

**PART I – Course Information**

**Course Type**

Existing/Restructured

New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee?  Yes  No

**Course Prefix & Number:** THEA 1364

**Texas Common Course Number** ([TCCN Matrix](#)): 1364

**Course Title:** Beginning Acting

**Course Catalog Description** (Copy and paste from [online catalog](#) for existing courses):

THR 164 <THEA 1364> Acting I.

[DRAM 1351] A study of basic techniques in body, voice, characterization, and play analysis as they are applied to the performance of stage tasks by the actor. Credit 3.

**Course Prerequisites:** None

**Available Online?**

Yes, currently developed in online delivery mode

Anticipated development in online delivery mode (Semester, Year: )

No

**Number of Sections to be Offered per Academic Year:** Ten

**Estimated Enrollment per Section:** 20

**Course Level** (freshman, sophomore): All Levels

**Designated Contact Person** (for follow-up communication purposes): Penelope Hasekoester

**E-Mail Address:** hasekoester@shsu.edu

**Phone:** 936-294-1330

**Approvals**

Department Chair:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Academic Dean:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**PART II – THECB Foundational Component Areas**

See [Appendix](#) for full description of each component area.

**Select Component Area: V. Creative Arts**

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: Students will be able to appreciate through exploration, analysis, research, and performance the complexity and artistry needed to bring a theatrical or cinematic script to life. The students will study scripts by established 20th and 21st century playwrights and create, through a variety of acting techniques, performances with characters that embody the description as set down by the playwright. The diversity found in the 20th and 21st century scripts available to students are such that students will be exposed to a variety of cultures, modes of thinking and reasoning, development of creative expression and universally experienced problems. All will prepare students for the experience of living in the 21st century and appreciating the function of theatre in society this century.

Students will also attend one performance of each of The Department of Theatre and Musical Theatre productions. The student will choose one actor from each production and will write a critique, analyzing the actor's use of body, voice, physical elements and text analysis to explain how the actor created the character. There will be a classroom discussion in addition to a paper. This activity will teach students to explore aesthetic principles used to create the elements of theatrical creativity. The analysis will further students' understanding of how these artistic creations are results of the human imagination.

**PART III – Course Objectives & Student Learning Outcomes (SLO)**

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

**Objective/SLO 1:** Students completing this course will be able to appreciate, analyze, evaluate, synthesize and create innovative characters in scripts by assessing specific environmental components established by the playwright. These environmental components rely on elements of the character's physical, emotional, spiritual and psychological geography.

How will the objective be addressed (including strategies and techniques)?

The objective will be addressed through 1.) classroom discussion of the objective, 2.) the actors' written analyses of characters (see attached form A), 3.) research of characters, script, playwright, time period, and previous productions and 4.) character journals and character collages. All will be discussed in class either prior to, during or after each monologue and scene. This activity will focus on these scripts and character creations as artistic artifacts of the human imagination. Students will be brought into the creative world of the playwright thus teaching a deep appreciation of creative works of the human imagination. Actors will create character

journals written in the first person in order to develop a clearer understanding of the dynamics of the character as written by the playwright. The character collages will create a visual representation of the character's journey as established in the script. These collages will be used to aid in the character discoveries and in synthesizing character wants, needs, objectives, actions and tactics. The collages may be anything from images, words and colors on paper to the creation of a character's specific replica of the Brooklyn Bridge for a character from VIEW FROM THE BRIDGE or a glass menagerie for one of the characters from THE GLASS MENAGERIE.

Describe how the objective will be assessed: A rubric will be used. Assessment of this objective will take place through classroom observation and discussion of monologues and scene work presented in class. Students will respond to a character analysis form (see attachment A) which details items for consideration as established by the playwright. This objective will be assessed through the students performance and written projects. A successful project will include clear playing of an objective, the ability to show and discuss intent, obstacles, tactics and needs, completed analysis which is reflected in student performance and rework.

**Objective/SLO 2:** Students completing this course will be able to understand the process of critically researching characters in scripts. The objective will teach students to synthesize and interpret artistic expression through works of the theatre.

How will the objective be addressed (including strategies and techniques)?

Students will research characters from specific scripts by using an analysis sheet (attachment B) by finding books, internet articles, magazines, video of previous production and review of previous production to begin an understanding of the maturation, wants and needs of these characters. Students will make aesthetic judgments based on their research and the knowledge they gain through course material. Students will explore a variety of factors that influence their interpretation of art as exemplified in theatrical work.

Describe how the objective will be assessed: All students will use a standardized rubric (attachment B) to document finds. Students will document their findings and provide copies of information discovered in the research. The objective will be assessed by the instructor reading the analysis sheet, perusing the research materials and, a discussion with actors about their research and methods of research. A successful project will include a list of sources used to support ideas proposed on the analysis sheets. Written reports that clarify how research material of all types was used to support the text by the playwright. Appreciation and understanding of the text as a whole that has been enhanced by the knowledge required through research and expressed orally or in written form.

**Objective/SLO 3:** Students will work as together to perform scenes from 20<sup>th</sup> and 21<sup>st</sup> century works of dramatic literature. These groups will work together as teams to assist one another in performing a scene and in so doing will develop and enhance understanding of different points of view, the function of directors, playwrights, actors and stage managers (leaders and decision makers) in a theatre or musical theatre setting, recognize the value of various forms of process, develop respect for the importance of the collective work as well as the contribution of the individual (creative teams and audience members) in the arts and foster understanding of a group pursuit to accomplish a common goal.

How will the objective be addressed (including strategies and techniques)?

Students working together to perform these scenes require co-operation in order to achieve a shared goal (the performance of the scene), as well as an understanding of all the needs/roles of their scene partners. This is accomplished through small group discussion of their research, journals, and rubrics.

Describe how the objective will be assessed: Students will assess physical environment- Where does the character live (setting) and how is he/she affected by location (country, state, city, weather- hot, cold, sunny, raining, etc.), place and status of employment or lack there of. (Attachment B)

Students will assess emotional environment based on what the character says, what others say about the character and what actions the character takes through the course of the script. How or why does the character change? What does the character DO? (Attachment B)

**Objective/SLO 4:** Students will be able to understand the effect of the arts on the public through performance of scripts in a public venue, by analyzing characters and by listening and responding to comments and by critiquing artist's work.

How will the objective be addressed (including strategies and techniques)?

The objective will be addressed by observation, discussion and listening to the comments and discussion points of actors. All three rubrics may be used.

Describe how the objective will be assessed: The exercise will be assessed through the use of a rubric (attachment C). This rubric analyzes what was observed in public performance. Open discussion will also be part of this assessment.

Objective/SLO 5: [REDACTED]

How will the objective be addressed (including strategies and techniques)?

[REDACTED]

Describe how the objective will be assessed: [REDACTED]

#### PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). *Address ALL skill objectives associated with the selected Component Area. (See Appendix)*

**1. Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)? Students will develop and use critical thinking skills as they read scripts and analyze character behavior based on information given by the playwright in the form of what the character says and does. Students will consider what other characters say about their character and how all characters react to one another. Students will consider and research the setting of the script, the time period, the age of the character, the emotional environment, the social class of the characters and the response to this question- "what would you do 'if' you were this character in this given situation?" Student will be asked to allow their curiosity about the character to assist them in their research as they explore numerous options for character creation. There will be classroom discussion as well as character analyses, and character journals to assess critical thinking skills. All character analyses and character journals will be graded by the instructor.

**2. Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)? Students will communicate character creation, understanding of theatre genres and analysis of actor character creation through performance, discussion, written analysis, and character collages. Students will respond to classroom as well as production performance and communicate verbally and in writing what they experienced. Students will create character collages for the character they create in the open genre scene. These collages will be a physical representation of the open genre character. Classroom discussion will clarify the abstraction of the collage.

Students will communicate about these works of art by writing character journals. (Journals written in the first person as the character they are creating.) Students will also write actor critiques over one character in each SHSU Department of Theatre and Musical Theatre performance. Students will analyze through the use of proven acting methods (Stanislavsky, Chekhov, Meisner, Boal, etc.) how the actor (he/she) selects, creates his or her character through use of body, voice, and textual analysis Students will orally communicate about these

works of art through class discussions, large group which focus on the actors' use of body, voice, research and use of imagination and creativity.

Students will visually communicate details about their character analysis through the visual collage creation, which will be graded for its ability to communicate the arc of the character's journey as represented by the visual images of the collage.

**3. Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including specific strategies, activities, and techniques)?

Not applicable

**4. Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including specific strategies, activities, and techniques)?

Students will work as partners in three scenes (comedy, drama, and open genre). They will also explore actor to actor relationships and character to character relationships in at least eight ensemble building exercises. These exercises are designed for each scene presented and are targeted to scene specific and action specific needs. For example, if an actor is uncomfortable with physical violence he/she will be assigned a scene which requires physical violence. Exercises would focus on correct use of stage combat, the intimacy of love and hate, and methods of physical production which explore use of tension during violence. The team (other students) will provide support, encouragement and personal experiences to assist the actor in his/her explanation.

In this process, students will learn to consider different points of view and will practice different roles on a team, including those of leadership and compromise.

**5. Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)?  
n/a

**6. Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)?  
Students will research the scripts presented, the playwright, the period in which the script was written, and the influence of specific cultural, political and spiritual movements which may have or did influence the playwright. All scenes plus the monologue must be chosen from 20th and 21st century scripts necessitating a working knowledge of the behaviors and belief systems of the time period and its relevance to actors today.

Through the process of their classwork and project activities, students will deepen their understanding of intercultural issues. Through their character explorations they will discuss and analyze the character's actions within a community, thus interpreting civic responsibilities of the imaginary world and the transference of this understanding to their personal world. This understanding will help them engage in larger communities beyond their immediate one, thus fostering a deep sense of social responsibility.

Students will be assessed of this social responsibility through the required elements demonstrating this awareness in their acting choices, research, character journals, collages, written character analyses and classroom discussions.

Assessment will occur during classroom discussion and reworking of scene as well as during the reading of research, character journals, and character analysis.

<b>PART V – SHSU Core Curriculum Committee Requirements</b>
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**1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.**

Week 1	Introduction of basic acting techniques- Stanislavsky, Michael Chekov, Augusto Boall, Sanford Meisner
Week 2	Introduction of basic acting technique strategies of monologue selection- character type
Week 3	Performance and reworking monologue, discussion of character objective, "wants" and needs.
Week 4	Continued performance and rework of monologue. Discussion of character objective, "wants" and needs.
Week 5	Discussion of scripts for scene #1 (comedy) Partner assignments and ensemble building exercises
Week 6	Explanation of comedy through classroom exercises/script analysis. Discussion of 1 <sup>st</sup> set of productions (actor critiques)
Week 7	Performance and rework of scene #1 (comedy). Discussion of character objective, "wants" and needs.

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Week 8	Continued performance and rework of scene #1 (comedy). Discussion of character objective, "wants" and needs.
Week 9	Discussion of script for scene #2 (drama) Character journals and character research discussed
Week 10	Continued discussion of scripts, character, character journals, character research
Week 11	Performance and rework of scene #2. Discussion of character objective, "wants" and needs.
Week 12	Continued performance and rework of scene #2. Discussion of character objective, "wants" and needs.
Week 13	Discussion of scripts for scene #3. Discussion of character collages. Discussion of 2 <sup>nd</sup> set of productions (actor critiques)
Week 14	Exercise and rehearsals for scene #3. Discussion of character objective, "wants" and needs.
Week 15	Performance and critique of scene #3. Discussion of character objective, "wants" and needs.

**2. Attachments (Syllabus Required)**

Syllabus Attached?     Yes     No

Other Attached?     Yes     No    If yes, specify:

Attachment A- Character Analysis  
Attachment B- Environment Analysis



**Appendix: THECB Component Area Descriptions and Skill Requirements**

**I. Communication** (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

**II. Mathematics** (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

**III. Life and Physical Sciences** (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

**IV. Language, Philosophy, and Culture** (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

**V. Creative Arts** (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

**VI. American History** (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

**VII. Government/ Political Science** (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

**VIII. Social and Behavioral Sciences** (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

**Required Skill Objectives**

Foundational Component Areas	Skill Objectives					
	Critical Thinking	Communication	Empirical & Quantitative	Team Work	Social Responsibility	Personal Responsibility
Communication	✓	✓		✓		✓
Mathematics	✓	✓	✓			
Life and Physical Sciences	✓	✓	✓	✓		
Language, Philosophy & Culture	✓	✓			✓	✓
Creative Arts	✓	✓		✓	✓	
American History	✓	✓			✓	✓
Government/Political Science	✓	✓			✓	✓
Social and Behavioral Sciences	✓	✓	✓		✓	

### Scene Critique

Type of Scene (ex: comedy, drama, open genre):

Name of Show:

Character (s) Played:

Actors' Name (s):

Character development (Were the objectives clear? What did you want? What tactics were used? What was at stake? Why now? What are you willing to do to get what you want? Connection with scene partner, clarity of focus):

Scene Understanding (Did you understand what was happening in the scene? Were you able to communicate that to the audience? How did the emotional, psychological, physical, financial and spiritual environment affect the scene?):

Clarity of action (Was the dramatic action clear?):

Vocal work (Effectiveness of diction, projection, accent, tone, use of language):

Physical work (Did the movement suit the character? Age, social class, time period, style of the script):

Overall response to scene:

Name:

Scene:

Analysis/Research/Collage:

Total:

Environment

1. What conditions surround and affect you?
2. In what country, state, and city do you live?
3. Where do you work?
4. What class of society are you a part of?
5. Why are you in this environment?
6. What rules of etiquette do you follow?
7. What are your religious beliefs?
8. What does a normal day consist of for you?
9. How do you get your bed and board?
10. What political system governs you?
11. What rules do you break?
12. How does the weather affect your life?
13. How do you measure time and money?
14. In what setting are you most at ease?
15. In what setting are you most uncomfortable?
16. Where do you eat, sleep, and keep your valuables?
17. What in your life troubles you most?
18. Where do you wish you were, and why?

*Taken from Interactive Acting by Jeff Wirth*

