

Moberly Area Community College Common Syllabus

DRM210 Acting II Current Term

Instructor:

Office number:

Office Hours:

Response Time: I typically respond to student emails within 24 hours, Monday through Friday.

Contact information:

Classroom number:

Section number(s):

Class days and time:

Catalog Description: DRM210 Acting II (3-0-3)

Acting II is a continuation of Acting I with emphasis on acting styles and historical pieces. Students will examine acting theories and work on characterization techniques. (FA)

Prerequisite/Corequisite: DRM 150 or instructor approval.

Text: *No text required.*

Recommended scene and monologue books:

Beard, Jocelyn A., ed. One Hundred Women's Stage Monologues from the 1980s. Smith and Kraus, 1991. 0-9622722-9-9

Beard, Jocelyn A. and Kristin Graham, eds. Best Stage Scenes for Women from the 1980s. Smith and Kraus, 1991. 0-9622722-7-2

Beard, Jocelyn, ed. One Hundred Men's Stage Monologues from the 1980s. Smith and Kraus, 1991. 0-9622722-9-9

Beard, Jocelyn A. and Kristin Graham, eds. Best Stage Scenes for Men from the 1980s. Smith and Kraus, 1991. 09622722-8-0

Other Required Materials:

per instructor's policy

Purpose of Course: Acting I is designed to introduce students to theatrical performance by emphasizing vocal, physical and emotional training. Students will develop critical thinking and writing skills by watching and reviewing live theatre, including student performances. Students will also improve oral communication skills through a variety of performance activities. Participation in the MACC production will allow students to experience all aspects of live theatre.

Course Objectives (CO): Upon successful completion of this course, students will be able to:

1. Communicate emotions, characters and attitudes with vocal variety;
2. Communicate emotions, characters, environments and situations physically through pantomime;
3. Develop a complete character vocally, physically and emotionally through a memorized monologue;
4. Improve spontaneous communication skills through improvised situations;
5. Design a setting and arrange blocking for a scene;
6. Explore the elements of both drama and comedy through the creation of a character in a scene;
7. Demonstrate critical thinking and writing in the evaluation of live theatre;
8. Demonstrate an understanding of theatrical terms;
9. Participate in the technical or performance aspect of a theatrical production;
10. Write college-level English.

Course Content:

1. Stage Movement and Sensory Awareness
2. Vocal Performance
3. Non-verbal communication/Pantomime
4. The elements of a scene
5. Characterization
6. Staging
7. Mastering drama and comedy

Statement to Connect Course with Institutional Student Level Outcomes:

In compliance with MACC’s Institutional Student Level Outcomes, the student who successfully completes this course will be able to meet the following institutional learning outcomes:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.
- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

Evaluation of Student Learning:

Assignments will equal these approximate percentages.

Performances	65%	500 pts.
Papers	13%	100 pts.
Quiz	6%	40 pts.

Homework	3%	25 pts.
Participation	13%	100 pts.

The Participation Grade is based upon the following activities:

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| 1. Completion of the required five hours of work on the production. | 25% |
| 2. Participation in group activities | 40% |
| 3. Participation in performance critiques | 25% |
| 4. Participation in required rehearsals | 10% |

Grading Scale:

- A – 90-100%
- B – 80-89%
- C – 70-79%
- D – 60-69%
- F – 59% and below

Description of Major Assignments/Projects:

Schedule of Student Assignments/Activities:

Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

Instructor Policies:

Tardiness:

per instructor's policy

Make-up and late work:

per instructor's policy

Extra credit:

per instructor's policy

Collegewide Policies:

All faculty and students need to be aware of collegewide policies and procedures. Statements on Academic Dishonesty, ADA, Attendance, Title IX, and other important collegewide policies can be accessed by clicking on the following: [Collegewide Policies in Student Resources](#).