

**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red

### Section #1 General Course Information

**Department:** Theatre

**Submitter**

First Name: **James**

Last Name: **Eikrem**

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Email: **jamese**

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**Course Prefix and Number:** TA - 295

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**# Credits:** 3

**Contact hours**

Lecture (# of hours):

Lec/lab (# of hours):

Lab (# of hours): 99

Total course hours: 99

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

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**Course Title:** Student Performance Showcase

**Course Description:**

Training in special forms of theatrical presentation through in-class intensive preparation, study and program development for public presentation including comedy improvisation, stand-up comedy, and student directed one-act plays.

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**Type of Course:** Lower Division Collegiate

**Is this class challengeable?**

**No**

**Can this course be repeated for credit in a degree?**

**Yes**

**Up to how many credits can this course be repeated to satisfy a degree requirement?** 6

Is general education certification being sought at this time?

**No**

Does this course map to any general education outcome(s)?

**Yes**

**Check which General Education requirement:**

**Oral Communication**

**Arts and Letters**

Is this course part of an AAS or related certificate of completion?

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

Are there any requirements or recommendations for students taken this course?

**Yes**

**Recommendations:** None

**Requirements:** Instructor consent and/or successful audition

Are there similar courses existing in other programs or disciplines at CCC?

**No**

Will this class use library resources?

**Yes**

**Have you talked with a librarian regarding that impact?**

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

- ✓ Fall
- ✓ Winter
- ✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes****Student Learning Outcomes:**

Upon successful completion of this course, students should be able to:

1. develop characters, comedic routines and/or improvisational forms for public performance through script analysis, practice of theatrical forms, comedic timing, physical and vocal acting techniques, and/or write a set of comedic stand-up comedy material for presentation;
  2. identify and articulate these principles as they observe and perform with other students in the class,
  3. utilize both print and electronic information resources available at the CCC library and computer labs to adequately research their specific assigned task,
  4. communicate both verbally and non-verbally with other performers and audiences through comedy improvisation, listening and teamwork;
  5. interpret and convey the fellow actors' ideas and meanings through the live performance,
  6. demonstrate cooperation with the other cast and crew, and/or demonstrate the necessary technical skills to produce the showcase;
  7. demonstrate teamwork, group problem solving, the ability to give and take direction, to listen, to observe and respond quickly to any given situation during a public performance.
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**AAOT/ASOT GENERAL EDUCATION OUTCOMES  
COURSE OUTLINE MAPPING CHART**

**Mark outcomes addressed by the course:**

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

***As a result of completing the AAOT/ASOT general education requirements, students will be able to:***

**WR: Writing Outcomes**

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

**SP: Speech/Oral Communication Outcomes**

- P** 1. Engage in ethical communication processes that accomplish goals.
- P** 2. Respond to the needs of diverse audiences and contexts.
- P** 3. Build and manage relationships.

**MA: Mathematics Outcomes:**

1. Use appropriate mathematics to solve problems.
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

**AL: Arts and Letters Outcomes**

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

**SS: Social Science Outcomes**

1. Apply analytical skills to social phenomena in order to understand human behavior.
- P** 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

**SC: Science or Computer Science Outcomes**

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

**CL: Cultural Literacy Outcome**

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

**Outcomes Assessment Strategies:**

**✓ Writing Assignments**

**✓ Criteria**

**✓ Performances/Simulation**

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**Major Topic Outline:**

1. The Student Performance Showcase consists of three units: student directed one-act plays, stand-up comedy, and comedy improvisation. 1 to 3 credits are available depending on number of units in which a student participates. Students will be involved in all areas of production. The student director/producer will be responsible for choosing and securing a project for performance, holding auditions, casting, creating performance and production schedules, and providing, through limited theatre department resources, for set, costume, props and lighting, promotion and publicity. Rehearsals are one hour, three times a week, MWF. Four performance times are scheduled during the tenth week of the term. Students will be expected to utilize both print and electronic information resources available at the CCC library and computer labs to adequately research their specific assigned task.

**Does the content of this class relate to job skills in any of the following areas:**

- |                                      |           |
|--------------------------------------|-----------|
| 1. Increased energy efficiency       | <b>No</b> |
| 2. Produce renewable energy          | <b>No</b> |
| 3. Prevent environmental degradation | <b>No</b> |
| 4. Clean up natural environment      | <b>No</b> |
| 5. Supports green services           | <b>No</b> |

Percent of course: 0%

**Section #2 Course Transferability**

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

**Which OUS schools will the course transfer to? (Check all that apply)**

**Identify comparable course(s) at OUS school(s)**

**How does it transfer? (Check all that apply)**

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**Provide evidence of transferability: (minimum one, more preferred)**

**First term to be offered:**

**Next available term after approval**

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