



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**THEATRE PORTFOLIO
THE2740 2 Credit Hours**

Student Level:

This course is open to students on the college level in the Sophomore year.

Catalog Description:

THE 2740 - THEATRE PORTFOLIO (2 hrs)

Students will develop portfolio materials appropriate for transfer, internship, and employment opportunities in theatre arts. Students will focus on their specific area of specialization (performance, design, arts management). Students will meet two hours each week for lecture, classroom activities, and peer critique. This course requires substantial out-of-class work and reliable internet access.

Prerequisites:

Sophomore standing; six credit hours of prior coursework in THE, MUS, DAN, or Dramatic Literature, or permission of the instructor.

Controlling Purpose:

This course is designed for those students majoring in Theatre, designed to be taken in the fall semester of sophomore year. Students will identify key aspects and qualities of professional portfolios designed for internships, top-rated transfer institutions, and early-career employment, and will develop their own material for those needs. Students will develop and establish a headshot, resume, and electronic portfolio suited to their area of concentration. Additionally, students will develop audition/portfolio-worthy material, based on their area of interest: those pursuing a Performance Theatre tract will develop material appropriate for professional and academic auditions; those pursuing Technical Theatre and Design will create renderings of works to be utilized during the spring theatre season; those pursuing arts management will create a marketing, membership, or fundraising campaign for a performance event or group. The class will culminate in mock auditions and interviews, preparing students for application to top programs and institutions across the country.

Learner Outcomes:

Upon completion of this course, the student will be able to:

- Identify industry standards in portfolios, headshots, resumes, and application materials
- Evaluate portfolio materials from the points of view of employee and employer
- Display their own work appropriately and professionally in an electronic portfolio

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DISCLAIMER: THIS INFORMATION IS SUBJECT TO CHANGE. FOR THE OFFICIAL COURSE PROCEDURE CONTACT ACADEMIC AFFAIRS.

- Write and produce a cover letter and resume
- Develop industry-specific interview and presentation skills
- Identify key resources for educational and employment opportunities in the arts

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following defines the minimum core content not including the final examination period. Instructors may add other content as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student’s achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: EVALUATION AND SELECTION OF EXISTING PERSONAL WORK						
Outcomes: Upon completion of the unit, the students will be able to demonstrate the ability to:						
A	B	C	D	F	N	Specific Competencies
						Evaluate examples of personal work for inclusion in portfolio, noting both the quality of the work itself, and the quality of the representing evidence
						Participate in critiques of selected works by class members
						Decide on portfolio format based on amount and style of work displayed

UNIT 2: DEVELOPMENT OF SUPPORTING PIECES FOR THE PORTFOLIO

Outcomes: Upon completion of the unit, the students will demonstrate the ability to:

A	B	C	D	F	N	Specific Competencies
						Identify industry-specific standards in resumes; Design and produce a professional resume
						Design and produce an artist's philosophy
						Design and produce a professional and engaging cover letter
						Identify best practices in promotional headshots; arrange for and produce a professional and engaging headshot

UNIT 3: PRODUCTION OF AN ELECTRONIC PORTFOLIO

Outcomes: Upon completion of the unit, the students will demonstrate the ability to:

A	B	C	D	F	N	Specific Competencies
						Convert all work into digital formats needed for online production, ensuring all photos are of an appropriate resolution and size for online viewing
						Organize format of electronic portfolio website
						Write all copy for electronic portfolio
						Ensure electronic portfolio is maximized for both desktop and mobile viewing
						Publish electronic portfolio website

UNIT 4: DEVELOPMENT OF ADDITIONAL AUDITION/PORTFOLIO MATERIALS

Outcomes: Upon completion of the unit, the students will demonstrate the ability to:

A	B	C	D	F	N	Specific Competencies
						All: Identify industry standards within area of specialization
						Actors: Select, memorize, and rehearse two contrasting monologues. Actor-sings may substitute one 16-bar musical selection for one monologue.
						Stage Management: Develop and produce portfolio-ready examples of management reports and production materials
						Designers: Design in area of specialization, complete with portfolio-ready drafting/renderings
						Arts Management: Develop and initiate a fundraising, membership, or marketing campaign for an arts group or production. Create portfolio-ready records of the project’s planning, implementation, and (if possible within timeframe of course), results.
						Demonstrate positive peer “constructive criticism” techniques throughout process with fellow class members

UNIT 5: IDENTIFYING OPPORTUNITIES AND OPTIONS IN CAREER PLANNING

Outcomes: Upon completion of the unit, the students will demonstrate the ability to:

A	B	C	D	F	N	Specific Competencies
						Identify and distinguish between different styles of transfer programs (B.A., B.S., B.F.A., Conservatory), including benefits and challenges of each
						Identify and distinguish between different styles of internship programs (AEA-affiliations, various compensation structures, learning models), including benefits and challenges of each
						Identify top industry resources for job/internship listings in the arts
						Select a minimum of three transfer, internship, or industry-employment opportunities/institutions to which student will submit resume, cover letter, and electronic portfolio

UNIT 6: MOCK INTERVIEWS/AUDITIONS

Outcomes: Upon completion of the unit, the students will demonstrate the ability to:

A	B	C	D	F	N	Specific Competencies
						Perform all stages of the application process (applying, interviewing, following-up) in a mature and professional manner (attire, presentation of materials, verbal and body language)
						Speak to one's own skills, experiences, and personal artistic talents within the context of an organization's hiring needs
						Complete an entire mock interview/audition scenario in specific area of specialization, created to replicate common industry standards

Projects Required:

This course is heavily project-based, with considerable outside of class time devoted to completing course work. All projects detailed above ultimately are brought together and judged under the final mock interview.

Textbook:

Most written materials will be provided by instructor. Monologues and other audition material may be found online or through the college library.

Materials/Equipment Required:

This course requires internet access for the creation of the Electronic (online) portfolio. Design students may choose to utilize digital design software, more traditional methods, or both; either way, students are encouraged to speak to relevant members of the Visual and Performing Arts Department to help procure items/software.

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Based on classroom occupancy

Course Timeframe:

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency

that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

This course will meet collectively for two hours every week, with those face-to-face hours used in alternating fashion for instructor lecture/demonstration and peer presentation/critique. There will be substantial out-of-class student work required, averaging 4-6 hours per week.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability, which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.