



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

<b>Course Acronym:</b>	THEA
<b>Course Number:</b>	114
<b>Descriptive Title:</b>	Fundamentals of Acting
<b>Division:</b>	Fine Arts
<b>Department:</b>	Theatre
<b>Course Disciplines:</b>	Drama, Theater Arts
<b>Catalog Description:</b>	This course is a study of the techniques, styles, and disciplines of acting. The student is provided theory and practical experience with varied characterizations. Emphasis is placed on individual growth and acquired skills demonstrated through play and character analysis followed by presentations of scenes from contemporary realistic plays. Attendance is required at selected theatre events offered by the El Camino Center for the Arts and in the community.
<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>	
<b>General Education: ECC</b>	
<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	
<b>Term:</b>	

	<b>Other:</b>
	<b>IGETC:</b>
	<b>Term:</b>
	<b>Other:</b>
<b>Student Learning Outcomes:</b>	<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 a 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 the elements of acting.</p> <p><b>SLO #3 Staging Terminology</b></p> <p>Upon successful completion of this course students will know and apply theatre staging terminology.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Demonstrate individual movement exercises that prepare the actor's "instrument."</li> <li>2. Demonstrate relaxation and breathing techniques for proper vocal production.</li> <li>3. Synthesize techniques for developing concentration, imagery, and picturization as applied to creative expression.</li> <li>4. Define stage terminology and acting positions in relation to various theatre configurations (proscenium, thrust, arena).</li> <li>5. Identify the character's "wants," obstacles, tactics and expectations.</li> <li>6. Demonstrate techniques for coping with nervousness, stage fright and concentration.</li> <li>7. Describe and integrate exercises used in developing acting technique.</li> <li>8. Analyze the particular social, economic, and psychological background of the character within the context of a chosen scene.</li> <li>9. Identify the character's "wants," obstacles, tactics, expectations and actions for a specific scene.</li> <li>10. Apply various methods in the memorization of dialogue through repetition, writing analysis, or audio taping.</li> <li>11. Demonstrate the ability for discipline and commitment to a partner in the preparation of scene work, and/or selected exercises.</li> <li>12. Analyze the playwright's theme and define the actor's through-line for the specific scene chosen.</li> <li>13. Evaluate, appraise, critique, and suggest methods of improvement for scene work.</li> <li>14. Analyze and assess the relative merits and flaws of scenes, and identify and describe elements of scene work that hampered or enhanced scene work.</li> </ol>

**Major Topics:**

**I. Preparing the body, mind and voice (5 hours, lecture)**

- A. Physical exercises
- B. Proper vocal production and technique
- C. Imagery and picturization exercises
- D. Relaxation exercises/techniques
- E. Stage/acting terminology; body positions on stage

**II. Preparing the body, mind and voice (8 hours, lab)**

- A. Physical exercises
- B. Proper vocal production and technique
- C. Imagery and picturization exercises
- D. Relaxation exercises/techniques
- E. Stage/acting terminology; body positions on stage

**III. Acting Exercises (10 hours, lecture)**

- A. Two-minute basic object exercise
- B. Three-entrance exercise
- C. Immediacy exercise
- D. Fourth-wall exercise
- E. Conditioning-forces exercise

**IV. Acting Exercises (15 hours, lab)**

- A. Two-minute basic object exercise
- B. Three-entrance exercise
- C. Immediacy exercise
- D. Fourth-wall exercise
- E. Conditioning-forces exercise.

**V. Scene Work (15 hours, lecture)**

- A. Identification of "wants"
- B. Scoring character actions
- C. Utilizations of relaxation techniques
- D. Memorization techniques
- E. Research of play and character
- F. Preparation, rehearsal and presentation of two-person scene work and monologues

**VI. Scene Work (25 hours, lab)**

- A. Identification of "wants"
- B. Scoring character actions
- C. Utilizations of relaxation techniques
- D. Memorization techniques
- E. Research of play and character
- F. Preparation, rehearsal and presentation of two-person scene work and monologues

	<p><b>VII. Audience Task (6 hours, lecture)</b></p> <p>A. Exploring and discussing critical methods B. Identifying strengths and weaknesses of presentations</p> <p><b>VIII. Audience Task (6 hours, lab)</b></p> <p>A. Exploring and discussing critical methods B. Identifying strengths and weaknesses of presentations</p>
<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>	Perform a scene from a play such as Tennessee Williams' A Streetcar Named Desire.
<b>Critical Thinking Assignment 1:</b>	Analyze a scene selected from an assigned list in terms of the character's goals, obstacles, tactics, and expectations
<b>Critical Thinking Assignment 2:</b>	Prepare a character analysis and/or biography for a scene selected from an assigned list and perform it for the classroom audience.
<b>Other Evaluation Methods:</b>	Class Performance, Performance Exams, Written Homework
<b>Instructional Methods:</b>	Group Activities, Lecture
<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 Textbooks:</b>	Robert Cohen. <u>Acting One</u> . 5th Edition ed. McGraw-Hil, 2008. (Discipline Standard)  Uta Hagen. <u>Respect for Acting</u> . 2nd Edition ed. Wiley, 2008. (Discipline Standard)  Charles McGaw. <u>Acting is Believing</u> . 11th ed. ed. Wadsworth, 2011. (Discipline Standard)
<b>Alternative Textbooks:</b>	
<b>Required Supplementary Readings:</b>	Compete plays from which the student selects scenes
<b>Other Required Materials:</b>	Minimum of three individual scripts per student (approved by instructor)
<b>Requisite:</b>	
<b>Category:</b>	
<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	

<p><b>Requisite and Matching skill(s):</b> <b>Bold the requisite skill. List the corresponding course objective under each skill(s).</b></p>	
<p><b>Requisite Skill:</b></p>	
<p><b>Requisite Skill and Matching Skill(s):</b> <b>Bold the requisite skill(s). If applicable</b></p>	
<p><b>Requisite course:</b></p>	
<p><b>Requisite and Matching skill(s):</b> <b>Bold the requisite skill. List the corresponding course objective under each skill(s).</b></p>	
<p><b>Requisite Skill:</b></p>	<p>Eligibility for English 1A</p>
<p><b>Requisite Skill and Matching skill(s):</b> <b>Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable</b></p>	<p><b>Students with a college level understanding of the English language have a better chance of succeeding in this course. This course requires students to read college texts and plays and write papers based on their analysis of these readings.</b></p> <p><b>Basic college-level reading and writing</b></p> <p>Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.</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>Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p> <p>Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.</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>Plan, write, and revise 500-word multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating 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>Compare college-level texts to evaluate content.</p>

<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Linda Fossi
<b>Date:</b>	01/01/1986
<b>Original Board Approval Date:</b>	
<b>Last Reviewed and/or Revised by:</b>	William Georges
<b>Date:</b>	02/14/2023
<b>Last Board Approval Date:</b>	07/17/2023 effective FA 2024