

THA M09A: ACTING FOR FILM & TELEVISION I

Originator

jloprieno

Co-Contributor(s)
Name(s)

Fagan, Suzanne (sfagan)

College

Moorpark College

Discipline (CB01A)

THA - Theatre Arts

Course Number (CB01B)

M09A

Course Title (CB02)

Acting for Film & Television I

Banner/Short Title

Acting for Film & Television I

Credit Type

Credit

Start Term

Fall 2023

Formerly

THA M09 - Acting for Film and TV

Catalog Course Description

Introduces techniques required in acting before the camera (blocking, movement, rapid line learning, etc.) as it pertains to the Internet, film and television and varies from work on the stage. Emphasizes elementary techniques for working with microphones and cameras in preparation for performing in student films and television productions.

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

Will not be required

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 a basic ability to create a character on camera through the completion of several projects including but not limited to scenes, commercial copy, industrials, and monologues. |
| 2 | demonstrate introductory level skills in performance modulation by making adjustments, both physical and vocal, for performing in a one camera environment. |
| 3 | utilize the vocabulary specific to the technology required for acting on the camera and/or the specific techniques required for performing in a one or three camera scene |

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

- | | |
|---|--|
| 1 | define and discuss the terminology used by actors in film and television. |
| 2 | demonstrate the ability to perform various camera acting techniques using scenes and monologues from culturally diverse screenwriters, films, and TV shows |
| 3 | develop techniques for creating well-developed characters that represent a variety of different cultures and lifestyles |
| 4 | demonstrate the specific skills required for acting before the camera with the use of microphones. |

- 5 describe and evaluate the qualities of camera performance skills.
- 6 apply learned skills in both on-camera and off-camera situations.

Course Content

Lecture/Course Content

- 12% - Film and television technologies
 - Identification of equipment strengths and weaknesses while recording
- 13% - Modulating performance between stage and on-camera performance
- 25% - Character development
 - Analysis of filmed performances that will include diverse actors from a variety of backgrounds and lifestyles
- 25% - Terminology and vocabulary currently used in the entertainment industry
- 25% - Performance techniques
 - One-camera
 - Multiple-cameras

Laboratory or Activity Content

- 33% - Performance of a variety of material including culturally diverse material directly to the camera
- 34% - Scene work from a variety of scripts including culturally diverse scripts with a partner for both single- and multiple- camera set-ups
- 33% - Utilization of off-camera focus for scenes and/or monologues from but not limited to culturally diverse scripts, industrials and commercial copy

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):

- Film/video productions
- Group projects
- Individual projects
- Journals
- Laboratory activities
- Monologues
- Objective exams
- Oral analysis/critiques
- Oral presentations
- Performances
- Quizzes
- Reports/papers
- Research papers
- Role playing
- Skills demonstrations
- Written analyses
- Written compositions
- Written homework
- Classroom Discussion
- Projects
- Participation
- Reports/Papers/Journals

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
 Internet research
 Laboratory activities
 Large group activities
 Lecture
 Observation
 Readings
 Role-playing
 Small group activities

Describe specific examples of the methods the instructor will use:

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
 critique film/TV performances of actors from a variety of backgrounds, cultures and lifestyles in written form, class discussions and online discussions

Representative Course Assignments

Writing Assignments

write reviews of films and television programs from a wide variety of genres, backgrounds, cultures and lifestyles
 write an evaluation of stage performances and illustrate how the performance would need to be adjusted for the camera.
 compose a character analysis for a monologue or scene to be performed on camera.

Critical Thinking Assignments

analyze the difference in performance techniques from one-camera to multiple-camera scenarios.
 analyze the difference in performance techniques from on-camera to off-camera focus.
 analyze the difference in performance techniques from stage to screen.

Reading Assignments

read scripts that students' monologues and scenes are from
 read articles regarding current entertainment industry 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 for the camera
 develop the skills of focus, confidence, preparation, collaboration and ease as it applies to working on a set with the various equipment and personnel that is part of the entertainment industry
 execute the memorized text and lines from the various scenes, monologues, industrials and commercial copy from the diverse screenwriters and screenplays

Outside Assignments

Representative Outside Assignments

rehearse with fellow students for class projects.
 rehearse with a cell phone or computer-mounted camera.
 view television programs and films for analysis in classroom discussion and papers.

Articulation

Comparable Courses within the VCCCD

THA V31A - Acting for Film and Television I

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
East Los Angeles College	THEATER 278	Film and Television Acting	3
Saddleback College	TA 190	Acting for Television and Film	3
Cerritos College	TH 216	Acting for the Camera	3

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****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****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

Classic Textbook

Yes

DescriptionCaine, Michael. *Acting in Film: An Actor's Take on Movie Making*. Revised expanded ed., Applause, 2000.**Resource Type**

Textbook

DescriptionTovar, Stef. *The Map: An Actor's Guide to On-Camera Acting*. Applause, 2021.**Resource Type**

Textbook

Classic Textbook

Yes

DescriptionMeisner, Sanford, and Dennis Longwell. *Sanford Meisner On Acting*. Vintage, 1987.**Resource Type**

Textbook

DescriptionStone, Peter Allen. *Acting for the Camera: Back to One*. Routledge, 2021.**Library Resources****Assignments requiring library resources**

Researching and locating scenes and monologues using the Library's print and online resources including the library's special Theatre Arts collection of scripts from diverse writers representing but not limited to BIPOC and/or LGBTQIA+ individuals

Viewing and discussing various documentaries about the entertainment industry provided by the vast online database at the library

Researching, gathering and presenting performances of actors from various backgrounds and lifestyles that can be found in the libraries vast online databases

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

relate to various actors, of various backgrounds and lifestyles, on their approach to acting by viewing interviews and documentaries regarding their life in the entertainment industry

justify choices made on certain projects by actors or others in the entertainment industry by researching the history of film, casting, film production or a certain film and reading the script

compare two different performances of the same character by viewing those performances in the vast online database provided by the library

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 Film of the People Discussion Discovering Film Around You Discussion Film Discussion Film 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 Film of the People Discussion Discovering Film Around You Discussion Film Discussion Film 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.
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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 Film of the People Discussion Discovering Film Around You Discussion Film Discussion Film 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.
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Synchronous Dialog (e.g., online chat)
Video Conferencing

Online office hours & Online group discussions

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

10/24/2022

Dean

10/25/2022

Technical Review

11/03/2022

Curriculum Committee

11/15/2022

DTRW-I

12/8/2022

Curriculum Committee

MM/DD/YYYY

Board

01/17/2023

CCCCO

MM/DD/YYYY

Control Number

CCC000597741

DOE/accreditation approval date

MM/DD/YYYY