

Request for Courses in the Core Curriculum

Originating Department or College: College of Arts and Sciences, Department of Fine and Performing Arts

Person Making Request: Dr. Gilberto Martinez, Jr.

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Course Number and Title: THAR 1310 Theatre Appreciation

Please attach in separate documents:

Completed Catalog Add/Change Form

Syllabus

List the student learning outcomes for the course (Statements of what students will know and/or be able to do as a result of taking this course. See appended hints for constructing these statements.)

1. Understand basic theatre terminology.
2. Collaborate and take part in the many jobs involved in a theatre production from the playwright's page to the stage.
3. Incorporate appropriate terminology into a written analysis of a theatre performance.
4. Determine the aesthetic values in the production aspects of a play, and critically evaluate performances.
5. Identify the relationship between particular theatre movements and political, religious, and social movements.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to the appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Personal Responsibility

Written Communication

Social Responsibility

Oral Communication

Visual Communication

Empirical & Quantitative Skills

Because we will be assessing student learning outcomes across multiple core courses, assessment assigned in your course must include assessment of the core competencies. For each competency checked above, indicate the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Critical Thinking skills will be assessed by having students team up in groups of 3 to 5 people and work on a theatre project. This project will incorporate an area of theatre (play analysis, character analysis and costume design, scene design, and performance) and students will depend on each other for completion of the project, which will cumulate in a presentation. Each student will present an area of theatre arts that was assigned to them and how it fits in the overall

vision of the play. The students will be expected to know the area of theatre which is assigned to them (i.e. the student in charge of characterization would explain the character analysis for the show) Through a PowerPoint presentation the student will visually conceptualize their area, explain orally to the rest of the group, and provide a written summary of their presentation, much like a poster presentation research project. The University Wide Critical Thinking Rubric will be used to assess the student's work. 50% of the class will be randomly assigned into the assessment group and score results will be forwarded by the instructor to the Core Curriculum Assessment Committee for assessment review.

Communication Skills:

Students' visual, oral, and written communication skills will also be assessed by having students team up in groups of 3 to 5 people and work on a theatre project. This project will incorporate an area of theatre (play analysis, character analysis and costume design, scene design, and performance) and students will depend on each other for completion of the project, which will cumulate in a presentation. Each student will present an area of theatre arts that was assigned to them and how it fits in the overall vision of the play. The students will be expected to know the area of theatre which is assigned to them (i.e. the student in charge of characterization would explain the character analysis for the show) Through a PowerPoint presentation the student will visually conceptualize their area, explain orally to the rest of the group, and provide a written summary of their presentation, much like a poster presentation research project. The University Wide Communication Rubric will be used to assess the student's work. 50% of the class will be randomly assigned into the assessment group and score results will be forwarded by the instructor to the Core Curriculum Assessment Committee for assessment review.

Empirical & Quantitative Skills:

Not Applicable

Teamwork:

As with the area of communication, the same activity will be used to assess teamwork skills. Students will team up in groups of 3 to 5 and work on a theatre project. This project will incorporate an area of theatre (play analysis, character analysis and costume design, scene design, and performance), and they will depend on each other for completion of the project, which will cumulate in a presentation. Following all presentations, each of the group members will complete a Team Member Critique Sheet (derived from an example by Amarillo College), addressing (both qualitatively and by quantitative means) the contribution made by each of the other students in their group. 50% of the class will be randomly assigned into the assessment group and score results will be forwarded by the instructor to the Core Curriculum Assessment Committee for assessment review.

Personal Responsibility:

Not Applicable

Social Responsibility:

Using three theatrical works assigned from the readings for the course, students will break into small groups to discuss the content of the works from the perspective of intercultural competency. For example, how does a play reflect social relationships either within the represented subject matter of the work, or through what is known about the actual contextual aspect of the play's intended audience? With no discussion moderation or input from the instructor following the group session, each student will encounter one of the three plays again on their next exam; each will be prompted to discuss on their own the social relationships embodied in the story in order to display a grasp of the concept of intercultural competence. A university-wide rubric on Social Responsibility will be used to score all the essays in the assessment group (50% of the class, as defined in the Critical Thinking section above), with a particular emphasis given

to assessing evidence of intercultural competency. Score results will be forwarded by the instructor to the Core Curriculum Assessment Committee for assessment review.

Will the syllabus vary across multiple sections of the course? ___ Yes X No

If yes, list the assignments that will be constant across the sections:

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every five (5) years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their courses.

Reviewed and approved by the Core Curriculum Committee on March 8, 2013.