



# El Camino College

## COURSE OUTLINE OF RECORD - Official

### I. GENERAL COURSE INFORMATION

**Subject and Number:** Theatre 113  
**Descriptive Title:** Introduction to Acting

**Course Disciplines:** Drama/Theater Arts

**Division:** Fine Arts

**Catalog Description:** Designed for the non-theatre major, this course introduces the fundamental elements and techniques of acting. Emphasis is placed on the development of effective acting techniques through physical and vocal exercises, improvisation, and pantomime, culminating in the performance of scenes from selected plays. Attendance is required at selected theatre events.

**Conditions of Enrollment:** Recommended Preparation  
eligibility for English 1A

**Course Length:** ☒ Full Term ☐ Other (Specify number of weeks):  
**Hours Lecture:** 2.00 hours per week ☐ TBA  
**Hours Laboratory:** 3.00 hours per week ☐ TBA  
**Course Units:** 3.00

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** ☒ Effective Date: Prior to July 1992  
**Transfer UC:** ☒ Effective Date: Prior to July 1992

**General Education:**  
**El Camino College:** 3 – Humanities  
Term: \_\_\_\_\_ Other: \_\_\_\_\_

**CSU GE:** C1 - Arts, Dance, Music, Theater  
Term: \_\_\_\_\_ Other: Approved \_\_\_\_\_

**IGETC:** \_\_\_\_\_

### II. OUTCOMES AND OBJECTIVES

**A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)**

- Monologues and short scenes  
1. Upon successful completion of this course, students will demonstrate the beginning elements of acting through monologues and short scenes while applying basic professional demeanor.
- Elements of acting  
2. Upon successful completion of this course, students will be able to analyze and critique elements of acting at a beginner's level.
- Stage terminology  
3. Upon successful completion of this course, students will know and apply basic theater staging terminology.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

**B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)**

1. Demonstrate the proper function and application of relaxation, concentration, and flexibility exercises.  
Performance exams
2. Define stage terminology for various types of theatre venues.  
Objective Exams
3. Perform monologues and selected scenes from plays, and demonstrate improvisational techniques.  
Performance exams
4. Identify and define stage-acting terminology.  
Objective Exams
5. Produce short-length to moderate-length scenes.  
Performance exams
6. Develop scenes based on goals, obstacles, tactics, and expectations (GOTE).  
Performance exams
7. Demonstrate appropriate strategies for coping with stage fright and working as a team member.  
Performance exams
8. Describe and analyze the social, economic, and psychological attributes of a specific character in the context of a short scene.  
Performance exams
9. Demonstrate effective memorization techniques.  
Objective Exams
10. Prepare and perform the staging elements for a short scene.  
Performance exams
11. Evaluate scenes in terms of the playwright's intent, the staging of elements, the realization of goals, and performance criteria.

Performance exams

12. Identify, define, and perform the intellectual, psychological, and physical components related to playing a character.

Performance exams

13. Demonstrate the vocal techniques needed to produce effective voice projection for stage acting.

Performance exams

14. Demonstrate proper phrasing, diction, phonation, articulation, pronunciation and emphasis.

Performance exams

15. Translate scenes into working segments for rehearsal.

Objective Exams

16. Plan and stage a scene to look natural, believable and unrehearsed.

Performance exams

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	4	I	A. Preparing the body, mind and voice 1. vocal exercises 2. relaxation exercises 3. flexibility exercises 4. stage terminology 5. monologues
Lab	10	II	Preparing the body, mind and voice A. vocal exercises B. relaxation exercises C. flexibility exercises D. stage terminology E. monologues
Lecture	7	III	A. The actor's approach 1. GOTE technique 2. coping with stage fright 3. discipline and commitment to partner and cast members 4. intellectual, psychological, and physical components related to playing a character
Lab	12	IV	The actor's approach A. GOTE technique B. coping with stage fright C. discipline and commitment to partner and cast members D. intellectual, psychological, and physical components related to playing a character

Lecture	4	V	<p>A. The actor's task</p> <ol style="list-style-type: none"> <li>1. memorization techniques.</li> <li>2. planning and arranging scenes</li> <li>3. applying goals, obstacles, tactics, expectations (GOTE)</li> </ol>
Lab	7	VI	<p>The actor's task</p> <ol style="list-style-type: none"> <li>A. memorization techniques.</li> <li>B. planning and arranging scenes</li> <li>C. applying goals, obstacles, tactics, expectations (GOTE)</li> </ol>
Lecture	7	VII	<p>A. The audience's task</p> <ol style="list-style-type: none"> <li>1. evaluating techniques used by other actors</li> <li>2. identifying the merits and shortcomings of productions</li> <li>3. developing critical standards by which to evaluate and discuss staged scenes.</li> </ol>
Lab	9	VIII	<p>The audience's task</p> <ol style="list-style-type: none"> <li>A. evaluating techniques used by other actors</li> <li>B. identifying the merits and shortcomings of productions</li> <li>C. developing critical standards by which to evaluate and discuss staged scenes.</li> </ol>
Lecture	7	IX	<p>A. Scene preparation</p> <ol style="list-style-type: none"> <li>1. researching play and characters</li> <li>2. reading and translating plays into scenes</li> <li>3. analyzing the goals of scenes.</li> </ol>
Lab	7	X	<p>Scene preparation</p> <ol style="list-style-type: none"> <li>A. researching play and characters</li> <li>B. reading and translating plays into scenes</li> <li>C. analyzing the goals of scenes.</li> </ol>
Lecture	7	XI	<p>A. Classroom exercises</p> <ol style="list-style-type: none"> <li>1. preparing to perform exercises</li> <li>2. performing body, mind, and voice exercises</li> <li>3. responding to and applying stage terminology</li> </ol>
Lab	9	XII	<p>Classroom exercises</p> <ol style="list-style-type: none"> <li>A. preparing to perform exercises</li> <li>B. performing body, mind, and voice exercises</li> <li>C. responding to and applying stage terminology</li> </ol>
<b>Total Lecture Hours</b>		36	
<b>Total Laboratory Hours</b>		54	
<b>Total Hours</b>		90	

#### **IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS**

##### **A. PRIMARY METHOD OF EVALUATION:**

Skills demonstrations

##### **B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:**

Prepare and perform a scene applying the GOTE method of defining the goals, obstacles, tactics and expectations of characters and plot.

##### **C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. In a 3-5 page paper, summarize a play attended during the semester and analyze the elements of production, including the acting and directing.
2. In a 2-3 page paper analyze a specific character in a selected scene with regard to personality traits and indicate how the character will react to others.

##### **D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Performance exams

Written homework

Class Performance

Other (specify):

Demonstration of preparatory exercises

#### **V. INSTRUCTIONAL METHODS**

Demonstration

Discussion

Group Activities

Guest Speakers

Lecture

Multimedia presentations

Role Play

Simulation

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

#### **VI. WORK OUTSIDE OF CLASS**

Study

Skill practice

Required reading

Written work

Observation of or participation in an activity related to course content

**Estimated Independent Study Hours per Week: 4**

## **VII. TEXTS AND MATERIALS**

### **A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Robert Cohen. Acting One. McGraw-Hill, 2015.

### **B. ALTERNATIVE TEXTBOOKS**

### **C. REQUIRED SUPPLEMENTARY READINGS**

Minimum three student-selected plays including 15–20 selected scenes

### **D. OTHER REQUIRED MATERIALS**

Sections of collateral texts selected by the instructor

## **VIII. CONDITIONS OF ENROLLMENT**

### **A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification
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### **B. Requisite Skills**

Requisite Skills
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### **C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation eligibility for English 1A	For enhanced student success in this course, it is recommended that students complete one semester of English A and English 84 with a minimum grade of C or possess college-level reading and writing skills. If students are eligible for English 1A they are more likely to be successful in this course.

### **D. Recommended Skills**

Recommended Skills
.Student have basic English-speaking and reading skills ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL 84 - Utilize comprehension and vocabulary strategies to improve reading rate. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support. ENGL A - In both out-of-class and timed in-class essay assignments, practice essay structure, including body paragraphs that contain topic sentences and that logically support a thesis statement. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel. ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. ENGL A -

Demonstrate ability to incorporate into draft revision information received in peer review and one-on-one tutorials.

ENGL 84 -

Interpret a book-length work through discussion, journal writing, or composition writing.

ENGL 84 -

Compare and contrast college-level texts to evaluate content.

ENGL A -

Plan, write, and revise 750 word multi-paragraph expository essays including an introduction, an explicit thesis, and a conclusion. Essays should incorporate relevant support from outside sources, exhibit coherence and unity, avoid major grammatical and mechanical errors that interfere with meaning, and demonstrate awareness of audience, purpose, and language choice.

ENGL A -

Utilize MLA guidelines to format a document, to cite sources in the text of an essay, and to compile a Works Cited list.

#### **E. Enrollment Limitations**

<b>Enrollment Limitations and Category</b>	<b>Enrollment Limitations Impact</b>
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**Course created by Linda Fossi on 01/01/1986.**

**BOARD APPROVAL DATE:**

**LAST BOARD APPROVAL DATE: 01/23/2017**

**Last Reviewed and/or Revised by William Georges on 03/23/2016**