Course Number & Name: DRA 102 Fundamentals of Acting II

Credit Hours: 3.0  Contact Hours: 3.0  Lecture: 3.0  Lab: N/A  Other: N/A

Prerequisites: Grade of “C” or better in DRA 101

Co-requisites: None  Concurrent Courses: None

Course Outline Revision Date: Fall 2010

Course Description: This course continues the introduction of an actor’s process in creating an exciting performance. This is a lecture/laboratory course. After receiving initial guidance, students will perform scenes and monologues from a wider range of dramatic texts.

Course Goals: Upon successful completion of this course, students should be able to do the following:

1. perform effectively; and
2. evaluate dramatic performances and/or text.

Measurable Course Performance Objectives (MPOs): Upon successful completion of this course, students should specifically be able to do the following:

1. Perform effectively:
   1.1 employ relaxation and vocal exercises to prepare for effective performance;
   1.2 speak on stage to present effective and easily audible dramatic scenes and monologues;
   1.3 maintain specificity of performance by listening on stage to scene partners;
   1.4 collaborate with scene partners to solve staging and blocking problems in rehearsal;
   1.5 embody through acting the required range of human values and beliefs;
   1.6 use constructive criticism effectively in the on-going development of a role; and
   1.7 articulate the consistent fundamental approach of a professional actor’s process, which is appropriate for all dramatic texts the student-actor will continue to work on later in his/her career

2. Evaluate dramatic performances and/or text:
   2.1 use acting theory to thoroughly critique peers’ work and out-of-class theatrical performances;
   2.2 analyze a contemporary short piece of dramatic text to establish meaningful objectives and obstacle choices;
   2.3 read and analyze dramatic texts; and
   2.4 utilize basic professional acting vocabulary
Methods of Instruction: Instruction will consist of any appropriate combination of the following:

1. Teaching physical and vocal preparation exercises for actors
2. Lecture/discussion on the concepts of scoring a text, including beats, objectives, and obstacles
3. Critiquing performances of short dramatic scenes and monologues
4. Guiding the acceptance and use of criticism to improve performance
5. Observation and analysis of live theatre performance

Outcomes Assessment: Rubrics are used to assess class participation and performances for the presence and mastery of the course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

Course Requirements: All students are required to:

1. Attend class and actively participate in acting technique, creative activities, and collaborative projects as assigned.
2. Attend live theatre performances and submit written responses with written annotated bibliographies as assigned.
3. Participate in performances.
4. Complete all acting evaluations (midterm and final) as scheduled.

Methods of Evaluation: Final course grades will be computed as follows:

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<tr>
<th>Grading Components</th>
<th>% of final course grade</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>50%</td>
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<td>Students must be present in this acting class, to benefit from the guidance of the instructor and the interaction of a creative environment. Students will be instructed in acting technique and participate in creative activities and projects, which are designed to enhance student mastery of course objectives.</td>
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<tr>
<td>Midterm Monologue and Group Scene Performance</td>
<td>25%</td>
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<td>The midterm performances will provide evidence of the level of student mastery of various course objectives and should indicate synthesis of course content covered in the first half of the semester.</td>
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<tr>
<td>Final Monologue and Group Scene Performance</td>
<td>25%</td>
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<td>The final performances will provide evidence of the level of student mastery of various course objectives and should indicate increased synthesis of course content.</td>
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**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
- cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
- interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.
Course Content Outline: There is no textbook for this course. Depending upon the ability and talent of the students in the class, the instructor will set a weekly schedule for the course.