



Mendocino College

COURSE LEVEL STUDENT LEARNING OUTCOMES

Effective Date: _____

9/13/07

Title: Acting Styles Discipline/Number: THE 213
(limit to 50 characters including spaces)

Instructor Contact: Reid Edelman Date Submitted /Modified: 8/20/07

Units Min:	3.0	Units Max:	3.0	Lecture Hours:	42.5	Lab Hours:	25.5
<i>If this is a variable unit course, the relationship between earned units and any difference in expected SLOs should be explained.</i>							

Student Learning Outcomes:

- 1) Analyze three plays, of different historical periods and theatrical styles, for given circumstances, character actions, and dramatic structure. Produce a detailed written character biography and analysis of a character's through-line of action. Also analyze the poetic language in a Shakespearean scene, producing an annotated script identifying iambic pentameter rhythm, syllabic stresses, key images, operative words and thought / idea completions.
- 2) Perform three short scenes from plays of different historical periods and theatrical styles as well as numerous rehearsed and improvised performance exercises. Demonstrate fundamental performance and ensemble skills of spontaneity, personalization, authenticity, relaxation, and physical / vocal expression. Work collaboratively with different acting partners. Demonstrate increasing vocal power, physical expressiveness, moment-to-moment spontaneity, and textual precision.
- 3) Analyze and constructively criticize the application of fundamental theatre techniques in a written performance review of the main-stage college production as well as numerous oral responses to in-class presentations. Utilize basic and intermediate theatre acting terminology and demonstrate theoretical understanding of basic and intermediate acting techniques.

Assessment methods:

- 1) Instructor evaluation of students' written documents; success of student analysis as demonstrated through public performance of rehearsed projects.
- 2) Instructor evaluation of rehearsals, dress rehearsals and public performance of student scenes; student debriefing session following performances; discussions with student acting pairs of rehearsal process; student rehearsal logs.
- 3) Instructor evaluation of student papers.

Instructor(s): _____
(Signature)

(Date)
