



COURSE OUTLINE

Course Number
THR207

Course Title
Scene Study I

Credits
3

Hours:
3 Lecture

Pre-requisite

Implementation
Fall 2017

Catalog description: Combines literary and theatrical skills. Students analyze scenes from plays, screenplays, and non-dramatic literature to discover how theatre artists use character, setting, circumstance, and dialogue when transforming text into performance. The interaction of writers, actors, and directors in developing and presenting scenes in performance is also observed. The class concludes with a public performance.

Is course New, Revised, or Modified? Modified

Required texts/other materials:

The Actor's Script: Script Analysis for Performers by Charles Waxberg, Heinemann Drama Paperback
Ghosts by H. Ibsen

Revision date: Spring
2019

Course coordinator: Jody P. Gazenbeek-Person

Information resources: *The Actor's Script: Script Analysis for Performers* offers a clear, concise, and easily assimilated technique for beginning script work specifically tailored to actors' needs and sensibilities. Topics include: Character analysis from textual information, themes, and larger ideas; processes for breaking scenes into playable beats and actions; specific playwriting styles; and many excerpts and applications from both contemporary and classic texts.

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, including: *Auditioning: An Actor-Friendly Guide* by Joanna Merlin and Harold Prince and *Promoting your Acting Career: A Step-by-Step Guide to Opening the Right Doors* by Glenn Alterman.

Student Learning Outcomes/Course Goals:

The student will be able to:

1. Develop an understanding of dramatic literature in order to enhance active choices.
2. Strengthen their approach to the acting process through making active choices in pursuit of active objectives.
3. Analyze scenes to heighten characterizations through conflict, situation, and circumstances.
4. 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.
5. Apply a technical process of acting to rehearsed scenes from standard theatre repertoire.

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.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

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 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.

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 5)**
- Demonstrate a creative imagination through visualization and relaxation. **(Course Competency 5)**
- Distinguish between different acting approaches of the 20th century. **(Course Competency 5; Gen Ed Goal 6)**
- Analyze human behavior and communication in order to recreate it on stage. **(Course Competency 5)**
- Develop communication skills through positive and supportive observations of peer class work. **(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 5)**
- Demonstrate a creative imagination through visualization and relaxation. **(Course Competency 5)**
- Demonstrate an understanding of contemporary acting technique. **(Course Competencies 2 & 3; Gen Ed Goal 6)**
- Evaluate peer application of contemporary acting technique. **(Course Competency 4; Gen Ed Goal 6; Core Skill B)**

- Develop positive communication through positive and supportive observations of peer class work. **(Gen Ed Goal 1; Core Skills A, B & F)**

Unit III: The Actor's Task

The student will be able to

- Identify specific acting terminology and dramatic structure. **(Course Competency 1; Gen Ed Goal 6)**
- Analyze dramatic literature by applying criteria for text analysis. **(Course Competency 1; Gen Ed Goal 6; Core Skill B)**
- Demonstrate teamwork and interaction through rehearsal of two character scenes. **(Gen Ed Goal 1; Core Skills A & F)**
- Demonstrate contemporary acting technique. **(Course Competencies 2 & 3; Gen Ed Goal 6)**
- Develop communication skills through positive and supportive observations of peer class work. **(Course Competency 4; Gen Ed Goal 1; Core Skills A, B & F)**

Unit IV: The Actor in Performance

The student will be able to

- Demonstrate the physical and vocal abilities necessary to implement acting fundamentals. **(Course Competency 5)**
- Demonstrate contemporary acting technique. **(Course Competencies 2 & 3; Gen Ed Goal 6)**
- Demonstrate problem-solving skills through completion of small group task. **(Core Skills B & F)**
- Compare and contrast various levels of acting technique employing acting criteria from class to observation of a live theatrical production. **(Course Competency 4; Gen Ed Goal 6; Core Skill B)**
- Discover the cultural resources available to them. **(Gen Ed Goal 8; Core Skills D & G)**
- Develop communication skills through positive and supportive observations of peer class work. **(Course Competency 4; Gen Ed Goal 1; Core Skills A, B & 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. Improvisation Questionnaires. Following each improvisation, students must fill in neatly and completely the improvisation questionnaire, which the instructor will hand out. In the questionnaire students will analyze and assess how successful the exercise was. It is an opportunity for students to look at their work objectively and determine which choices were successful and which choices could have been stronger.
3. Reaction Papers. Students are required to see two live PROFESSIONAL performances and write a reaction paper for each that analyzes the ACTING in the show incorporating concepts discussed in class.
4. Life Observation. Students prepare a 2-3 page typed paper describing an observation of a moment in their lives when they consciously did something to get a reaction out of someone else.
5. Character Biography. Helps students identify and describe the "world" of a play and the points of views of various characters, their "wants," and the stakes in achieving or not achieving them.
6. 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).