



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number THR104	Course Title Acting I - Fundamentals of Acting	Credits 3
Hours: Lecture/Lab/Other 2/2/0	Co- or Pre-requisite None	Implementation Semester & Year Fall 2023

Catalog description: A course for actors and non-actors, it examines the history and theory of acting with emphasis on 20th century methods. Students participate in breathing, relaxation, and centering exercises; theatre games; and improvisational work to develop basic acting skills. Additional topics include: text analysis, ensemble dynamics, and verbal evaluation of acting work.

General Education Category:
Not GenEd

Course coordinator:
Jody P Gazenbeek-Person, x3524,
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Required texts & Other materials:

1. *Getting to the Task, The Five Approaches the Acting Series, Part I* by David Kaplan, Hansen Publishing Group, LLC ISBN-10: **1601821816** ISBN-13: **978-1601821812**
2. Our library and the county system contain a collection of relevant books, videos, recordings, and electronic databases to supplement the students' learning. Please consult with the Program Coordinator for further and specific reading recommendations.

Course Student Learning Outcomes (SLO):

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

1. Distinguish between different acting approaches of the 20th century. [Supports ILG # 1, 5, 6, 7, 8, 9,10, & 11 PLO # 1, 2, 3, 5]
2. Demonstrate heightened physical and vocal abilities for the stage. [Supports ILG # 1 & 6 // PLO # 1, 2, 3, 4, 5]
3. Demonstrate a technical approach to & the acting process for the stage. [Supports ILG # 1, 9,10, 11// PLO # 1, 2, 3, 4, 5]
4. Analyze scenes and monologues from dramatic literature. [Supports ILG # 1, 5, 6, 7, 8, 9,10, 11& PLO # 1, 2, 3, 4, 5]
5. Apply their acting technique to a performance of dramatic literature. [Supports ILG # 1, 5, 6, 7, 8, 9,10, 11& PLO # 1, 2, 3, 4, 5]
6. Compare and contrast various levels of acting technique by developing a critical eye through observing live theatrical productions, their own work, and the work of their peers. [Supports ILG # 10, 11 & PLO # 1]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Theatre AA, Theatre AFA & Communications: Speech and Theatre (PLO)

1. Conduct research in preparation for performing a role;
2. Independently interpret dramatic literature for performance;
3. Use a variety of acting, movement, and vocal techniques to craft a performance;
4. Work collaboratively with artistic and production staff;
5. Create successful auditions by preparing materials and exhibiting professional conduct.

Communication: Speech and Theatre utilizes these two additional PLOs:

6. Develop communicative competencies in physical presentation, vocal variety techniques, and anxiety management skills to deliver prepared or extemporaneous speeches;
7. Develop effective interpersonal and intrapersonal communication skills.

Units of study in detail – Unit Student Learning Outcomes:

Units of study in detail.

Unit I: Preparation for Acting [Supports Course SLOs # 1-7]

The student will be able to

- Develop and appreciate the physical and vocal abilities necessary to implement acting fundamentals.
- Demonstrate a creative imagination through visualization and relaxation.)
- Distinguish between different acting approaches of the 20th century.
- Analyze human behavior and communication in order to recreate it on stage.
- Describe and discuss the impact of historical events on 20th century acting techniques.
- Develop communication skills through positive and supportive observations of peer class work.

Unit II: The Actor's Approach [Supports Course SLOs # 1, 2, 3, 4, 6, 7]

The student will be able to

- Develop and appreciate the physical and vocal abilities necessary to implement acting fundamentals.
- Demonstrate a creative imagination through visualization and relaxation.
- Demonstrate an understanding of contemporary acting technique.
- Analyze scenes and monologues from dramatic literature.
- Apply their acting technique to a performance of dramatic literature.
- Create and assess objectives in scene work to solve communication and behavioral difficulties that impede a sound working environment.
- Evaluate peer application of contemporary acting technique.
- Develop communication through positive and supportive observations of peer class work.

Evaluation of student learning:

1. Attendance and Participation. Through in class exercises students learn to appreciate and build heightened physical and vocal abilities for the stage. This course relies heavily on its laboratory component as a tool for instruction. The majority of its content is available only through class attendance, participation, interaction and application of principles.
2. Monologue. Students will apply their knowledge of acting technique to a performance of dramatic literature in the form of a monologue, which will be assigned by the instructor. Students will receive guided instruction/coaching on material in class sessions.
3. Reaction Papers. Students will compare and contrast various levels of acting technique and develop a critical eye through observing live theatrical productions. Students are required to see two live professional performances and write a reaction paper for each. For each play students must hand in a reaction paper that analyzes the acting in the show incorporating criteria discussed in class. Through this exercise students will become acquainted with the vast cultural resources available to them in the community and apply criteria for analyzing a theatrical work of art.
4. Worksheet Assignments. Students will demonstrate their understanding of the acting process and examine their own progress through completion of worksheets which guide them systematically through the process of creating acting exercises for in class performances. Applying criteria they have obtained in class, students demonstrate the level and depth of their understanding as they put into writing what they have applied to the performance of the exercises.
5. Final Project. Students will perform the material they have worked on in class for an audience. The audience is the final element in the study of the fundamentals of acting. Through this culminating event, students experience the full impact of a theatrical experience and how all the objectives of the class have prepared them for this event. Students will develop their ability to create and communicate through personal artistic/aesthetic expression and develop a fundamental understanding of teamwork, communication and ensemble as they complete this exercise.