COURSE ASSESSMENT IN A BOX

REPORTING FORM FOR COURSE SLO ASSESSMENT PROJECTS

Please submit this document to your Dean when completed.

Revised May 2014

Assessment Data is from what semester? Spring 2014

Faculty Name(s): Michael Navarra Smith

1. Course Name and Number:

Intermediate Acting TD-111

2. List all Course SLOs from the Course Outline of Record:

1. Identify and dramatize the major 20th Century acting philosophies including Stanislavski, Lee Strasberg, Stella Adler, Michael Shurtleff, Uta Hagen and others.
2. Analyze and identify complete elements of a scene.
3. Identify and dramatize use of the voice and body as a major source for communication of characterization, psychological need and environmental realities.
4. Formulate a personal, realistic approach to a character with definable given circumstances.

3. Specific Course SLO(s) assessed as part of this project:

2. Analyze and identify complete elements of a scene.

4. Is this course on GE Plan A?  Yes  X  No  (See Catalog pages 49-51 & page 55)

If Yes, identify what area. (All GE course assessments count as GE assessments.)

_____ Area I Natural Sciences

_____ Area II Social and Behavioral Sciences

X  Area III Fine Arts/Humanities

_____ Area IV Language and Rationality

_____ Area V Physical Education/Wellness

_____ Area VI Intercultural/International Studies

_____ Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)

-Students learn theatre terminology applicable for breaking down a scene.
-Students work on Neutral Scenes (Content-less scenes) and must label and identify all of the basic terminology (Given Circumstances, Objectives, Obstacles, Motivation, Actions/Tactics.
-Students work on several scenes throughout the semester and analyze the scene through written responses and performance.
-Students read and analyze the entire play to search for clues to their character’s motivation and Super-Objective in the scene.
-Students write biographies of their characters in order to flesh out their characters and help them analyze their character’s motivation in the scene.
-I give specific feedback on all of the above assessments so that the students can gauge if they are applying the elements of the scene correctly or not.
Students varied in how quickly they absorbed the terminology and their ability to identify and apply the different elements of the scene. I found that starting with the terminology and Neutral Scenes was very helpful. Most of the students understood each element as we learned them step by step with very simple scenes (Neutral Scenes). However, one of the elements, Actions/Tactics, proved to be the most difficult to understand and to put into practice.

As we progressed to more advanced scenes I found that the majority of the students continued to apply the most of the elements. The students who fell behind eventually caught up through the repetition process of working on several scenes throughout the semester.

As we neared the end of the semester the element that proved to be the most difficult to understand and apply continued to be Actions/Tactics. 60% of the class had a strong understanding of this principle and were able to apply it most of the time, 20% of the class had a good understanding of this principle and were able to apply it 50% of the time, and 20% of the class had a poor understanding of this principle and were rarely able to apply it.

7. What are you going to do based on the results of the data? (Any planned revisions?)

Overall, the majority of the class had a strong grasp of the elements of a scene and a clear process on how to apply them. However, it became clear that the area that needed the most improvement was in helping students understand the elements of Actions/Tactics. The question is how to improve this for the students that had trouble with this element and yet retain the interest of the faster learning students and continue to keep them engaged.

My plan is to implement additional exercises that introduce Actions/Tactics. For example, an exercise may include creating various acting scenes for students where they must try a different Action/Tactic for each line of dialogue. My hope is that this exercise will clarify any questions regarding Actions/Tactics to every student in the class and keep the faster learning students engaged and entertained as they deepen their knowledge of this principle.

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

yyyysemester-sloa-courseid.doc
Example: 2014spring-sloa-engl101c.doc