## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CMN 145</td>
<td>Acting/Directing for the Camera</td>
<td>3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Hours</th>
<th>Lecture/2</th>
<th>Co-requisite: ENG 101</th>
<th>Implementation</th>
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<tbody>
<tr>
<td></td>
<td>2 Lecture/2</td>
<td></td>
<td>Fall, 2010</td>
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**Catalog description (2006-2009 Catalog):**

Focuses on the application of acting and directing actors for single-camera film production. This hands-on course addresses the aesthetics, theory and practice of camera placement, shot execution, and the many aspects of directing the actor.

**Is course New, Revised, or Modified?** New


**Revision date:**

**Course coordinator:** Barry Levy, ET-120, 609-570-3465
**Course Competencies/Goals:**

*The student will be able to:*

- Establish a methodology for working with actors.
- Establish a methodology for working with directors on camera.
- Discuss the importance of making choices for actors.
- Develop an understanding of key terms associated with acting and directing.
- Differentiate between theatre and on-camera acting.
- Demonstrate how to create an effective pre-production plan.
- Illustrate how to conduct a casting session.
- Demonstrate the ability to offer both technical and aesthetic criticisms of the work of peers and self.
- Explain how composition can be used to influence viewers’ responses.
- Explain how camera position and blocking can influence viewers’ moods.

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**Course-specific General Education Knowledge Goals and Core Skills.**

**General Education Knowledge Goals**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**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.

**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.

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

**MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. 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.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

**Goal G. Intra Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global and environmental awareness.

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**Units of study in detail.**

**Unit 1: The Actor**

The student will be able to:

- Identify key vocabulary terms associated with acting (CG 1, 2, 4 Gen Ed 1, 5, 6 7)
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- Identify key vocabulary terms associated with directing (CG 1, 2, 3, 4 Gen Ed 1, 5, 6 7)
- Illustrate the concept of making choices while acting (CG 1, 3, 4, Gen Ed 1, 5, 6 7)
- Differentiate between different training methodologies (CG 1, 3, 4 Gen Ed 1, 5, 6 7)
- Differentiate between theatre and on camera acting (CG 1, 3, 4 Gen Ed 1, 5, 6 7)
- Communicate with other members of the cast and crew (CG 1, 3, 4 Gen Ed 1, 5, 6 7)
- Discuss the film making process (CG 1, 3, 4 Gen Ed 1, 5, 6 7)
- Illustrate how to build a character quickly (CG 1, 3, 4 Gen Ed 1, 5, 6 7)

Unit 2: The Director
The student will be able to:

- Demonstrate working knowledge of how to have an actor relax (CG 1, 3, 4 Gen Ed 1, 5, 6 7)
- Illustrate how to communicate with an actor (CG 1, 3, 4 Gen Ed 1, 5, 6 7)
- Demonstrate how to communicate with and develop a film crew (CG 1, 3, 4 Gen Ed 1, 5, 6 7)
- Identify key vocabulary terms associated with cinematography and the film making process (CG 1, 3, 4 Gen Ed 1, 5, 6 7)
- Produce storyboards for a short scene (CG 1, 3, 4 Gen Ed 1, 5, 6 7)
- Describe and debate how to block a scene (CG 1, 3, 4 Gen Ed 1, 5, 6 7)
- Describe the importance of lighting when blocking a scene (CG 1, 3, 4 Gen Ed 1, 5, 6 7)
- Differentiate between common lenses associated with film making (CG 1, 3, 4 Gen Ed 1, 5, 6 7)

Unit 3: The Script
The student will be able to:

- Analyze a script from an actor’s perspective (CG 1, 3, 4, 6, 7Gen Ed 1, 5, 6 7)
- Analyze a script from a directors perspective (CG 1, 3, 4, 6, 7 Gen Ed 1, 5, 6 7)
- Create a character outline for each character in the film (CG 1, 3, 4, 5 Gen Ed 1, 5, 6 7)
- Define the characters conflict in film (CG 1, 3, 4, 5 Gen Ed 1, 5, 6 7)
- Communicate his/her vision to cinematographer (CG 1, 3, 4, 5 Gen Ed 1, 5, 6 7)
- Develop a shooting script (CG 1, 3, 4, 9, 10 Gen Ed 1, 5, 6 7)
- Explore and analyze the subtext of a script (CG 1, 3, 4,8 Gen Ed 1, 5, 6 7)
- Explore and analyze the theme of a script(CG 1, 3, 4, 8 Gen Ed 1, 5, 6 7)
- Illustrate how to “mark-up” a screenplay(CG 1, 3, 4, 8 Gen Ed 1, 5, 6 7)

Unit 4: Pre-Production
The student will be able to:

- Demonstrate how to create an effective pre-production plan (CG 1, 3, 4,8 Gen Ed 1, 5, 6 7)
- Describe how to cast a film (CG 1, 3, 4, 8 Gen Ed 1, 5, 6 7)
- Illustrate how to create and conduct audition sessions (CG 1, 3, 4, 6, 8 Gen Ed 1, 5, 6 7)
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- Illustrate how to prepare for an audition (CG 1, 3, 4, 6, 8 Gen Ed 1, 5, 6 7)
- Analyze and evaluate an audition (CG 1, 3, 4, 6, 8 Gen Ed 1, 5, 6 7)
- Describe how to communicate and work efficiently with a producer (CG 1, 3, 4, 6, 7, 8 Gen Ed 1, 5, 6 7)
- Demonstrate how to conduct an effective table read with a cast (CG 1, 2, 3, 4, 7 Gen Ed 1, 5, 6 7)
- Illustrate how to conduct rehearsals (CG 1, 3, 4, 7, Gen Ed 1, 5, 6 7)
- Deconstruct a screenplay into production elements (CG 1, 3, 4, 9, 10 Gen Ed 1, 5, 6 7)

**Unit 5: Directing Actors in Production**

The student will be able to:

- Demonstrate how to have actors hit their marks and stay in frame (CG 1, 3, 4, 6, 8 Gen Ed 1, 5, 6 7)
- Develop a shooting schedule working with a producer (CG 1, 3, 4, 6, 8 Gen Ed 1, 5, 6 7)
- Demonstrate side coaching techniques (CG 1, 3, 4, 6, 8 Gen Ed 1, 5, 6 7)
- Illustrate how to provide criticism and feedback for your cast (CG 1, 3, 4, 6, 8 Gen Ed 1, 5, 6 7)
- Illustrate how to provide constructive feedback for your crew (CG 1, 3, 4 Gen Ed 1, 5, 6 7)
- Evaluate and discuss camera coverage for a scene (CG 1, 3, 4 Gen Ed 1, 5, 6 7)
- Demonstrate proficiency in directing a short scene (CG 1, 3, 4 Gen Ed 1, 5, 6 7)
- Demonstrate proficiency in composition, form and function (CG 1, 3, 4 Gen Ed 1, 5, 6 7)

**Unit 6: Film Analysis**

The student will be able to:

- Deconstruct and analyze beats (CG 1, 3, 8 Gen Ed 1, 5, 6 7)
- Deconstruct and analyze scenes (CG 1, 3, 8 Gen Ed 1, 5, 6 7)
- Deconstruct and analyze films (CG 1, 3, 8 Gen Ed 1, 5, 6 7)
- Deconstruct and analyze screenplays (CG 1, 3, 8 Gen Ed 1, 5, 6 7)
- Discuss and debate the quality of films (CG 1, 3, 8 Gen Ed 1, 5, 6 7)
- Analyze and evaluate film directing from previous generations (CG 1, 3, 8 Gen Ed 1, 5, 6 7)
- Analyze and evaluate film acting from previous generations (CG 1, 3, 8 Gen Ed 1, 5, 6 7)
- Analyze and evaluate film directing from different cultures (CG 1, 3, 8 Gen Ed 1, 5, 6 7)
- Analyze and evaluate film acting from different cultures (CG 1, 3, 8 Gen Ed 1, 5, 6 7)
## Evaluation of Student Learning

Students’ achievements of the course objectives will be evaluated through the use of the following evaluation tools:

<table>
<thead>
<tr>
<th>Evaluation Tools</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Pre-Production Reports</td>
<td>15%</td>
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<tr>
<td>Film Analysis Reports</td>
<td>15%</td>
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<tr>
<td>The Silent Scene project</td>
<td>15%</td>
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<tr>
<td>Class Exercises</td>
<td>20%</td>
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<tr>
<td>Final Project – Direct a 2 Minute Scene</td>
<td>25%</td>
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<tr>
<td>Class Participation &amp; Growth</td>
<td>10%</td>
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### Academic Integrity Statement:

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual’s work as one’s own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).

### Special Services

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services. Mrs. Stinson can be reached at 609-570-3525.