



LIBERAL ARTS DIVISION
1400 TANYARD ROAD, SEWELL, NJ 08080
856-468-5000

**THR111, THR112, THR211, THR212: ACTING WORKSHOPS I, II, III, IV
SYLLABUS
LECTURE HOURS/CREDITS: 3/3**

CATALOG DESCRIPTION

Acting Workshops I, II, III, IV

Prerequisite for Acting Workshop I: RDG099- Introduction to College Reading III

This course features instruction and practice in the development of characterization, styles of acting, and refinement of vocal and physical control. In-class rehearsals and performances of selected works are conducted. Students may enroll for subsequent Acting Workshop classes.

NOTE: THESE COURSES ARE DESIGNED TO BE TAKEN SEQUENTIALLY

TEXTBOOK AND COURSE MATERIALS

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

Please see current textbook prices at www.rcgc.bncollege.com

EVALUATION AND ASSESSMENT

Grading Distribution

Individual instructors may include the following assessment(s): <ul style="list-style-type: none">• Quizzes• Scenes and Monologues• Character/Play Analysis Work• In-Class Performances• Tandem Speech• Observation and Discussion• Class Preparation and Participation	Grading to be determined by individual instructors
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Grading Scale

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

ROWAN COLLEGE AT GLOUCESTER COUNTY CORE COMPETENCIES

(Based on the NJCC General Education Foundation - August 15, 2007; Revised 2011)

This comprehensive list reflects the *core* competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

	RCGC Core Competencies
1	Written and Oral Communication Students will communicate effectively in both speech and writing.
2	Quantitative Knowledge and Skills Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
3	Scientific Knowledge and Reasoning Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4	Technological Competency Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
5	Society and Human Behavior Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6	Humanistic Perspective Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7	Historical Perspective Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8	Global and Cultural Awareness Students will understand the importance of a global perspective and culturally diverse peoples.
9	Ethical Reasoning and Action Students will understand ethical issues and situations.
10	Information Literacy Students will address an information need by locating, evaluating, and effectively using information

THR111, THR112, THR211, AND THR212 CORE COMPETENCIES

These courses focus on four of RCGC's Core Competencies:

- Written and Oral Communication
- Technological Competency
- Information Literacy
- Humanistic Perspective

STUDENT LEARNING OUTCOMES: ACTING WORKSHOPS I, II, III, AND IV

(Revised 2011)

Successful completion of THR111, THR112, THR211, and THR212 will help students:	RCGC's Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
1. Recognize and apply the principles of effective communication when acting a. Use personalization to establish comfort and familiarity with the role b. Communicate the intentions revealed by the action and characters of the script	- Written and Oral Communication	Scenes and Monologues Acting Criteria Sheet Observation and Discussion Class Participation Rubric Quiz
2. Adapt to a variety of audiences and occasions a. Correlate diction, voice, tone, and evidence to various audiences and roles b. Create a consistent voice when using a variety of sources c. Clearly attends to audience through technique and gestures	Written and Oral Communication	Scenes and Monologues
3. Design and execute effective searches for character and plot analysis a. Finding everything in the script and playwright's notes about your character (investigation) b. From the facts you draw conclusions (inference) c. If a generalization is given you give a specific (invention)	- Technological Competency - Information Literacy	Character/Play Analysis Work Quiz
4. Improvisation a. Ability to think and create without written material b. Use of imagination to communicate a thought or idea		In-Class Exercises
5. Perform scenes and monologues a. Memorize material b. Take direction and apply to the role c. Communicate the playwright's meaning and the director's interpretation to the role	- Written and Oral Communication	Scenes and Monologues

STUDENT LEARNING OUTCOMES: ACTING WORKSHOPS I, II, III, AND IV

(Revised 2011)

Successful completion of THR111, THR112, THR211, and THR212 will help students:	RCGC's Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
6. Use a variety of acting techniques and styles to develop characterization; communicate a. Analyze, raise questions, and develop critical responses to a variety of information and direction b. Develop an effective rehearsal system	-- Written and Oral Communication -- Technological Competency -- Information Literacy	Observation and Discussion Class Participation Rubric
7. Work collaboratively by expressing opinions with tact, listening to others, and shouldering an appropriate share of the workload a. Listen and contribute comments to class discussion without dominating the conversation b. Prepare for peer activities c. In peer activities, use the language of academic writing to talk about theatre and articulate strengths and weaknesses in acting d. In small groups, stay focused on work at hand; offer input that is helpful and insightful, not distract by socializing; and share in creating the assignment at hand (i.e., the scene that you are working on for performing)	- Written and Oral Communication	Observation and Discussion Class Participation Exercises Tandem Speech

TOPICAL OUTLINE

- Sensory Awareness Exercises
- Vocal Exercises
- Mime
- Improvisation
- Styles of Acting, Writing and Directing
- Drama
- Comedy
- Play Analysis
- Character Analysis
- Staging:
 - Blocking
 - Lighting
 - Costumes
 - Props
- Directing
 - How to Take Direction
 - How to Give Direction
- Performances
 - Preparation
 - Execution
 - Analysis

ASSIGNMENT INSTRUCTIONS AND GRADING RUBRICS

CLASS PREPARATION AND PARTICIPATION RUBRIC

Letter Grade	Assessment
A	Arrives fully prepared at almost every session; plays an active, ongoing role in discussions; comments advance the level and depth of discussions; projects are on time; and is prepared for performances on time.
B	Arrives mostly, if not fully, prepared; participates constructively in discussions; makes relevant comments based on the assigned material; rarely misses scheduled performance times and promptly makes them up.
C	Preparation is consistent; when prepared, participates constructively and makes relevant comments based on the assigned material; misses deadlines and does not make up the material.
D	Preparation is inconsistent; participation is infrequent and comments are generally vague; demonstrates a noticeable lack of interest; misses more than one performance and does not attempt to make it up.
F	Rarely, if ever, prepared; rarely, if ever, participates; demonstrates a noticeable lack of interest; negatively impacts discussions; performances are poorly done or are missed entirely.

ACTING CRITIQUE FORM **DRAMATIC MONOLOGUE**

PERFORMER: _____ **GRADE:** _____

PLAY AND AUTHOR: _____

DATE: _____ **CLASS:** _____ **LEVEL:** _____

	Poor 2	Very Weak 3	Weak 4	Fair 5	Adequate 6	Good 7	Very Good 8	Excellent 10
1. Set Up Scene for Audience								
2. Voice Projection								
3. Use of Voice for Expression and Emotion								
4. Staging								
5. Use of Body								
6. Use of Facial Expressions								
7. Use of Space								
8. Paid Attention to Details								
9. Remained in the Scene without Breaking the 4 th Wall								
10. Conveyed the Emotional Meaning of the Scene								
11. Conveyed the Intellectual Meaning of the Scene								

COMMENTS:

Affirmative Action Statement

The Board of Trustees is committed to providing an educational and workplace environment free from unlawful harassment and discrimination. All forms of employment and educational discrimination and harassment based upon race, creed, color, national origin, age, ancestry, nationality, marital or domestic partner or civil union status, sex, pregnancy, gender identity or expression, disability, liability for military service, affectional, or sexual orientation, atypical cellular or blood trait, genetic information (including refusal to submit to genetic testing) are prohibited and will not be tolerated.

For questions concerning discrimination contact Almarie J. Jones, Executive Director, Diversity and Equity, Affirmative Action/Title IX Officer at 856-415-2154 or ajones@rcgc.edu.

For disability issues, contact Dennis M. Cook, Director, Department of Special Services, ADAAA/504 Officer at 856-415-2265 or dcook@rcgc.edu.

Department of Special Services

The Department of Special Services, located in the Instructional Center, room 425A, welcomes students of all abilities. The staff members in Special Services are committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

To maximize the potential of eligible students who self-identify, the Special Services staff provides an array of support services which may include extra time for tests and quizzes, testing in a separate location, advisement, interpreters, scribes, tutors, assistive technology (such as magnification devices and audio amplification), touch screen computers, audio books and note-taking assistance.

As students embark on their academic journey, they are encouraged to meet with staff members to identify, develop and implement support services that are in accord with their individual academic needs. Students are also encouraged to make use of other college support services that are available to all RCGC students currently enrolled in credited academic courses, such as tutoring services and the college library, which offer online information research and other materials needed to complement their studies.

Students registered with the Department of Special Services and who plan to earn an associate degree, further their education and transfer to a four-year institution, or enter the workforce, are encouraged to choose a corresponding program of study (college major) as soon as possible. The Special Services staff assists enrolled students with additional support that focuses on advancing students through their selected programs of study towards a goal of graduating.

Students who request academic support from the Department of Special Services can be assured that confidentiality will always be maintained. Accommodations are provided to address the special needs of individuals with disabilities under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 together with the ADA Amendments Act of 2008 (ADAAA). Under these acts, the office advocates a user-friendly campus for accessibility and a learning-friendly campus for academic success.

For more information or to schedule an appointment to meet Special Services staff, please call 856-415-2265 or visit RCGC.edu/SpecialServices.

To Register with Special Services

Students must follow these steps:

- Complete and submit the Student Profile form. Access the [Student Profile Form](#).
- Submit documentation detailing the student's disability. Support services will not be granted without documentation specifying the student's disability. Documentation should include the following information:
 - a. Diagnosis with written evaluation of current disability;
 - b. Date the student was diagnosed;
 - c. Tests used to reach diagnosis;
 - d. Credentials of the medical professional conducting evaluation; and
 - e. How the disability affects daily activities and/or academic performance.
- By clicking on the following links, students can download the [Special Education Records Release Form](#) and/or Medical Release Form to present to their medical care professional.
- Contact the Special Services office to schedule a meeting with a staff member.
 1. Students should schedule a meeting after submitting the [Student Profile Form](#), proper documentation and completing the College's placement test. (Click on [Special Accommodations for Placement Testing](#) to determine whether student should arrange his/her placement test through the Special Services office or the general Testing Center.
 2. During the meeting, the student and staff member will discuss his or her disability and determine eligible accommodations.

Accommodations

Students who qualify for accommodations are encouraged to register with the Department of Special Services at RCGC before they begin their academic career at Rowan College. This allows students to take advantage of any special accommodations and auxiliary aids that they might need and be eligible to receive.

- **Special accommodations** include but are not limited to extended time on tests, private test rooms to complete tests with the assistance of a reader or scribe, as well as a distraction-free test room.
- **Auxiliary aids** include but are not limited to note takers, tape recorders, large display calculators, interactive calculators, desktop magnifiers, large-screen computer monitors, touch-screen computer monitors, touch-screen laptop computers and JAWS® software. More information about adaptive technology can be found on the [technology](#) link. Students are responsible for identifying which accommodations and auxiliary aids they require for academic support.

Confidentiality

Students who register with the Department of Special Services are assured that their information is kept confidential.

In addition, the student's transcript will not indicate that the he or she is registered with the Department of Special Services. The student's specific special need is not disclosed to the student's instructors. However, accommodation letters are sent to each of the student's professors if the student needs testing accommodations or accommodations in the classroom. It is the student's choice whether or not to disclose the specifics of his or her special need.