

THA M02A: ACTING I

Originator

jloprieno

Co-Contributor(s)
Name(s)

Fagan, Suzanne (sfagan)

College

Moorpark College

Discipline (CB01A)

THA - Theatre Arts

Course Number (CB01B)

M02A

Course Title (CB02)

Acting I

Banner/Short Title

Acting I

Credit Type

Credit

Start Term

Fall 2023

Catalog Course Description

Introduces basic acting theories leading to classroom performance. Emphasizes exercises that develop memorization, improvisation, focus, concentration, stage movement, and vocal production. Develops cultural competency through the interpretation of diverse texts.

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

Faculty notes on field trips; include possible destinations or other pertinent information

Theatre in DTLA, Ventura County, etc.

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

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 | demonstrate an understanding of collaboration through performance of scene work. |
| 2 | demonstrate the ability to perform an improvisation or scene from contemporary American theatre at an introductory skill level. |
| 3 | demonstrate the basic tenets of script and performance analysis and utilize the vocabulary specific to acting on the stage. |

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, diverse, dramatic literature through the performance of 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.

Course Content

Lecture/Course Content

25.00%

Critical technique-evaluation process utilizing basic vocabulary and terminology

20.00%

Focus and concentration technique related to personal expression including: basic physical and vocal technique, interpersonal communication and intimacy, and improvisations

35.00%

Character development for a two-person scene following this format:

1) improvised scenes focusing on collaboration, development of character, motivation, sub-text, appropriate movement and vocal projection

2) memorized short scenes

20.00%

Character analysis based on a monologue following this format:

1) improvised monologue

2) memorized monologue that emphasizes analysis and interpretation of global dramatic literature analysis and interpretation of dramatic literature from diverse playwrights

Laboratory or Activity Content

50.00% Basic physical and vocal performance techniques

30.00% Focus, concentration, movement, vocal production and script analysis exercises from texts from various styles, periods and cultures

20.00% Improvisation exercises

Methods of Evaluation

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

Written expression

Skills demonstrations

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):

Essay exams

Film/video productions

Group projects

Individual projects

Journals

Laboratory activities

Laboratory reports

Monologues

Objective exams

Oral analysis/critiques

Oral presentations

Performances

Problem-solving exams

Quizzes

Research papers

Role playing

Skills demonstrations

Skills tests or practical examinations

Written analyses

Written compositions

Written homework

Other (specify)

Classroom Discussion
 Projects
 Participation
 Reports/Papers/Journals

Other

Students will be expected to perform in front of their peers in class.

Instructional Methodology

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

Audio-visual presentations
 Class activities
 Class discussions
 Collaborative group work
 Demonstrations
 Dialog
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Laboratory activities
 Large group activities
 Lecture
 Observation
 One-on-one conference
 Oral Drills
 Readings
 Role-playing
 Small group activities
 Other (specify)

Specify other method of instruction

Instructor will guide students through exercises in focus and concentration, the exploration of objects and spaces and emotional and sense memory.

Describe specific examples of the methods the instructor will use:

critique live performances at the college both in written form, class discussions and online discussions
 memorize scenes written by culturally diverse individuals regarding relationships in a variety of diverse cultures and sub-cultures
 relate one's own personal experiences to other characters from similar and/or different cultural backgrounds and identities in order to better execute authentic scene work through role-playing

Representative Course Assignments

Writing Assignments

personal journal entries describing responses to class and psychological discoveries related to acting class.
 critiques of both college and professional theatre performances.
 written character analyses.

Critical Thinking Assignments

interpret and perform short scenes.
 memorize and present an interpretation of a one-minute monologue.
 memorize and interpret three 3 to 5 minute two-person scenes.

Reading Assignments

read plays that students' scenes come from
 read articles regarding current theatre practices
 read articles online and at the library as research for performance

Skills Demonstrations

demonstrate an understanding of embodying a character fully, mind, body and voice

utilize effectively the use of props in a scene
stage movement patterns (blocking) through the performance of the scene

Outside Assignments

Representative Outside Assignments

attend live theatre performances on campus.
attend a live professional theatre performance.
participate in college performance opportunities for other classes and outreach.

Articulation

C-ID Descriptor Number

THTR 151

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
UC San Diego	TDAC 1	Introduction to Acting	4
CSU Dominguez Hills	THE 264	Acting I	3
CSU Northridge	TH 108A	Acting I: Fundamentals	2
UC Long Beach	THEA 114A	Fundamentals of Acting	3

Comparable Courses within the VCCCD

THA V02A - Acting I
THTR R151 - Acting I

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
El Camino College	THEA 113	Introduction to Acting	3
Los Angeles Pierce College	THEATER 270	Beginning Acting	3

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

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****C1 Arts: Arts, Cinema, Dance, Music, Theater**

Approved

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:****UC TCA**

UC TCA

Approved

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

DescriptionLockett, Sharrell and Tia M. Shaffer. *Black Acting Methods*. Routledge, 2016.**Resource Type**

Textbook

DescriptionIspas, Alexa. *Memorization for Actors*. Word Bothy, 2021.**Resource Type**

Textbook

DescriptionCatalano, Frank. *Acting: How to Get Started*. Lexington Ave. Press, 2022.

Resource Type

Textbook

Classic Textbook

Yes

DescriptionStanislavski, Constantin. *An Actor Prepares*. Albatross Publishers, 2022.**Library Resources****Assignments requiring library resources**

Research using the Library's print and online resources.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Utilize library resources to locate critiques of dramatic literature and use the Library's special Theatre Arts collection of scripts to locate scenes and monologues from plays from diverse lifestyles, cultures and periods.

view diverse filmed theatrical productions found in the library's vast online theatre databases such as plays written, performed and directed by BIPOC and/or LGBTQIA+ individuals about BIPOC and/or LGBTQIA+ lifestyles and cultures

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

Hybrid (1%–50% online)
Hybrid (51%–99% 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)	Welcome! Who Are You Discussion Theatre of the People Discussion Discovering Theatre Around You Discussion Play Discussion Theatre History Project Discussion Final Project Discussion

E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as: * Recorded Lectures, Narrated Slides, Screencasts * Instructor created content * MC Online Library Resources * Canvas Student Groups (Assignments, Discussions) * Websites and Blogs * Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Online office hours & Online group discussions
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Welcome! Who Are You Discussion Theatre of the People Discussion Discovering Theatre Around You Discussion Play Discussion Theatre History Project Discussion Final Project Discussion
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as: * Recorded Lectures, Narrated Slides, Screencasts * Instructor created content * MC Online Library Resources * Canvas Student Groups (Assignments, Discussions) * Websites and Blogs * Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Online office hours & Online group discussions
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Welcome! Who Are You Discussion Theatre of the People Discussion Discovering Theatre Around You Discussion Play Discussion Theatre History Project Discussion Final Project Discussion
E-mail	Email, class announcements and tools such as "Message Students Who" and "Assignment Comments" in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as: * Recorded Lectures, Narrated Slides, Screencasts * Instructor created content * MC Online Library Resources * Canvas Student Groups (Assignments, Discussions) * Websites and Blogs * Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Online office hours & Online group discussions
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Examinations**Hybrid (1%–50% online) Modality**

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

THEATER ARTS

Additional Minimum Qualifications**Minimum Qualifications**

Drama/Theater Arts

Review and Approval Dates**Department Chair**

10/21/2022

Dean

10/21/2022

Technical Review

11/17/2022

Curriculum Committee

12/06/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000530174

DOE/accreditation approval date

MM/DD/YYYY