

Washtenaw Community College Comprehensive Report

DRA 211 Improvisational Acting II Effective Term: Fall 2023

Course Cover

College: Humanities, Social and Behavioral Sciences

Division: Humanities, Social and Behavioral Sciences

Department: Communications, Media & Theatre Arts (new)

Discipline: Drama (new)

Course Number: 211

Org Number: 11500

Full Course Title: Improvisational Acting II

Transcript Title: Improvisational Acting II

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Consultation with all departments affected by this course is required.

Course description

Outcomes/Assessment

Objectives/Evaluation

Rationale: In order to assess the course effectively, the master syllabus needs to be updated to reflect the current course material and assessment rubrics.

Proposed Start Semester: Winter 2023

Course Description: In this acting course, students will practice advanced complex skills related to the art of developing and performing scenes without a previously written script. Through theatre games, improvised exercises and performances, students will learn to quiet the inner critic, access one's most imaginative impulses, and build upon the tenets and best practices of short and long-form theatrical improvisation. Various forms of advanced improvisational exercises will be explored, with a focus on spontaneity, listening and responding, accepting the reality of the scene and verbal and non-verbal expression. Advanced skills, including heightening, finding the 'tilt' and 'button' of the scene will be emphasized. These more complex improvisational skills apply to stage and film acting.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

Prerequisite

DRA 204 minimum grade "C"

General Education

Request Course Transfer

Proposed For:

Eastern Michigan University
Ferris State University
Grand Valley State University
Jackson Community College
Kendall School of Design (Ferris)
Lawrence Tech
Michigan State University
Oakland University
University of Detroit - Mercy
University of Michigan
Wayne State University
Western Michigan University
College for Creative Studies
Central Michigan University

Student Learning Outcomes

1. Demonstrate the establishment of the Base Reality/Platform (“who”, “what” and “where”) of an improvisational scene in a performance setting using an advanced approach to listening and responding truthfully in the imaginary circumstances.

Assessment 1

Assessment Tool: Video documentation of outcome-related performances

Assessment Date: Spring/Summer 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of all students must score 75% or greater on the outcome-related rubric areas.

Who will score and analyze the data: Departmental faculty

2. Demonstrate an advanced approach to discovering and heightening Character Point of View (POV) to develop an improvisational scene in a performance setting.

Assessment 1

Assessment Tool: Video documentation of outcome-related performances

Assessment Date: Spring/Summer 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of all students must score 75% or greater on the outcome-related rubric areas.

Who will score and analyze the data: Departmental faculty

3. Demonstrate advanced vocal and physical performance choices consistent with the established Base Reality/Platform and the Character Point of View (POV).

Assessment 1

Assessment Tool: Video documentation of outcome-related performances

Assessment Date: Spring/Summer 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of all students must score 75% or greater on the outcome-related rubric areas.

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Practice the skill of responsive listening in exercises focusing on behaving truthfully in the imaginary circumstance, and enhancing trust within the group.
2. Demonstrate the discovery of the "what" of the scene (what is going on between the characters and how do they feel about each other) through listening and responding truthfully to leads and offers.
3. Demonstrate the discovery of the "where" of the scene (where the characters are located/the setting) through listening and responding truthfully to leads and offers.
4. Practice the skill of accepting related to the development of the base reality of the scene (the who, the where and the what) by accepting (as opposed to denying) leads and offers.
5. Practice developing the "what" of the scene (what is going on between the characters) by scaffolding information that is offered in the scene ("if this is true, what else is true?").
6. Practice developing escalation of the "what" of the scene (what is going on between the characters) to heighten the circumstances.
7. Demonstrate scene advancement using environment as a third scene partner.
8. Practice the discovery of Character Point of View (POV) in the scene through listening and responding truthfully to leads and offers.
9. Practice the development of Character POV in the scene through "saying yes...and" (accepting) to leads and offers.
10. Practice the discovery of Character POV in the scene through "entering full" (as opposed to neutral).
11. Practice the development of Character POV in the scene through responding to leads and offers related to "status" (who has higher/lower status).
12. Practice the development of Character POV in the scene through "leaning in" (accepting and heightening) to leads and offers.
13. Demonstrate editing skill using Character POV to heighten the who, what and/or environment to establish the "Button" in a scene.
14. Demonstrate scene advancement using Character POV to discover and heighten the "tilt" of a scene.
15. Demonstrate the skill of heightening the scene and character POV using the concept of three via general to specific detail.
16. Demonstrate the skill of heightening the scene and character POV using the concept of three and increased emotional POV.
17. Practice using vocal performance choices that are consistent with the "who" of the scene and the developed Character POV.
18. Practice using vocal performance choices that are consistent with the "what" of the scene and the developed Character POV.
19. Practice using advanced vocal performance choices that are consistent with the "where" of the scene and the developed Character POV.
20. Practice using advanced physical performance choices that are consistent with the "who" of the scene and the developed Character POV.
21. Practice using advanced physical performance choices that are consistent with the "what" of the scene and the developed Character POV.

22. Practice using advanced physical performance choices that are consistent with the “where” of the scene and the developed Character POV.

New Resources for Course

Course Textbooks/Resources

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

Other: Must be in LA 140 The College Theatre Lab (course activities require a theatre/stage acting space) and to accommodate an audience when applicable.

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Tracy Jaffe</i>	<i>Faculty Preparer</i>	<i>Jul 29, 2022</i>
Department Chair/Area Director: <i>Allison Fournier</i>	<i>Recommend Approval</i>	<i>Aug 10, 2022</i>
Dean: <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Aug 23, 2022</i>
Curriculum Committee Chair: <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Feb 17, 2023</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Feb 17, 2023</i>
Vice President for Instruction: <i>Victor Vega</i>	<i>Approve</i>	<i>Feb 18, 2023</i>

Washtenaw Community College Comprehensive Report

DRA 211 Improvisational Acting II Effective Term: Spring/Summer 2019

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: Performing Arts

Discipline: Drama

Course Number: 211

Org Number: 11600

Full Course Title: Improvisational Acting II

Transcript Title: Improvisational Acting II

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: New Course

Change Information:

Rationale: The first level of this course, DRA 204 Improvisational Acting was created in 2013 and has become a key component to the education of interested Drama/Theatre students. I started assessing DRA 204 and have already learned that the skills required to master the art of Improvisational Acting need more time and practice for the student to integrate and incorporate the skills. I have also received informal feedback from students expressing a wish to continue their study of Improvisational Acting for credit. This second level course allows students to continue their skill development while earning elective credit.

Proposed Start Semester: Winter 2019

Course Description: In this interactive acting course, students will practice more complex skills related to the art of performing without a script. Various forms of advanced improvisational exercises and traditional acting games will focus on spontaneity, listening and responding, accepting the reality of the scene as well as verbal and non-verbal expression. These more complex improvisational skills apply to stage and film acting.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 Student: 45

Lab: Instructor: 0 Student: 0

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 45 Student: 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites**Prerequisite**

DRA 204 minimum grade "C"

General Education**Request Course Transfer****Proposed For:**

Central Michigan University
 College for Creative Studies
 Eastern Michigan University
 Ferris State University
 Grand Valley State University
 Jackson Community College
 Kendall School of Design (Ferris)
 Lawrence Tech
 Michigan State University
 Oakland University
 University of Detroit - Mercy
 University of Michigan
 Wayne State University
 Western Michigan University

Student Learning Outcomes

1. Apply advanced dynamic improvisational acting choices based on listening and responding truthfully in the imaginary circumstance, in a performance setting.

Assessment 1

Assessment Tool: Student class performance

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 70% or higher

Who will score and analyze the data: Department faculty

2. Apply advanced dynamic improvisational acting choices based on acceptance (as opposed to denial) of the reality of the scene, in a performance setting.

Assessment 1

Assessment Tool: Student class performance

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 70% or higher

Who will score and analyze the data: Department faculty

3. Demonstrate advanced dynamic improvisational acting choices based on physical awareness in a performance setting.

Assessment 1

Assessment Tool: Student class performance

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 70% or higher

Who will score and analyze the data: Department faculty

4. Demonstrate advanced dynamic improvisational acting choices based on vocal delivery effectiveness, in a performance setting.

Assessment 1

Assessment Tool: Student class performance

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 70% or higher

Who will score and analyze the data: Department faculty

Course Objectives

1. Refine listening skills in complex exercises focusing on responding truthfully in the imaginary circumstance and maintaining the reality of the scene.
2. Practice listening skills and responding truthfully by making spontaneous performance choices that incorporate multiple details to advance the situation of the scene.
3. Apply listening skills and responding truthfully by making spontaneous performance choices that incorporate multiple details for character development.
4. Demonstrate listening skills and responding truthfully by making spontaneous performance choices that focus on balanced "leading" and "following" with acting partners.
5. Develop listening skills and responding truthfully by making spontaneous performance choices in complex exercises, focusing on heightened concentration.
6. Practice making spontaneous dynamic tactical performance choices based on acceptance (as opposed to denial) in encountering obstacles.
7. Apply the skill of acceptance (as opposed to denial) in complex exercises focusing on enhancing plot and character development.
8. Demonstrate making more refined spontaneous performance choices resulting in dynamic vocal delivery to express emotion.
9. Develop making more refined spontaneous performance choices resulting in dynamic vocal delivery to communicate character.
10. Practice making spontaneous physical performance choices based on multiple details related to object reality.
11. Practice developing more dynamic physical staging in small and large group exercises.
12. Apply the skill of spontaneously communicating more clarity of character through body awareness (non-verbal performance choices).

New Resources for Course

Course Textbooks/Resources

Textbooks

Manuals

Periodicals

Software

Equipment/Facilities

Other: Class needs to be held in LA 175 The College Theatre to accommodate the need for a stage and space for a student audience to practice and experience the exercises used in class to meet the

outcome and objectives of the course.

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Tracy Jaffe</i>	<i>Faculty Preparer</i>	<i>Nov 19, 2018</i>
Department Chair/Area Director: <i>Noonie Anderson</i>	<i>Recommend Approval</i>	<i>Nov 20, 2018</i>
Dean: <i>Kristin Good</i>	<i>Recommend Approval</i>	<i>Nov 26, 2018</i>
Curriculum Committee Chair: <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Jan 01, 2019</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Jan 03, 2019</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Jan 03, 2019</i>