

THTR R151: ACTING I

Originator
aedwards

College

Oxnard College

Discipline (CB01A)

THTR - Theatre

Course Number (CB01B)

R151

Course Title (CB02)

Acting I

Banner/Short Title

Acting I

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course will introduce basic acting theories leading to classroom performance. It will also emphasize exercises that develop memorization, improvisation, focus, concentration, stage movement, vocal production, and interpretation of text.

Taxonomy of Programs (TOP) Code (CB03)

1007.00 - Dramatic Arts

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

35

Maximum Contact/In-Class Lecture Hours

35

Activity

Laboratory

Minimum Contact/In-Class Laboratory Hours

52.5

Maximum Contact/In-Class Laboratory Hours

52.5

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

87.5

Total Maximum Contact/In-Class Hours

87.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

70

Maximum Outside-of-Class Hours

70

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Define and describe basic acting theories, vocabulary and terminology including the ability to compare and analyze the same as related to the art of acting. |
| 2 | Deliver realistic dialogue utilizing basic vocal and physical techniques. |
| 3 | Compose a character analysis that explores the vocal, physical, environmental and psychological qualities of a character. |
| 4 | Critique a scene from an observer's point of view, identifying the strengths and weaknesses of that presentation |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Demonstrate a knowledge of basic acting theories, vocabulary and terminology including the ability to compare and analyze the same as related to the art of acting. |
| 2 | Interpret contemporary, realistic dramatic literature through the performance monologues and scene work. |
| 3 | Demonstrate in performance the ability to deliver realistic dialogue utilizing basic vocal and physical techniques. |
| 4 | Compose a character analysis that explores the vocal, physical, environmental and psychological qualities of a character. |
| 5 | Demonstrate basic acting skills in performance that utilize script analysis techniques, vocal and physical character development and exhibit collaborative, improvisational and emotional techniques. |
| 6 | Demonstrate the ability to identify and acknowledge their personal strengths and weaknesses as actors, as well as the ability to articulate the strengths and weaknesses of peers in performances. |
| 7 | Demonstrate an ability to observe, evaluate and analyze acting techniques and processes in live theatrical performances. |
| 8 | Critique a scene from an observer's point of view, identifying the strengths and weaknesses of that presentation. |

Course Content

Lecture/Course Content

1. Application of acting methods; theoretical approaches to acting.
 - a. Stanislavski
 - b. Strasberg
 - c. Adler
 - d. Meisner
2. Concentration and focus
3. Basic vocal and physical technique
4. Principles of stage movement and blocking
5. Opportunities to apply basic craft approaches for acting.
6. Introduction to script analysis
7. Improvisation
8. Basic acting and theatre terminology and vocabulary
9. Performance, evaluation processes and techniques

Laboratory or Activity Content

1. Basic physical and vocal performance techniques
2. Focus
3. Concentration
4. Movement
5. Vocal production
6. Script analysis exercises
7. Improvisation exercises
8. Scene work with classmates

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essays
Group projects
Individual projects
Monologues
Oral analysis/critiques
Oral presentations
Performances
Quizzes
Role playing
Reports/papers
Skills demonstrations
Written creation (poem, screenplay, song)

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Demonstrations
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis

Internet research
Lecture
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will guide students to learn best practices for communicating with technical crews and scenic elements of a production.
2. Instructor and student performances of monologue presentations from well-known screenplays followed by instructor-guided discussion.
3. Instructor guided in-class review of acting styles and methods.
4. Lecture and reading assignments to develop a general understanding of basic acting concepts for the theatre.
5. Instructor lead large and small group discussions on acting topics such as the moment before, objectives, and eye contact.
6. Instructor guided class discussion and analysis of acting elements for theatre productions.
7. Instructor lead in-class analysis of effective and ineffective acting strategies.
8. Instructor will use audio-visual and computer-aided presentations to showcase different acting techniques.

Representative Course Assignments

Writing Assignments

1. Write a character biography.
2. Write a character analysis.
3. Keep a personal written journal describing responses to class and psychological discoveries related to acting class.
4. Write critiques of both college and professional theatre performances.

Critical Thinking Assignments

1. Critically analyze a live performance.
2. Critically analyze a popular actor's technique found online.
3. Participate in class and small group discussions debating the effectiveness of different acting styles.
4. Compare and contrast the Stanislavski Method with the Strasberg Method.
5. Critically analyze the stage movements and blocking on an actor on stage.

Reading Assignments

1. Students will read and review several different scripts
2. Students will read and review multiple a show programs
3. Students will supplement weekly textbook assignments by reading various plays, movies, and short stories.
4. Students will read and review play reviews from professional critics and regular theater-goers.

Skills Demonstrations

1. Students will perform a monologue.
2. Students will perform a scene with classmates.
3. Students will demonstrate competency in a variety of acting techniques.
4. Students will demonstrate competency in the basics of improvisation.
5. Students will demonstrate warm up techniques.

Other assignments (if applicable)

1. Students will participate in college performances.
2. Students will participate in community theatre projects and/or performances.
3. Students will attend live professional theatre performances on campus and in the community.
4. Students will work backstage at a live production on campus and/or in the community.
5. Students will interview professional actors.
6. Students will attend live theatre performances on campus.
7. Students will attend live theatre performances in the community.

Outside Assignments

Representative Outside Assignments

1. Write a character biography.
2. Write a character analysis.
3. Keep a personal written journal describing responses to class and psychological discoveries related to acting class.
4. Write critiques of both college and professional theatre performances.
5. Students will participate in college performances.
6. Students will participate in community theatre projects and/or performances.
7. Students will attend live professional theatre performances on campus and in the community.
8. Students will work backstage at a live production on campus and/or in the community.
9. Students will interview professional actors.
10. Students will attend live theatre performances on campus.
11. Students will attend live theatre performances in the community.

Articulation

C-ID Descriptor Number

THTR 151

Status

Approved

Comparable Courses within the VCCCD

THA V02A - Acting I

THA M02A - Acting I

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C1. Fine/Performing Arts

Approved

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Cohen, R. (2007). *Acting One* (5th). New York, NY McGraw-Hill. 0073514160 (most recent copy)

Resource Type

Textbook

Description

Barton, R. (2011). *Acting: Onstage and Off* (6th). Stamford, CT Cengage . 0495898864 (most recent copy)

Resource Type

Textbook

Classic Textbook

No

Description

Catalano, F. (2019). Short Monologues for acting class. Independently Published.

Resource Type

Textbook

Description

McGaw, C. Stilson, K. L. & Clark, L. D. (2015). Acting is Believing (12th). Cengage Learning.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.

Other DE (e.g., recorded lectures)	<p>Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include:</p> <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	<p>Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.</p>
Video Conferencing	<p>Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.</p>
Telephone	<p>Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.</p>
Hybrid (51%–99% online) Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	<p>Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.</p>
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Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion class boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
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Examinations

Hybrid (1%–50% online) Modality

Online

On campus

Hybrid (51%–99% online) Modality

Online

On campus

Primary Minimum Qualification

THEATER ARTS

Review and Approval Dates

Department Chair

09/01/2020

Dean

09/01/2020

Technical Review

10/14/2020

Curriculum Committee

10/14/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

11/25/2020

Board

MM/DD/YYYY

CCCCO

12/17/2020

Control Number

CCC000562061

DOE/accreditation approval date

MM/DD/YYYY