

# THTR R191: THEATRE PRODUCTION: PERFORMANCE I

---

**Originator**  
aedwards

**College**

Oxnard College

**Discipline (CB01A)**

THTR - Theatre

**Course Number (CB01B)**

R191

**Course Title (CB02)**

Theatre Production: Performance I

**Banner/Short Title**

Theatre Prod: Performance I

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

This course allows students to rehearse and perform as actors utilizing introductory level skills in a college production staged for public performance. It also involves the use of varying content each semester with production schedules and will range from classical to contemporary, published comedic, dramatic and/or musical theatre material.

**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)**

2 - Not 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

Activity

Laboratory

**Minimum Contact/In-Class Laboratory Hours**

157.5

**Maximum Contact/In-Class Laboratory Hours**

157.5

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

157.5

**Total Maximum Contact/In-Class Hours**

157.5

**Outside-of-Class**

Internship/Cooperative Work Experience

**Paid**

**Unpaid**

**Total Outside-of-Class**

**Total Outside-of-Class**

**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

**Limitations on Enrollment**

Audition is required

**Student Learning Outcomes (CSLOs)**

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

- |   |   |
|---|---|
| 1 | Compose a character analysis that explores the vocal, physical, environmental and psychological qualities of a character. |
| 2 | Deliver realistic dialogue utilizing basic vocal and physical techniques.   |
| 3 | Analyze a script for rehearsal.   |

**Course Objectives**

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

- |   |   |
|---|---|
| 1 | Evaluate and analyze a script for rehearsal and performance   |
| 2 | Create and dramatize the behavioral life of a character in rehearsal and performance.   |
| 3 | Demonstrate a strong work ethic within a professional framework of collaboration.   |
| 4 | Apply basic skills and methods to performing a role on stage.   |
| 5 | Use and maintain basic production elements such as props, costumes, and furniture to create the world of a chosen play.         |
| 6 | Recognize and demonstrate their collaborative responsibilities with the director and designers in rehearsal and in performance. |

**Course Content**

**Lecture/Course Content**

1. Rehearsal and performance protocol and procedures.
  - a. The actor’s responsibilities
  - b. The director’s responsibilities
  - c. Production staff responsibilities
2. Evaluation of the historical and thematic elements of the play.
  - a. The author’s intentions
  - b. The political, social, philosophical and moral agenda of the play.
  - c. Interpretation and evaluation of the historical circumstances.
3. Actor’s script evaluation
  - a. Scoring the role
  - b. Exploration and creation of prior circumstances.

- c. Creation of the time and place obligations for the script.
- d. Identification and evaluation of character obligation.
- 4. Acting skill approaches.
  - a. Relationship work with the other actors.
  - b. Creation of the behavioral life of the character.
  - c. Preparations for investing in the emotional life of the role.
  - d. Outlining the needs and pursuits of the character.
- 5. Staging
  - a. Working with the director.
  - b. Justifying physical action.
  - c. Creation of character behavior.
  - d. Use of props, costumes and scenery elements.
- 6. Rehearsal
  - a. Use of given circumstances to justify dialog.
  - b. Use of voice with projection and clarity of speech.
  - c. Creative collaboration with other actors.
- 7. Integration of production elements with performance.
  - a. Props
  - b. Scenery
  - c. Lighting/sound
  - d. Costumes
- 8. Performance
  - a. Justification of play's action and dialog.
  - b. Vocal performance
  - c. Dynamics of dialog and behavior
  - d. Warm-ups and preparations
  - e. Responsible collaboration and performance standards

#### **Laboratory or Activity Content**

- 1. Rehearsal and performance protocol and procedures.
  - a. The actor's responsibilities
  - b. The director's responsibilities
  - c. Production staff responsibilities
- 2. Evaluation of the historical and thematic elements of the play.
  - a. The author's intentions
  - b. The political, social, philosophical and moral agenda of the play.
  - c. Interpretation and evaluation of the historical circumstances.
- 3. Actor's script evaluation
  - a. Scoring the role
  - b. Exploration and creation of prior circumstances.
  - c. Creation of the time and place obligations for the script.
  - d. Identification and evaluation of character obligation.
- 4. Acting skill approaches.
  - a. Relationship work with the other actors.
  - b. Creation of the behavioral life of the character.
  - c. Preparations for investing in the emotional life of the role.
  - d. Outlining the needs and pursuits of the character.
- 5. Staging
  - a. Working with the director.
  - b. Justifying physical action.
  - c. Creation of character behavior.
  - d. Use of props, costumes and scenery elements.
- 6. Rehearsal
  - a. Use of given circumstances to justify dialog.
  - b. Use of voice with projection and clarity of speech.
  - c. Creative collaboration with other actors.
- 7. Integration of production elements with performance.
  - a. Props
  - b. Scenery

- c. Lighting/sound
- d. Costumes
- 8. Performance
  - a. Justification of play's action and dialog.
  - b. Vocal performance
  - c. Dynamics of dialog and behavior
  - d. Warm-ups and preparations
  - e. Responsible collaboration and performance standards

## 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):**

Film/video productions  
Group projects  
Individual projects  
Monologues  
Oral analysis/critiques  
Oral presentations  
Performances  
Projects  
Role playing  
Skills demonstrations

## 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  
Laboratory activities  
Role-playing  
Small group activities

**Describe specific examples of the methods the instructor will use:**

1. Instructor will guide students through best communication practices with production technical crews and scenic elements.
2. Instructor will guide students in monologue presentations from well-known screenplays followed by instructor-guided group discussion.
3. Instructor will guide students to learn to work backstage at a production using audio-visual and computer-aided presentations.
4. Instructor will guide students to learn to work the front of house.
5. Instructor will guide students to utilize theatre techniques such as blocking and business on-stage.

## Representative Course Assignments

### Writing Assignments

1. Complete outside writing assignments judged relevant to the tasks of developing character, and understanding the play to be performed.
2. Students will write character biographies.
3. Students will write a character analysis.

4. Students will write journal assignments that are reactions to the rehearsal process.
5. Students will write evaluations of information provided on the Internet on topics relevant to the play, or character being rehearsed and performed.

#### **Critical Thinking Assignments**

1. Students will create a fully realized character by interpreting the text of the play.
2. Students will analyze and utilize costumes and make-up to enhance characterizations.
3. Students will apply learned skills in vocal and physical techniques to enhance performance and analyze the impact.

#### **Reading Assignments**

1. Complete outside reading assignments judged relevant to the tasks of developing character, and understanding the play to be performed.
2. Students will read supplemental reading materials that relate to play production.

#### **Skills Demonstrations**

1. Students will perform monologues, scenes, and other production techniques.
2. Students will work individually and in small groups on certain scenes or beats of a play, and then bring their work to rehearsal.
3. Students will give oral critiques based on their production work.
4. Students will demonstrate basic public speaking skills required for a production.

#### **Other assignments (if applicable)**

1. Students will attend a theatre performance or film.
2. Students will watch performances videos and internet videos.
3. Students will listen to selected music that relates to the production.
4. Students will listen to internet productions such as podcasts to analyze the use of voice for storytelling.
5. Students will analyze works of art and make connections to their production.

#### **Outside Assignments**

##### **Articulation**

##### **C-ID Descriptor Number**

THTR 191

##### **Status**

Approved

**District General Education**

- A. Natural Sciences**
- B. Social and Behavioral Sciences**
- C. Humanities**
- 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**

**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**

Hagen, Uta (2016). *Respect for Acting* (2nd ). New Youk, NY Wiley . 0470228482

**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

Stanislavski, C. (1989). *An Actor Prepares*. New York, NY Routledge. 9780878309

**Resource Type**

Textbook

**Classic Textbook**

No

**Description**

Wilson, E. &amp; Goldfarb, A. (2015). Theatre: The Lively Art. 9th edition. New York, NY.

**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"> <li>• Recorded Lectures, Narrated Slides, Screencasts</li> <li>• Instructor created content</li> <li>• OC Online Library Resources</li> <li>• Canvas Peer Review Tool</li> <li>• Canvas Student Groups (Assignments, Discussions)</li> <li>• 3rd Party (Publisher) Tools (MyOpenMath)</li> <li>• Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)</li> </ul>
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>
<b>Hybrid (51%–99% online) Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
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&amp;A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.</p>
E-mail	<p>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.</p>
Face to Face (by student request; cannot be required)	<p>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.</p>
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"> <li>• Recorded Lectures, Narrated Slides, Screencasts</li> <li>• Instructor created content</li> <li>• OC Online Library Resources</li> <li>• Canvas Peer Review Tool</li> <li>• Canvas Student Groups (Assignments, Discussions)</li> <li>• 3rd Party (Publisher) Tools (MyOpenMath)</li> <li>• Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)</li> </ul>
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	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.
<b>100% online Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
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.
Other DE (e.g., recorded lectures)	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: <ul style="list-style-type: none"> <li>• Recorded Lectures, Narrated Slides, Screencasts</li> <li>• Instructor created content</li> <li>• OC Online Library Resources</li> <li>• Canvas Peer Review Tool</li> <li>• Canvas Student Groups (Assignments, Discussions)</li> <li>• 3rd Party (Publisher) Tools (MyOpenMath)</li> <li>• Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)</li> </ul>
Synchronous Dialog (e.g., online chat)	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.
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.

## 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**

MM/DD/YYYY

**Control Number**

CCC000562056

**DOE/accreditation approval date**

MM/DD/YYYY