



**El Camino College**  
**COURSE OUTLINE OF RECORD – Official**

<b>Course Acronym:</b>	THEA
<b>Course Number:</b>	113
<b>Descriptive Title:</b>	Introduction to Acting
<b>Division:</b>	Fine Arts
<b>Department:</b>	Theatre
<b>Course Disciplines:</b>	Drama, Theater Arts
<b>Catalog Description:</b>	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.
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	Eligibility for English 1A
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	2
<b>Hours Laboratory (per week):</b>	3
<b>Outside Study Hours:</b>	4
<b>Total Course Hours:</b>	90
<b>Course Units:</b>	3
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	Prior to July 1992
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	fall 1995
<b>General Education: ECC</b>	Area 3 - Humanities
<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	Area C1 - Arts and Humanities - Arts: Arts, Cinema, Dance, Music, Theatre
<b>Term:</b>	
<b>Other:</b>	
<b>IGETC:</b>	
<b>Term:</b>	
<b>Other:</b>	

<p><b>Student Learning Outcomes:</b></p>	<p><b>SLO #1 Monologues and Short Scenes</b></p> <p>Upon successful completion of this course students will demonstrate the beginning elements of the acting through monologues and short scenes while applying basic professional demeanor.</p> <p><b>SLO #2 Elements of Acting</b></p> <p>Upon successful completion of this course students will be able to analyze and critique elements of acting at a beginner's level.</p> <p><b>SLO #3 Staging Terminology</b></p> <p>Upon successful completion of this course students will know and apply basic theatre staging terminology.</p>
<p><b>Course Objectives:</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrate the proper function and application of relaxation, concentration, and flexibility exercises.</li> <li>2. Define stage terminology for various types of theatre venues.</li> <li>3. Perform monologues and selected scenes from plays, and demonstrate improvisational techniques.</li> <li>4. Identify and define stage-acting terminology.</li> <li>5. Produce short-length to moderate-length scenes.</li> <li>6. Develop scenes based on goals, obstacles, tactics, and expectations (GOTE).</li> <li>7. Demonstrate appropriate strategies for coping with stage fright and working as a team member.</li> <li>8. Describe and analyze the social, economic, and psychological attributes of a specific character in the context of a short scene.</li> <li>9. Demonstrate effective memorization techniques.</li> <li>10. Prepare and perform the staging elements for a short scene.</li> <li>11. Evaluate scenes in terms of the playwright's intent, the staging of elements, the realization of goals, and performance criteria.</li> <li>12. Identify, define, and perform the intellectual, psychological, and physical components related to playing a character.</li> <li>13. Demonstrate the vocal techniques needed to produce effective voice projection for stage acting.</li> <li>14. Demonstrate proper phrasing, diction, phonation, articulation, pronunciation and emphasis.</li> <li>15. Translate scenes into working segments for rehearsal.</li> <li>16. Plan and stage a scene to look natural, believable and unrehearsed.</li> </ol>
<p><b>Major Topics:</b></p>	<p><b>I. Preparing the body, mind and voice (4 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. vocal exercises</li> <li>B. relaxation exercises</li> <li>C. flexibility exercises</li> <li>D. stage terminology</li> <li>E. monologues</li> </ol> <p><b>II. Preparing the body, mind and voice (10 hours, lab)</b></p> <ol style="list-style-type: none"> <li>A. vocal exercises</li> <li>B. relaxation exercises</li> <li>C. flexibility exercises</li> <li>D. stage terminology</li> <li>E. monologues</li> </ol> <p><b>III. The actor's approach (7 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. GOTE technique</li> <li>B. coping with stage fright</li> </ol>

	<ul style="list-style-type: none"> <li>C. discipline and commitment to partner and cast members</li> <li>D. intellectual, psychological, and physical components related to playing a character</li> </ul> <p><b>IV. The actor's approach (12 hours, lab)</b></p> <ul style="list-style-type: none"> <li>A. GOTE technique</li> <li>B. coping with stage fright</li> <li>C. discipline and commitment to partner and cast members</li> <li>D. intellectual, psychological, and physical components related to playing a character</li> </ul> <p><b>V. The actor's task (4 hours, lecture)</b></p> <ul 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> </ul> <p><b>VI. The actor's task (7 hours, lab)</b></p> <ul 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> </ul> <p><b>VII. The audience's task (7 hours, lecture)</b></p> <ul 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> </ul> <p><b>VIII. The audience's task (9 hours, lab)</b></p> <ul 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> </ul> <p><b>IX. Scene preparation (7 hours, lecture)</b></p> <ul 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> </ul> <p><b>X. Scene preparation (7 hours, lab)</b></p> <ul 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> </ul> <p><b>XI. Classroom exercises (7 hours, lecture)</b></p> <ul 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> </ul> <p><b>XII. Classroom exercises (9 hours, lab)</b></p> <ul 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> </ul>
<b>Total Lecture Hours:</b>	36
<b>Total Laboratory Hours:</b>	54
<b>Total Hours:</b>	90
<b>Primary Method of Evaluation:</b>	3) Skills demonstration
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Prepare and perform a scene applying the GOTE method of defining the goals, obstacles, tactics and expectations of characters and plot.
<b>Critical Thinking Assignment 1:</b>	In a three- to five-page paper, summarize a play attended during the semester and analyze the elements of production, including the acting and directing.

<b>Critical Thinking Assignment 2:</b>	In a two- to three-page paper analyze a specific character in a selected scene with regard to personality traits and indicate how the character will react to others.
<b>Other Evaluation Methods:</b>	Class Performance, Performance Exams, Written Homework
<b>Instructional Methods:</b>	Demonstration, Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation
<b>If other:</b>	
<b>Work Outside of Class:</b>	Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
<b>If Other:</b>	
<b>Up-To-Date Representative Texts:</b>	Robert Cohen. <u>Acting One</u> (Fifth Edition). McGraw-Hill, 2015. (Discipline Standard)
<b>Alternative Texts:</b>	
<b>Required Supplementary Readings:</b>	Minimum three student-selected plays including 15-20 selected scenes
<b>Other Required Materials:</b>	Sections of collateral texts selected by the instructor
<b>Requisite:</b>	
<b>Category:</b>	
<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	
<b>Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	Eligibility for English 1A
<b>Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding</b>	<b>Student have basic English-speaking and reading skills</b>  Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.

<p><b>course objective under each skill(s). If applicable</b></p>	<p>Utilize comprehension and vocabulary strategies to improve reading rate.</p> <p>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.</p> <p>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.</p> <p>Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.</p> <p>Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p> <p>Demonstrate ability to incorporate into draft revision information received in peer review and one-on-one tutorials.</p> <p>Interpret a book-length work through discussion, journal writing, or composition writing.</p> <p>Compare and contrast college-level texts to evaluate content.</p> <p>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.</p> <p>Utilize MLA guidelines to format a document, to cite sources in the text of an essay, and to compile a Works Cited list.</p>
<p><b>Enrollment Limitations and Category:</b></p>	
<p><b>Enrollment Limitations Impact:</b></p>	
<p><b>Course Created by:</b></p>	Linda Fossi
<p><b>Date:</b></p>	01/01/1986
<p><b>Original Board Approval Date:</b></p>	
<p><b>Last Reviewed and/or Revised by:</b></p>	Nathan Singh
<p><b>Date:</b></p>	02/19/2024
<p><b>Last Board Approval Date:</b></p>	06/17/2024
<p><b>Effective Term:</b></p>	FALL 2025