



**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title – ACTING I**

**Course Prefix and Number – DRAM 1351**

**Department – VISUAL & PERFORMING ARTS**

**Division - CFA**

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

**Semester Credit Hours # : Lecture hours# : Lab/other hours #     3:3:0**

**Equated Pay hours for course - 3**

**Course Catalog Description –** Development of basic skills and techniques of acting including increased sensory awareness, ensemble performing, character analysis , and script analysis. Emphasis on the mechanics of voice, body, emotion, and analysis as tools for the actor.

<b>List Lab/ Other Hours</b>
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 0

**Prerequisites/Co requisites –** THEA reading and writing requirements met.

**Approvals – the contents of this document have been reviewed and are found to be accurate.**

Prepared by <b>Phil Hoke</b>	Signature 	Date 6/28/10
Department Head <b>Joe Waldrop</b>	Signature 	Date 06/28/2010
Division Chair <b>Dr. Paul Spellman</b>	Signature 	Date 8/6/10
Vice President of Instruction or Dean of Vocational Instruction <b>Dr. Ty Pate</b>	Signature 	Date 8-10-10



**I. Topical Outline** – Each offering of this course must include the following topics

Relaxation and concentration, Play, Subtext, Tactics and Strategies, Script Analysis, Exposition, Suspense, Acting, Improvisation, Audition Basics

**II. Course Learning Outcomes**

<b>Course Learning Outcome</b>	<b>Method of Assessment</b>
<ol style="list-style-type: none"> <li>1. Practice relaxation and concentration exercises.</li> <li>2. Practice exercises to help prepare the mind, body, and voice for performance.</li> <li>3. Utilize various methods for overcoming anxiety.</li> <li>4. Apply various elements of acting theory,</li> <li>5. Identify the tools of subtext.</li> <li>6. Distinguish between elocutionary, Strasberg, Stanislavski, and Baker schools of acting.</li> <li>7. Utilize goals, choices, change, and discovery in scenes and monologues.</li> <li>8. Prepare and deliver expository scenes and monologues.</li> <li>9. Prepare and deliver climactic scenes and monologues.</li> <li>10. Critically evaluate the performance of others.</li> <li>11. Define Acting, Craft, and Art</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will participate in a variety of group led exercises that will enhance their ability to relax and concentrate. Performance will be assessed by instructor observation.</li> <li>2. Students will learn and participate in physical, vocal, and mental warm-ups prior to rehearsal, workshop, and performance situations. Participation will be assessed by instructor observation.</li> <li>3. Same as # 2.</li> <li>4. Students will perform scenes and monologues where different elements of acting theory will be highlighted. Performances will be assessed on a four part rubric to include: Commitment to process, use of technique, clarity of scene, and aesthetic impact.</li> <li>5. Scene work</li> <li>6. Students will maintain journals that will ask them to address various styles of acting, critical assessments, and personal growth. Journals are assessed on a two part rubric to include: fidelity to prompt and breadth and depth of answer.</li> <li>7. Assessed via scene and monologue work.</li> <li>8. Assessed via a five part rubric to include: Commitment to process, memorization, natural movement, natural communication, clear use of acting principles.</li> <li>9. Assessed via scene work and the above rubric.</li> <li>10. Journals.</li> <li>11. Journals.</li> </ol>

**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

. Acting: An Introduction to the Art and Craft of Playing by Paul Kassel, most current edition, and an Anthology of plays chosen by the instructor each semester.

**IV. Suggested Course Maximum - 20**

**V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.**

Large classroom with open performance space.

**VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course**

Expository scene @ 12..5%; Expository monologue @ 12.5 %; Climactic scene @ 12.5%; Climactic monologue @ 12.5 %; Weekly journals @ 20%; Daily work and participation @ 15%; Final monologue @ 15%

**VII. Curriculum Checklist**

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed
  
- **Academic WCJC Core Course**  
Attach the Core Curriculum Checklist, including the following:
  - Basic Intellectual Competencies
  - Perspectives
  - Exemplary Educational Objectives
  
- **WECM Courses**  
If needed, revise the Program SCANS Matrix & Competencies Checklist.