1. **Title of the module**

DRAM8830 (DR883) – Stand-Up Comedy: Reflect and Perfect

1. **School or partner institution which will be responsible for management of the module**

School of Arts

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Compulsory for MA Stand-Up Comedy

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Reflect on their own performance practice, demonstrating how this relates to relevant contexts and theories [informed by the forefront of professional discipline];

8.2 Analyse the work of other comedians [informed by the forefront of professional discipline];

8.3 Carry out independent research and deploy this to support their analysis of their own work and that of other comedians [informed by the forefront of professional discipline];

8.4 Deploy advanced skills in performing stand-up comedy [informed by the forefront of professional discipline];

8.5 Deploy advanced skills in editing, reworking, and possibly writing/devising stand-up comedy material [informed by the forefront of professional discipline];

8.6 Demonstrate the ability to structure and perform a longer set of stand-up comedy material [informed by the forefront of professional discipline];

8.7 Demonstrate the development of an individual voice in their work (original approaches to stand-up comedy.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate practical and creative projects within specified resource constraints of time/ space/ budget thus developing problem solving skills;

9.2 Manage independent creative and practical projects developing autonomy, and self-management;

9.3 Identify health and safety issues and undertake risk assessments.

1. **A synopsis of the curriculum**

Over the course of the academic year, students will be set tasks which involve reflecting on their own work, exploring the context of professional stand-up comedy, and engaging with relevant theory to develop their analytical skills. These tasks will lead towards a written assignment, in which they will, for example, reflect on aspects of their own performance, discuss the work of other comedians, accurately transcribe stand-up comedy routines, etc. The second phase of the module will move from written reflection to making practical use of this, employing the insights they have gained to revisit earlier performances. They will learn how to repeat and rework existing gags and routines, and how to structure a longer act out of them. The module will culminate with them performing a 15-20 minute set of this reworked material in a more prominent public venue, effectively a professional environment for stand-up comedy.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Allen, T., (2002). *Attitude: Wanna Make Something Of It?*, Glastonbury: Gothic Image

Carter, J., (1989). *Stand-Up Comedy: The Book*, New York: Dell

Cook, W., (1994). *Ha Bloody Ha: Comedians Talking*, London: Fourth Estate

Double, O., (1997). *Stand-Up: On Being a Comedian*, London: Methuen

Double, O., (2005). *Getting the Joke: The Inner Workings of Stand-Up Comedy*, London: Methuen

Koestler, A., (1964). *The Act of Creation*, London: Hutchinson

Mintz, L.E., ‘Standup Comedy as Social and Cultural Mediation’, *American Quarterly*, Vol. 37, No. 1, Spring 1985, pp.71-80

Murray, L., (2007). *Teach Yourself Stand-Up Comedy*, Abingdon: Teach Yourself

Rutter, J., (2000). ‘The stand-up introduction sequence: Comparing comedy comperes’, *Journal of Pragmatics*, Vol. 32, pp.463-483

1. **Learning and teaching methods**

Total Contact Hours: 48

Private Study Hours: 252

Total Study Hours: 300

1. **Assessment methods**
   1. Main assessment methods

* Performance (15-20 minutes) – 60%
* Portfolio (2,500 words) – 40%
  1. Reassessment methods
* Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** |  |  |  |  | **x** | **x** | **x** |
| Workshop |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Performance |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Portfolio | **x** | **x** | **x** |  |  |  |  |  |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Stand-up comedy will incorporate internationalisation in a variety of ways. Stand-up comedy is an art form in which the performer builds an act out of the raw material of his or her identity. Students are encouraged to reflect their worldview, and thus it is very likely that they will reflect on their ethnic, national and/or regional identity in their acts, along with other facets of their personality. The British stand-up scene is increasingly cosmopolitan and international, including performers from many different nationalities and ethnicities. The teaching of stand-up comedy at Level 7 at Kent has attracted a number of international students, and the perspective they have brought to the material studied has enriched the learning experiences of all.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |