



COURSE OUTLINE

Course Number
THR104

Course Title
Fundamentals of Acting

Credits
3

Hours:
2 Lecture / 2 Lab

Co- or Pre-requisite

Implementation
Spring 2017

Catalog description: Introductory course for both actors and non-actors, examines the history and theory of acting with emphasis on Stanislavski and 20th century methods. Students participate in breathing, relaxation, and centering exercises, theatre games, and improvisational work to develop basic acting skills. Study includes the fundamentals of text analysis, group rehearsal dynamics, and verbal evaluation of other acting work. The class concludes with a public performance.

Is course New, Revised, or Modified? Modified

Required texts/other materials:

Getting to the Text by David Kaplan

Revision date: Spring
2019

Course coordinator: Jody P. Gazenbeek-Person

Information resources: *Getting to the Task* is a survey of Stanislavski's acting techniques. It also provides student with script analysis exercises. Kaplan places our modern acting techniques into a historical and social context, and offers readers a critical assessment of common acting problems.

Other learning resources: Our library and the county system contain a collection of relevant books, videos, recordings, and electronic databases to supplement the students' learning.

Student Learning Outcomes/Course Goals:

The student will be able to:

1. Distinguish between different acting approaches of the 20th century.
2. Demonstrate heightened physical and vocal abilities for the stage.
3. Demonstrate a technical approach to the acting process for the stage.
4. Analyze scenes and monologues from dramatic literature.
5. Apply their acting technique to a performance of dramatic literature.
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.

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

Units of study in detail.

Unit I: Preparation for Acting

The student will be able to

- Develop and appreciate the physical and vocal abilities necessary to implement acting fundamentals. **(Course Competency 2)**
- Demonstrate a creative imagination through visualization and relaxation. **(Course Competency 2)**
- Distinguish between different acting approaches of the 20th century. **(Course Competency 1)**
- Analyze human behavior and communication in order to recreate it on stage. **(Course Competency 3)**
- Describe and discuss the impact of historical events on 20th century acting techniques. **(Course Competency 1; Gen Ed Goal 1 & 7; Core Skill A)**
- Develop communication skills through positive and supportive observations of peer class work. **(Course Competency 6; Gen Ed Goal 1; Core Skills A & F)**

Unit II: The Actor's Approach

The student will be able to

- Develop and appreciate the physical and vocal abilities necessary to implement acting fundamentals. **(Course Competency 2)**
- Demonstrate a creative imagination through visualization and relaxation. **(Course Competency 2)**
- Demonstrate an understanding of contemporary acting technique. **(Course Competency 1)**
- Analyze scenes and monologues from dramatic literature. **(Course Competency 4)**
- Apply their acting technique to a performance of dramatic literature. **(Course Competency 5)**
- Create and assess objectives in scene work to solve communication and behavioral difficulties that impede a sound working environment. **(Course Competency 3, 4 & 5; Core Skill B)**
- Evaluate peer application of contemporary acting technique. **(Course Competencies 5 & 6; Gen Ed Goal 6)**
- Develop communication through positive and supportive observations of peer class work. **(Course Competency 6; Gen Ed Goal 1; Core Skills A & F)**

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.

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).