

Course Outline

Course Title:	Introduction to Improv		
Course Number:	GNED66	Approval Date:	2020/10/6
Course Hours:	45 hours	Academic Year:	2020
Academic School:	School of General Arts & Sciences		

Faculty:	Drew Antzis - Drew.Antzis@flemingcollege.ca		
Program Co-ordinator or Equivalent:	Lisa Stefaniak - lisa.stefaniak@flemingcollege.ca		
Dean (or Chair):	Angela Pind - angela.pind@flemingcollege.ca		
Academic Planning and Operations Department:	William Howe - William.Howe@flemingcollege.ca		

Course Description

This course outline may reflect alternative deliveries and assessments in response to the Ontario Government health and safety requirements for COVID-19. Course and Program Learning Outcomes shall not be impacted by any changes.

This course will introduce fundamental principles of performing improvisation. Utilizing games (similar to "Whose line is it anyway") and theatre exercises, the participants will be introduced to the basic rules that improvisers follow when performing without a script. No improv or theatrical experience is necessary to take this class! Ideal for people who would like to try something new and fun while gaining new skills for practical application in the workplace and in daily life.

Prerequisites: None.

Corequisites: None.

Learning Outcomes

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

1. Apply the basic principles of improv to every day life and in the workplace
2. Work confidently on challenging tasks that require spontaneous solutions
3. Apply the rules of Improv when creating scenes

4. Communicate and listen more effectively both verbally and non-verbally
5. Teach a new improv exercise to the class
6. Critiquing a professional performance and relating it to course concepts and rules of Improv
7. Collaborate as an effective member of a team to create original work
8. Demonstrate increased confidence in their ability to perform in front of people
9. Select and use appropriate "ice breakers" when dealing with new people
10. Apply feedback to improve performance
11. Play a variety of statuses during scenes

Learning and Technology Resources

Suggested reading

Truth in Comedy - written by Charna Halpern, Del Close and Kim "Howard" Johnson

Assessment Summary

Assessment Task	Percentage
In-class activities	50%
Applied Learning	50%

Student Success: Policies and Procedures

Mutually, faculty and learners will support and adhere to college Academic Regulations, and Student Rights and Responsibilities. The following policies and guidelines have been developed to support the learning process.

Please click on the link for information about:

- [Academic Integrity \(2-201A\)](https://department.flemingcollege.ca/hr/attachment/7750/download)
(https://department.flemingcollege.ca/hr/attachment/7750/download)
- [Accessibility for Persons with Disabilities \(3-341\)](https://department.flemingcollege.ca/hr/attachment/5619/download)
(https://department.flemingcollege.ca/hr/attachment/5619/download)
- [Grading and Academic Standing \(2-201C\)](https://department.flemingcollege.ca/hr/attachment/7752/download)
(https://department.flemingcollege.ca/hr/attachment/7752/download)
- [Guidelines for Professional Practice: Students and Faculty](https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)
(https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)
- [Student Rights and Responsibilities \(5-506\)](https://department.flemingcollege.ca/hr/attachment/269/download)
(https://department.flemingcollege.ca/hr/attachment/269/download)

If you will need academic accommodations (for example if you have a learning disability, mental health condition such as anxiety or depression or if you had an IEP in high school), please contact the [Accessible Education Services \(AES\)](https://department.flemingcollege.ca/aes/) department (<https://department.flemingcollege.ca/aes/>) to meet with a counsellor.

Alternate accessible formats of learning resources and materials will be provided, on request.

Program Standards

The **Ministry of Colleges and Universities** oversees the development and the review of standards for programs of instruction. The **Ministry of Labour Training and Skills Development** oversees the development and the review of standards for programs of instruction for Apprenticeship training in the province of Ontario. Each college is required to ensure that its programs and program delivery are consistent with these standards, and must assist students to achieve these essential outcomes.

This course contributes to Program Standards as defined by the [Ministry of Colleges and Universities](#) (MCU). Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standards** (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction that contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; and, the society in which they live and work).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program. For further information on the standards for your program, follow the MCU link (www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/).

Detail Plan

Term:	2020 Fall	Session Code:	DC
Faculty:	Drew Antzis - Drew.Antzis@flemingcollege.ca		
Program Co-ordinator or Equivalent:	Lisa Stefaniak - lisa.stefaniak@flemingcollege.ca		
Dean (or Chair):	Angela Pind - angela.pind@flemingcollege.ca		

Elizabeth Stone - Elizabeth.Stone@flemingcollege.ca

**Academic Planning and
Operations Department:**

William Howe - William.Howe@flemingcollege.ca

Learning Plan

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Unit 1	Why Improv?	1,2,3,4,7,8,9,10	On-going observation of level of participation
Unit 2	Intro to Improv Group introductions The rules of Improv What is Improv anyway Yes and Yes but No Importance of Listening Who What Where Sharing focus	1,2,3,4,7,8,9,10	On-going observation of level of participation
Unit 3	Intro to word at a time. Non -verbal Communication Impact of how you move stand on the Character you are playing	1,2,3,4,7,8,9,10	On-going observation of level of participation
Unit 4	Motivations and emotions Entrances exits Alphabet letters Greetings	1,2,3,4,7,8,9,10	On-going observation of level of participation
Unit 5	Endowments (Opportunity to go over principals and to either repeat exercises or to add more difficult ones to challenge the group)	1,2,3,4,7,8,9,10	On-going observation of level of participation
Unit 6	Review preparation for week 7 small group		On-going observation of level of participation Participation part 1 assignment
Unit 7	Participation meetings setting goals for the rest of the semester	1,2,3,4,7,8,9,10	On-going observation of level of participation
Unit 8	Independent Learning		review

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Unit 9	Guesta Games Student led games	1-10	On-going observation of level of participation
Unit 10	Status exercises Student led games	1-10	On-going observation of level of participation
Unit 11	Advanced improv exercises Student led games	1-10	On-going observation of level of participation
Unit 12	Advanced improv exercises Student led games	1-10	On-going observation of level of participation
Unit 13	Preparation for Final Show	1-10	On-going observation of level of participation Participation part 2 assignment
Unit 14	Final Show	1-10	On-going observation of level of participation
Unit 15	Participation meetings		

Assessment Requirements

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
Participation Someone once said "80 percent of success in life is just showing up." The other 20% is what you do when you get there. Your willingness to participate will be evaluated throughout the semester.	Ongoing		25%

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
Research Find and watch 3 improv videos from different groups. In each video identify and give examples of these 3 rules of improv: 1. Yes and. 2. Gift giving. 3. Make Assumptions.	Unit 7-13		25%
Reflect Write 4 brief journal entries outlining the progress you see in yourself.	On Going		25%
Lead Students lead an exercise of their choice.	Units 11 &12		25%

Exemption Contact

Information about the Transfer Credit process can be accessed through your myCampus Portal under the Registrar's Office and Resources Tabs or by contacting the Transfer Credit Coordinator, Allison Ludgate (transfercredit@flemingcollege.ca) in the Registrar's Office.

Prior Learning and Assessment and Recognition (PLAR)

PLAR uses tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms. PLAR options include authentic assessment activities designed by faculty that may include challenge exams, portfolio presentations, interviews, and written assignments. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course. Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit, may initiate the process by applying through the Registrar's office. For more information please click on the following link: <http://flemingcollege.ca/admissions/prior-learning-assessment-and-recognition>

Course Specific Policies and Procedures

It is the responsibility of the student to retain this course outline for future reference. Course outlines may be required to support applications for advanced standing and credit transfer to other educational institutions, portfolio development, PLAR and accreditation with professional associations.

LATE POLICY

You must submit/present all written/oral assignments on their assigned dates unless you make specific arrangements in writing/voice mail/E-mail with your professor at least 24 hours prior to the due date in

question. In the case of any emergency, make arrangements (in writing, if necessary) immediately upon your return. Your professor will make special arrangements for valid reasons only. In the case of illness, you may be required to provide a medical note. Other extenuating circumstances will be discussed on an individual basis. A penalty of 10% per day will be applied to an assignment not submitted by the original or extended due date. An assignment more than three days late will receive a grade of zero ("0"). Weekends are counted as two days. No assignment will be accepted after the last day of classes without prior arrangement with your professor.

No assignment will be accepted by email without prior arrangement with your professor. There are no extra credit assignments or assignments in addition to those listed on this outline.

ACADEMIC INTEGRITY

Academic Integrity refers to honoring an ethical and moral code regarding the honest creation of an individual's own work and the acknowledgement of contributions from others to that work.

Academic Integrity Violations and Sanctions

Academic integrity breaches are assessed according to the severity and number of offences. A breach will be assessed based on a system that includes four (4) types of violations and corresponding sanctions as depicted below.

1. TYPE I violations may be deemed to be minor in nature and to have affected a small portion of the work in question

Mandatory sanction: Mandatory completion of an Academic Integrity module.

Optional sanctions: 1. Resubmission of the original assessment piece 2. Submission of a new assessment piece 3. Portion of assessment piece receives a grade of "0" resulting in a reduced overall grade.

2. TYPE II violations are of a more serious or extensive nature than the ones described in Type I or are those which affect a more significant aspect or portion of the work.

Mandatory sanction: A grade of "0" on the assignment and completion of an Academic Integrity Education module.

3. TYPE III violations affect a substantial portion of work done to meet course requirements and/or involve premeditation, or a student has repeated Type I or II violations. Students will not receive refunds for disciplinary actions.

Mandatory sanction: Grade of "0" for the course and completion of an Academic Integrity Education module.

4. TYPE IV violations are reserved for the most serious breaches of academic integrity and/or incidents preceded by repeated violations at all previous levels. Students will not receive refunds for disciplinary actions.

Mandatory sanction: Suspension from the College for a minimum of one semester.

Please refer to the following documents for additional information: 1. College Policy #2-201A Academic Integrity and 2. Administrative Operating Procedure #OP 2-201A Academic Integrity.

PLAGIARISM

In essence, plagiarism is the submission for credit of work taken without due documentation from an existing source. One form of plagiarism involves direct incorporation, without proper credit, of phrases, passages of text, images, or data of any kind from an existing source. A second form involves using data or information without proper credit (even though the incorporated information is paraphrased or otherwise not in direct form). The following are all types of plagiarism:

1. Copying text word-for-word from the Internet without giving proper credit.
2. Incorporating text from the Internet, but inadequately paraphrasing or summarizing (for example, just changing a few words). Note that this is plagiarism *whether or not it is properly cited*. A paraphrase, in particular, must be unrecognizably related to the original source text.
3. Submitting an assignment and claiming it as your own when it was actually written by someone else or copied from someone else.

See the Fleming College Library website for information on documentation:

<http://flemingcollege.ca.libguides.com/apastyle>.