) • Class presentations (R,CT,O) • Evaluation of professional live stage performance (CT,W,R) • On-line tests (CT,R,W,TS)
<ul style="list-style-type: none"> • At the end of the course, the students should be able to reflect on certain important points in their lives and incorporating these into their acting • 	<ul style="list-style-type: none"> • Required reading (R, CT) • Class discussion (O, CT) • View films (CT) • Rehearse and present memorized scenes (R,O, CT) • On-line discussion and links to additional resources (R,W,TS,CT) • Participate in acting exercises (R,O,CT) • Journal (W,R,CT,TS) <ul style="list-style-type: none"> • See and review a live professional performance (O,CT,W,TS) 	<ul style="list-style-type: none"> • Class participation (O,CT) • Journal (R,W,CT) • Class presentations (R,CT,O) • Evaluation of professional live stage performance (CT,W,R) • On-line tests (CT,R,W,TS)
<ul style="list-style-type: none"> • At the end of the course, the students should be able to observe themselves, their classmates and those around them in the world. 	<ul style="list-style-type: none"> • Required reading (R, CT) • Class discussion (O, CT) • View films (CT) • Rehearse and present memorized scenes (R,O, CT) • On-line discussion and links to additional resources (R,W,TS,CT) • Participate in acting exercises (R,O,CT) 	<ul style="list-style-type: none"> • Class participation (O,CT) • Journal (R,W,CT) • Class presentations (R,CT,O) • Evaluation of professional live stage performance (CT,W,R) • On-line tests (CT,R,W,TS)

	<ul style="list-style-type: none"> • Journal (W,R,CT,TS) • See and review a live professional performance (O,CT,W,TS) 	
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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).