

THTR 213 SYLLABUS

Course Code: THTR 213

Title: Acting Three

Institute: Humanities

Department: Theater

Course Description:

This course is designed to introduce the student to acting in the classical style. This course will focus on applying the basic and advanced principles of character development and scene study for rehearsal and presentation of a classical monologue and scene. This course will concentrate on learning body, voice, and speech awareness and control, along with character and script analysis. The student will learn to channel his/her spontaneity into a style with requirements that are more stringent than those in realistic plays.

Prerequisites: THTR 112 or permission of instructor

Corequisites: None

Prerequisites or Corequisites: None

Credits: 3

Lecture Hours: 2

Lab/Studio Hours: 2

REQUIRED TEXTBOOK/MATERIALS: See Instructor

ADDITIONAL TIME REQUIREMENTS:

2 Hours Per Week for Monologue and Scene Rehearsal Outside of Class Time to work on the Monologues and The Scene.

Additional Support/Labs: See Instructor.

COURSE LEARNING OUTCOMES:

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

- Communicate an objective through listening, physical and emotional connection and response. This is assessed through the break down and memorization of text (Communication).
- Break down/analyze the text into units and to clearly, critically and creatively make logical decisions on how s/he should approach the character's development (Critical Thinking).
- Use visual, verbal and written methods of research to efficiently and effectively express themselves creatively (Creative Expression).
- Collect, analyze, organize and evaluate needed information so it can be synthesized and utilized for the development of character in their scene (Information Literacy).
- Identify and analyze both historical and societal issues and the effect they have on the material they are preparing (Historical/Societal).

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GRADING STANDARD:

Your own enrichment is the most important outcome of this course. Your Work/Grade will be measured against your own initial performance and your personal progress. You will not be assessed in competition with other students. Suggestions from the professor and fellow classmates will be made. This will be used for the improvement of the monologue and scene when you perform. You will then have an opportunity to work on the notes and present the monologue and scene again. You will present the monologue twice and the scene twice. You will receive a grade for each class based on your preparedness. Each time you present you will receive a grade. Your final grade will be based on the overall progress of monologue and scene. The course is structured to combine theory and practical experience. This is primarily a scene study course. Each session will have a lecture and practical rehearsal component. Please wear comfortable, loose clothing, since a strong component of the course is hands-on. Attendance at class is essential. More than one absence will result in a reduced grade. You will perform your scene and monologue when scheduled to be perform.

Grades will be based on the following:

The student will learn how select a play, analyze a script; and produce a treatment.

1. The student will learn to identify the structure, Dramatic Action, Spine, Units/Beats, Objectives, and Super Objective of the Monologue and the Scene they are performing and submit the marked documents. 10%
2. The student must attend both Brookdale Theater productions during the semester. The student must critique all aspects of the production using specific guidelines. These will be given to them by the instructor. All reviews must be typed and submitted to the instructor. All written work must be prepared up to the expectations of college- level writing and will be graded accordingly. 15%
3. Each student will observe and critique all the scenes in class. The critiques must be typed and submitted to the instructor. 15%
4. Monologue Presentations are worth 30%
5. Scene Presentations are worth 30%

The Grading scale is as follows:

A 96%-100% / A- 91%- 95% / B+ 86%-90% / B 83%-85 / B- 79%-82% / C+ 75%-78% / C 70%-74% / D 60%-69%

Please see the individual Instructor Addendum for grading guidelines.

COURSE CONTENT:

UNIT 1: Exploring the Text from page through to the presentation of a Shakespearean Monologue.

OBJECTIVE: To develop the ability to explore, mark, analyze and fully create a three-dimensional character from a Shakespearean Monologue focusing on the mental, physical and emotional elements, to be performed for the class.

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WHAT YOU NEED TO KNOW AND DO TO MEET THE OBJECTIVE:

1. Be able understand and apply the concepts of, Verse, Iambic Pentameter, Scansion, Prose, Imagery, Antithesis, to develop a complete Character. Understand the importance of incorporating voice, Speech, and Movement
2. The student will demonstrate the ability to present a Classical Monologue.
3. Participate in class exercises.
4. Complete the readings
5. Participate in acting warm-ups.
6. Choose a 20-line Monologue from a Shakespeare play.
7. Determine the time and place when the action of the play occurs.
8. Determine the socio-economic status of the character.
9. Determine the age of the character you will portray.
10. Determine If a dialect is necessary.
11. Memorize and Practice your Monologue frequently.
12. Adjust your speech patterns and/or voice and diction to suit the Character you portray.
13. Make physical adjustments to your posture, gesture and carriage to suit the character you are portraying.
14. You will perform your Classical Monologue twice before the class, in two separate class periods.

EVALUATION:

1. Perform a 20-line Shakespeare Monologue and demonstrate through the daily work and Monologue showing an understanding of the above mentioned 14 points.
2. Each student is required to evaluate all the monologues performed in class. These will be typed and handed in on the date provided to you by the instructor.

UNIT II: Exploring the Text from page through to the presentation of a Shakespearean Scene.

OBJECTIVE: To develop the ability to explore, mark, analyze and fully create a three-dimensional character from a Shakespearean Scene focusing on the mental, physical and emotional elements, to be performed for the class and an invited audience.

WHAT YOU NEED TO KNOW AND DO TO MEET THE OBJECTIVE:

1. Be able understand and apply the concepts of, Verse, Iambic Pentameter, Scansion, Prose, Imagery, Antithesis, to develop a complete Character. Understand the importance of incorporating Voice, Speech, and Movement
2. The student will demonstrate the ability to present a Shakespearean Scene.
3. Participate in class exercises.
4. Complete the readings
5. Participate in acting warm-ups.
6. Choose a Scene from a Shakespeare play.
7. Determine the time and place when the action of the play occurs.
8. Determine the socio-economic status of the characters.

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9. Determine the age of the character you will portray and the other characters in the scene.
10. Determine If a dialect is necessary.
11. Memorize and Rehearse your Scene with your partner both in and outside of class frequently.
12. Adjust your speech patterns and/or voice and diction to suit the Character you portray.
13. Make physical adjustments to your posture, gesture and carriage to suit the character you are portraying.
14. You will perform your Shakespearean Scene twice before the class, in two separate class periods.

EVALUATION:

1. Perform a 2–10-minute Shakespearean Scene and demonstrate through the daily work and Scene showings an understanding of the above mentioned 14 points.
2. Each student is required to evaluate all the Scene performed in class. These will be typed and handed in on the date provided to you by the instructor.

Department Policies:

Questions or Concerns please contact:

Professor John Bukovec at, 732-224-2605 or jbukovec@brookdalecc.edu

College Policies:

As an academic institution, Brookdale facilitates the free exchange of ideas, upholds the virtues of civil discourse, and honors diverse perspectives informed by credible sources. Our College values all students and strives for inclusion and safety regardless of a student's disability, age, sex, gender identity, sexual orientation, race, ethnicity, country of origin, immigration status, religious affiliation, political orientation, socioeconomic standing, and veteran status. For additional information, support services, and engagement opportunities, please visit www.brookdalecc.edu/support.

For information regarding:

Academic Integrity Code, Student Conduct Code, Student Grade Appeal Process

Please refer to the [student handbook](#) and [catalog](#).

Notification for Students with Disabilities:

Brookdale Community College offers reasonable accommodations and/or services to persons with disabilities. Students with disabilities who wish to self-identify must contact the Accessibility Services Office at 732-224-2730 (voice) or 732-842-4211 (TTY) to provide appropriate documentation of the disability and request specific accommodations or services. If a student qualifies, reasonable accommodations and/or services, which are appropriate for the college level and are recommended in the documentation, can be approved.

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Mental Health:

24/7/365 Resources:

Monmouth Medical Center Psychiatric Emergency Services at (732) 923-6999

2nd Floor Youth Helpline – Available to talk with you about any problem, distress, or hardship you are experiencing.

Call or text at 888-222-2228 or visit the website at <https://www.2ndfloor.org/>

Faculty Counselors:

Students who need to make an appointment with a faculty counselor can do so by calling 732-224-1822 (non-emergency line) during business hours. Faculty counselors are licensed mental health professionals who can assist students and refer them to other mental health resources.

Diversity Statement:

Brookdale Community College fosters an environment of inclusion and belonging. We promote a safe and open culture, encourage dialogue respecting diverse perspectives informed by credible sources, and uphold the virtues of civil discourse. We celebrate all identities with the understanding that ultimately, diversity, equity, and inclusion cultivate belonging and make us a stronger Brookdale community.

****The syllabus is intended to give student guidance in what may be covered during the semester and will be followed as closely as possible. However, the faculty member reserves the right to modify, supplement, and make changes as the need arise.***