

GENERAL EDUCATION ASSESSMENT TOOL FOR THTR 1003 (Introduction to Theatre)

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LEARNING OUTCOMES

Upon completion of three hours of fine arts and three hours of humanities courses, students will understand and articulate

- (AH LO1) Basic structures, themes, and principles of the discipline being introduced
- (AH LO 2) Important philosophical, religious, and ethical ideas inherent in the discipline being introduced and inscribed by writers, artists, and thinkers
- (AH LO 3) The processes by which artistic and humanistic values and aesthetics are formed and challenged over time
- (AH LO 4) Connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities

HOW THE DEPARTMENT OF THEATRE INTENDS TO ASSESS STUDENT LEARNING OF THESE OUTCOMES IN THTR 1003

In the fall of 2016 the Department of Theatre will offer 5 sections of THTR 1003. These sections include seating for 28 students (online course), 100 students, and 200 students, for a total of 628. Prior to the start of classes, two sections will be identified for assessment. We will randomly choose 50 tests from each section for analysis (and will assure that the sample represents students who will have taken both the first test and the follow-up test). This assessment will occur in both the fall and spring semesters.

The first test will be given within the first two weeks of classes in each section. The same questions of this first test will be administered the last week of classes.

Computer grading of the first test will indicate the students' ability to answer these questions; the grading will also reveal the percentage of correct answers for each test item. This same grading procedure will apply to the follow-up test at the end of the semester.

The test questions are drawn from basic course content—themes, structures, and principles of the discipline. Further questions address philosophical, religious, and ethical ideas inherent in the discipline; changing values and aesthetics reflected in the discipline; and the discipline's demonstration of cultural diversity. These questions represent core items of the discipline that students should master by the course's completion.

Following the conclusion of the course, the two faculty members teaching the assessed courses will compile a report summarizing the results of the assessment and will submit it to the department chair. The department chair will review this report and will make its findings available to the department's curriculum committee (and other faculty teaching THTR 1003).

In reviewing the outcomes of the first test and the follow-up test, the department will assess the course's effectiveness according to one of the three following categories: improvement in student results; no improvement in student results, and decline in student results.

HOW THE ASSESSMENT INSTRUMENT IS KEYED TO THE UNIVERSITY GENERAL EDUCATION CORE CURRICULUM LEARNING OUTCOMES FOR THE ARTS AND HUMANITIES

Here are the 20 questions that will be included on the first examination and the subsequent examination.

1. In addition to the normal duties of maintaining the promptbook and rehearsal schedule, the _____ calls cues during the run of a performance.

- a. technical director b. assistant director **c. stage manager** d. house manager

(AH LO1)

2. What format has a frame around the stage that creates a “window effect”?

- a. thrust b. arena **c. proscenium** d. traverse

(AH LO1)

3. Which type of theatre is regarded as both professional and not-for-profit?

- a. Off Broadway **b. regional** c. community d. university

(AH LO1)

4. Ancient Greek theatre was performed in honor of this god:

- a. Zeus b. Apollo c. Athena **d. Dionysus**

(AH LO1)

5. According to Stanislavski the actor should do what in playing a character?

- a. maintain an inner calm while giving the appearance of strong emotion
b. generate an inner emotion that corresponds to the emotional life of the character
 c. concentrate on physical expressions, gestures, and movements that signify emotion
 d. give utmost attention to the language of the character and emotion will follow

(AH LO1)

6. Which illustrates the proper sequencing of a traditional production schedule?

- a. technical rehearsal, dress rehearsal, strike, preview.
 b. preview, technical rehearsal, dress rehearsal, strike.
 c. strike, preview, dress rehearsal, technical rehearsal.
d. technical rehearsal, dress rehearsal, preview, strike.

(AH LO1)

7. The denouement of a play’s dramatic action refers to the play’s _____.

- a. exposition b. inciting incident c. climax **d. resolution**

(AH LO1)

8. Which of the following is not true of theatre performance during Shakespeare’s time?

- a. young male actors played the roles of women
 - b.** shows were primarily attended by those with social privilege and wealth
 - c. plays often showed grisly and violent scenes onstage
 - d. most theatres resided in a district known for its brothels, taverns, and gambling
- (AH LO1)

9. I am an actor onstage looking directly at the audience. I take two steps toward the audience. I am moving _____.
- a. upstage
 - b.** downstage
 - c. stage left
 - d. stage right
- (AH LO1)

10. Which of the following is responsible for the “production concept” of the show?
- a. producer
 - b. playwright
 - c.** director
 - d. designer
- (AH LO1)

11. Created by the designer, this is a colored, two-dimensional drawing or image of a set or costume used in discussions with the director:
- a. model
 - b.** rendering
 - c. prototype
 - d. gloss
- (AH LO1)

12. We witness a(n) _____ when we see a character alone onstage, speaking his or her thoughts aloud.
- a. aside
 - b.** soliloquy
 - c. declamation
 - d. colloquy
- (AH LO1)

13. Which of the following Greek dramatists is best known for his comedies?
- a. Aeschylus
 - b. Euripides
 - c.** Aristophanes
 - d. Sophocles
- (AH LO1)

14. In his famous work *The Republic*, Plato argued that:
- a. theatre should be considered a harmless diversion
 - b. theatre should be promoted due to the moral instruction of its stories
 - c.** theatre should be banned for representing dangerous emotions
 - d. theatre should be employed in times of war to stir patriotism
- (AH LO 2)

15. The scientific revolution of the late 19th century--influenced by the theories of Darwin and Freud--had a strong impact on this theatre movement:
- a. expressionism
 - b. historicism
 - c.** realism
 - d. futurism
- (AH LO 2)

16. In *Death of a Salesman* Arthur Miller:
- a. advocates for limited communist economic policies
 - b.** questions the competitive, masculine aspect of the capitalist marketplace

c. explores how the life of a simple, honest man is wrecked by the demands of business
 d. celebrates free enterprise as the best option for post-World War II America.
 (AH LO 2)

17. What famous playwright, calling for non-realistic acting and irregular plotting, advocated an “alienation effect” for the viewer that would prompt political discussion?
 a. Ibsen b. Pirandello c. Brecht d. Beckett
 (AH LO 3)

18. Immersive theatre performances, providing multi-stimuli, sensory experiences, are most famous for using this format:
 a. stadium space b. traverse stage c. convertible black-box theatre d. found space
 (AH LO 3)

19. This African-American playwright wrote a series of important plays giving a decade-by-decade chronicle of black life in 20th-century America:
 a. Langston Hughes b. Lorraine Hansberry c. Amiri Baraka d. August Wilson
 (AH LO 4)

20. This element of *Hamilton* has helped highlight the musical’s relevance to current American culture:
 a. its characters are played by actual descendants of the founding fathers
 b. its characters are played by high-profile TV and film actors
 c. its characters are played by women and LGBTQ actors
 d. its characters are played by Hispanic and African-American actors
 (AH LO 4)

HOW THE DEPARTMENT OF THEATRE WILL USE THE DATA GENERATED BY THIS INSTRUMENT TO PLAN CURRICULAR AND PEDAGOGICAL CHANGES THAT MIGHT BE NECESSARY IN THTR 1003

The outcomes of the course assessment will be reviewed by a committee that includes the department chair, the two faculty members whose courses were assessed, and an additional faculty member who taught THTR 1003 but whose course was not assessed. The discussion will examine the outcomes and their categorizations. For those assessments that show improvement, the committee may choose to take no action or examine ways to further improve positive outcomes. Results that include no improvement or decline will prompt committee evaluation of the course content, course objectives, classroom techniques, and assessment tools. For example, in those classes categorized as no-improvement or decline, items will be identified and learning objectives will be created to address the negative outcomes. Additionally, instructors in those courses where the assessment tools are distributed may select to interview students on the specific items of concern for additional feedback, to identify barriers, and to develop teaching strategies that may better serve at-risk students. This review and assessment process will be conducted on an annual basis.