

# THA M09C: ACTING/FILM & TELEVISION III

**Originator**

jloprieno

**Co-Contributor(s)**
**Name(s)**

Fagan, Suzanne (sfagan)

**College**

Moorpark College

**Discipline (CB01A)**

THA - Theatre Arts

**Course Number (CB01B)**

M09C

**Course Title (CB02)**

Acting/Film &amp; Television III

**Banner/Short Title**

Acting/Film &amp; Television III

**Credit Type**

Credit

**Start Term**

Fall 2023

**Catalog Course Description**

Explores further intermediate to advanced level techniques required in acting before the camera (blocking, movement, rapid line learning, etc.) as it pertains to film and television versus from work on the stage. Emphasizes intermediate 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**

May be required

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

TV tapings, TV/film studios, movie theatres, theatres

**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

**Prerequisites**

THA M09B

**Entrance Skills****Entrance Skills**

THA M09B

**Prerequisite Course Objectives**

THA M09B-define and discuss the terminology used by actors in film and television.

THA M09B-demonstrate intermediate level ability to perform various camera acting techniques using scenes and monologues from culturally diverse screenwriters, films, and TV shows

THA M09B-demonstrate intermediate techniques for creating well-developed characters that represent a variety of different cultures and lifestyles

THA M09B-demonstrate the specific intermediate skills required for acting before the camera with the use of microphones.

THA M09B-describe and evaluate in detail the qualities of camera performance skills.

THA M09B-apply learned intermediate level skills in both on-camera and off-camera situations.

**Requisite Justification****Requisite Type**

Prerequisite

**Requisite**

THA M09B

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Closely related lecture/laboratory course

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | demonstrate an intermediate to advanced 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 intermediate to advanced 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 at an intermediate to advanced level.     |

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

- |   |  |
|---|--|
| 1 | define, discuss and effectively utilize the terminology used by actors in film and television.   |
| 2 | demonstrate intermediate to advanced level ability to perform various camera acting techniques using scenes and monologues from culturally diverse screenwriters, films, and TV shows. |
| 3 | demonstrate intermediate to advanced techniques for creating well-developed characters that represent a variety of different cultures and lifestyles.                                  |
| 4 | demonstrate the specific intermediate to advanced skills required for acting before the camera with the use of microphones.  |
| 5 | describe, evaluate and articulate the qualities of camera performance skills.  |
| 6 | apply learned intermediate to advanced level 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 using intermediate to advanced level techniques

25% - Intermediate to advanced level 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% - Intermediate to advanced level performance techniques:

- One-camera
- Multiple-cameras

**Laboratory or Activity Content**

33% - Performance of intermediate to advanced level of a variety of material including culturally diverse material directly to the camera

34% - Intermediate to advanced level scene work from a variety of scripts including culturally diverse scripts with a with a partner for both single- and multiple-camera set-ups

33% - Utilization of off-camera focus for intermediate to advanced level 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):**

Essay exams  
Film/video productions  
Group projects  
Individual projects  
Journals  
Laboratory activities  
Monologues  
Oral analysis/critiques  
Oral presentations  
Performances  
Quizzes  
Recitations  
Reports/papers  
Research papers  
Role playing  
Simulations  
Skills demonstrations  
Skills tests or practical examinations  
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  
Instructor-guided use of technology  
Internet research  
Laboratory activities  
Large group activities  
Lecture  
Observation  
One-on-one conference  
Oral Drills  
Readings  
Role-playing  
Small group activities  
Web-based presentations

**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 several stage performances and illustrate how the performances would need to be adjusted for the camera with a specific eye on technology.  
 keep a detailed journal of effective techniques demonstrated in class or observed in various media and personal performance.

### Critical Thinking Assignments

analyze the difference in performance techniques from one-camera to multiple-camera scenarios for individual and two-person scenes.  
 analyze the difference in specific performance techniques from on-camera to off-camera focus and how the technologies utilized affect performance.  
 analyze the difference in performance techniques from stage to screen in an individual performance.

### 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 and small groups for class projects.  
 rehearse with a home video camera or webcam and publish through web-based distribution. (YouTube.com)  
 view stage, television programs and films for analysis in classroom discussion and papers.

## Articulation

### Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
City College of San Francisco	TH A 154C	Advanced Acting for the Camera	4

**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:**

F2009

**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

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

Textbook

**Description**Stone, Peter Allen. *Acting for the Camera: Back to One*. Routledge, 2021.**Resource Type**

Textbook

**Classic Textbook**

Yes

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

Textbook

**Description**Tovar, Stef. *The Map: An Actor's Guide to On-Camera Acting*. Applause, 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.
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) Video Conferencing	Online office hours & Online group discussions  Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
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) Video Conferencing	Online office hours & Online group discussions  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**

12/08/2022

**Curriculum Committee**

MM/DD/YYYY

**Board**

01/17/2023

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000519097

**DOE/accreditation approval date**

MM/DD/YYYY