Moberly Area Community College
Common Syllabus

DRM210 Acting II

Instructor: 
Office number:
Office Hours:
Contact information:
Classroom number:
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/Co-requisite: 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, ed. One Hundred Men’s Stage Monologues from the 1980s. Smith and Kraus, 1991. 0-9622722-9-9

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: Upon successful completion of this course, students will be able to:

- Communicate emotions, characters and attitudes with vocal variety;
- Communicate emotions, characters, environments and situations physically through pantomime;
• Develop a complete character vocally, physically and emotionally through a memorized monologue;
• Improve spontaneous communication skills through improvised situations;
• Design a setting and arrange blocking for a scene;
• Explore the elements of both drama and comedy through the creation of a character in a scene;
• Demonstrate critical thinking and writing in the evaluation of live theatre;
• Demonstrate an understanding of theatrical terms;
• Participate in the technical or performance aspect of a theatrical production;
• 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

Assessment of Student Learning: Each assignment will be assigned a point value. Grades will be assessed based upon the percentage of the total earned by the student. The following grading scale will be used. 100% - 90% = A, 89% - 80% = B, 79% - 70% = C, 69% - 60% = D, 59% - 0% = F

Assignments will equal these approximate percentages:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Performances</td>
<td>65%</td>
<td>500 pts.</td>
</tr>
<tr>
<td>Papers</td>
<td>13%</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Quiz</td>
<td>6%</td>
<td>40 pts.</td>
</tr>
<tr>
<td>Homework</td>
<td>3%</td>
<td>25 pts.</td>
</tr>
<tr>
<td>Participation</td>
<td>13%</td>
<td>100 pts.</td>
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The Participation Grade is based upon the following activities:

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 – 0-59%
**Expected Study Time Commitments:** Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

**Description of Major Assignments:**

A. **Play Review** - All students are required to see a live production and to write a review of it. Suggestions for writing the review are attached. The play may be a professional level, college, community theatre or high school production.

B. **Reading** - Students are required to choose some form of literature to read with expression utilizing vocal variety. Should not exceed five minutes.

C. **Pantomime** - Students are required to prepare a simple mime of approximately five minutes of a common activity.

D. **Monologue** - Students will choose a speech from a play that is two to four minutes in length. They will memorize it and analyze the character in writing.

E. **Dramatic Scene** - Students will stage and memorize an eight to ten minute scene with a partner clearly expressing the conflict between the characters and the age, emotions, and personality of the character.

F. **Comedic Scene** - Students will stage and memorize an eight to ten minute scene with a partner clearly expressing the conflict between the characters and the age, emotions, and personality of the character.

G. **Character Biography** - Students will choose either their dramatic or comedic character to analyze in writing. Students should explore family background, significant life events, and relationships between characters, physical characteristics, emotional state and motivations.

**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.

**Statement to Connect Course with General Education Outcomes:** In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **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.
College / Instructor Policies:

Academic Dishonesty: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

Attendance Policy: Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

Term Length Drop Calculations

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.
### Definition of Course Attendance

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<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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| Hybrid Course  | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  • Completion of quizzes or exams during class meetings and online  
  • Submission of assignments during class meetings and online  
  • Participation in discussions during class meetings and online |
| Online Course  | Active participation in an online course includes the following:  
  • Completion of quizzes or exams  
  • Submission of assignments  
  • Participation in threaded discussions |

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

**Tardiness:** Since students who are not in class cannot participate, prompt attendance is important. Students who are tardy need to ensure that they are not counted as absent by checking with the instructor at the end of class.

**Make-up and late work:** Late work will be accepted only in extreme cases. There will be no makeup performances without written proof of an emergency.

**Extra credit:** Students may acquire extra credit points by completing an additional play review (20 pts possible), or by completing additional hours of work on the play (30 pts possible) for a total of 30 pts.

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly
office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.