THA M14B: IMPROVISATIONAL COMEDY II

Originator
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Co-Contributor(s)

Name(s)
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College
Moorpark College

Discipline (CB01A)
THA - Theatre Arts

Course Number (CB01B)
M14B

Course Title (CB02)
Improvisational Comedy II

Banner/Short Title
Improvisational Comedy II

Credit Type
Credit

Start Term
Fall 2023

Catalog Course Description
Provides introductory to intermediate level instruction in improvisational and ensemble acting skills, as well as the development of culturally sensitive solo and group comedic material. Culminates with a public performance of the material developed in class.

Taxonomy of Programs (TOP) Code (CB03)
1007.00 - Dramatic Arts

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
Will not be required

Grading method
(L) Letter Graded

Alternate grading methods
(O) Student Option- Letter/Pass
(P) Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
8.75
Maximum Contact/In-Class Lecture Hours
.75

Activity

Laboratory
Minimum Contact/In-Class Laboratory Hours
52.5
Maximum Contact/In-Class Laboratory Hours
52.5

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
61.25
Total Maximum Contact/In-Class Hours
62.25

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
17.5
Maximum Outside-of-Class Hours
17.5

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
78.75
Total Maximum Student Learning Hours
78.75

Minimum Units (CB07)
1.5
Maximum Units (CB06)
1.5

Prerequisites
THA M14A

Entrance Skills
Entrance Skills
THA M14A

Prerequisite Course Objectives
THA M14A-demonstrate introductory level abilities to improvise given various comic situations in short form.
THA M14A-analyze recorded and live comic performances through introductory level skills to determine the structures of comedic dialogue, physical comedy and sketch structure.
THA M14A-employ introductory level acting and scene analysis skills in developing comic material.
THA M14A-create and write basic level comic sketch material derived from in-class improvisation.
THA M14A-generate introductory level performance material using knowledge of situation, plot, and character development while embracing culturally competent choices.
THA M14A-evaluate the comic material of their peers via introductory level oral critiques.
THA M14A-perform introductory level material before a live audience as part of an ensemble.

Requisite Justification
Requisite Type
Prerequisite

Requisite
THA M14B

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Closely related lecture/laboratory course

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

1	utilize intermediate scene analysis and improvisation skills to write comedic sketches and monologues for performance.
2	demonstrate the intermediate ability to adjust performance techniques based on oral and written critiques from instructor and peers.
3	demonstrate the intermediate ability to improvise short and long form scenes based on class techniques and exercises in a live performance.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1	demonstrate introductory to intermediate level abilities to improvise given various comic situations in short form.
2	analyze taped and live comic performances through introductory to intermediate level skills to determine the structure of comedic dialogue, physical comedy, and sketch structure.
3	employ introductory to intermediate level acting and scene analysis skills in developing comic material.
4	create and write basic to intermediate level comic sketch material derived from in-class improvisation.
5	generate introductory to intermediate level performance material using knowledge of situation, plot, and character development while embracing culturally competent choices.
6	evaluate the comic material of their peers via introductory to intermediate level oral critiques.
7	perform introductory to intermediate level material before a live audience as part of an ensemble.

Course Content

Lecture/Course Content

33% - Identify basic to intermediate components of comic structure through:
- Screening/evaluating taped materials
- Cultural and racial sensitivity
- Creating topic, situation, place
- Setting parameters

34% - Polish introductory to intermediate level material
- Improvisation based on discussion/critique
- Structure
- Pacing

33% - Explore introductory to intermediate level outline structures for:
- Stand-up: characters, role-playing, situations, punch lines
- Sketches: characters, situations/plots, conflict/climax/resolution

Laboratory or Activity Content

30% - Perform basic to intermediate level improvisation exercises:
- Exploration of spaces and environment
- Character development
- Cultural and racial sensitivity
- Situation/plot development
- Discussion/evaluation/critique of content base

10% - Perform introductory to intermediate level written sketches and improvised material before a live audience

30% - Develop introductory to intermediate level polishing skills:
- Improvisation based on discussion/critique

- Re-screen video
- Re-write material

30% - Generate introductory to intermediate level video-taped material:
  - Video tape sketch/stand-up
- Discuss material based on screening
  - Evaluate/revise material

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Film/video productions
Group projects
Individual projects
Journals
Laboratory activities
Laboratory reports
Monologues
Oral analysis/critiques
Oral presentations
Performances
Quizzes
Recitations
Reports/papers
Role playing
Simulations
Skills demonstrations
Skills tests or practical examinations
Written creation (poem, screenplay, song)
Written homework
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Class activities
Class discussions
Collaborative group work
Computer-aided presentations
Demonstrations
Dialog
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Laboratory activities
Large group activities
Lecture
Observation
One-on-one conference
Oral Drills
Readings
Role-playing
Small group activities
Web-based presentations

Describe specific examples of the methods the instructor will use:

critique live performances at the college both in written form, class discussions and online discussions

improvise scenes demonstrating cultural sensitivity depicting diverse individuals from variety of diverse cultures and sub-cultures

relate one's own personal experiences to other characters from similar and/or different cultural backgrounds and identities in order to better execute authentic scene work through role-playing and improvisation

Representative Course Assignments

Writing Assignments

keep a performance journal documenting the progression of the sketch development.

write evaluations/examinations of taped and live performances defining comic styles and structure.

transcribe the improvisational comedy into a conventional scripted form for presentation in the final performance.

write a sketch that features political satire.

Critical Thinking Assignments

adapt improvisations in class to written sketches.

adjust improvised performances in real-time based on critiques.

take suggestions from audience and incorporate them into scene work.

play more than a single character in a long form improvisation.

Reading Assignments

read sketches and skits that have been derived from improvisations

read articles regarding current improvisational styles, theories and practices

read political websites, newspapers and articles as research for improvisations.

read articles online and at the library as research for performance, characters and diverse settings

Skills Demonstrations

demonstrate an understanding of embodying a character fully, mind, body and voice

utilize effectively the use of pantomimed props in a scene

stage movement patterns (blocking) through the improvisation of a scene.

vocalize several dialects and/or impersonations.

Outside Assignments

Representative Outside Assignments

observation of professional Comedy Club/Improv Shows, stand-up and sketch comedy.

rehearsals with peers of sketch and/or stand-up.

assigned viewing of taped and live comedy performances.

Articulation

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
College of the Canyons	THEATR-127	Improvisational Performance	2
Palomar College	TA 113A	Improvisational Theatre I	3
San Joaquin Delta College	DRAMA 6A	Improvisational Theatre I	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable
Yes

CSU Baccalaureate List effective term:
F2013

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA
Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals
Resource Type
Textbook

Classic Textbook

Yes

Description

Spolin, Viola. *Improvisation for the Theater: A Handbook of Teaching and Directing Techniques*. 3rd ed., Northwestern Univ Press, 1999.

Resource Type

Textbook

Description

Leonard, Kelly, and Tom Yorton. *Yes, And: How Improvisation Reverses "No But" Thinking and Improves Creativity and Collaboration - Lessons from The Second City*. HarperBusiness, 2015.

Resource Type

Textbook

Description

Hines, Will. *How to Be the Greatest Improviser on Earth*. Pretty Great Publishing, 2016.

Resource Type

Textbook

Description

Spragge, Andrew M. and Karen L. Eichler. *The 5 Elements of Improv (Masters of Improv #1)*. CreateSpace, 2017.

Library Resources

Assignments requiring library resources

Research utilizing the Library's print and online resources.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research various styles, periods and cultures for improvisational performance including the Library's special Theatre Arts collection of scripts, in locating comedic videos and news materials.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Welcome! Who Are You Discussion Theatre of the People Discussion Discovering Theatre Around You Discussion Play Discussion Theatre History Project Discussion Final Project Discussion
E-mail	Email, class announcements and tools such as "Message Students Who" and "Assignment Comments" in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as: * Recorded Lectures, Narrated Slides, Screencasts * Instructor created content * MC Online Library Resources * Canvas Student Groups (Assignments, Discussions) * Websites and Blogs * Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Online office hours & Online group discussions
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Welcome! Who Are You Discussion Theatre of the People Discussion Discovering Theatre Around You Discussion Play Discussion Theatre History Project Discussion Final Project Discussion
E-mail	Email, class announcements and tools such as "Message Students Who" and "Assignment Comments" in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.

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Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Welcome! Who Are You Discussion Theatre of the People Discussion Discovering Theatre Around You Discussion Play Discussion Theatre History Project Discussion Final Project Discussion
E-mail	Email, class announcements and tools such as "Message Students Who" and "Assignment Comments" in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as: * Recorded Lectures, Narrated Slides, Screencasts * Instructor created content * MC Online Library Resources * Canvas Student Groups (Assignments, Discussions) * Websites and Blogs * Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
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Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification
THEATER ARTS

Additional Minimum Qualifications

Minimum Qualifications
Drama/Theater Arts

Review and Approval Dates

Department Chair
11/08/2022

Dean
11/10/2022

Technical Review
11/17/2022

Curriculum Committee
12/06/2022

DTRW-I
MM/DD/YYYY

Curriculum Committee
MM/DD/YYYY

Board
MM/DD/YYYY

CCCCO
MM/DD/YYYY

Control Number
CCC000536290

DOE/accreditation approval date
MM/DD/YYYY