**EN 194 Special Studies: Acting**

**DONNELLY COLLEGE**

**Term**

**Day/Time**

**Room:**

**3 Credit Hours**

**INSTRUCTOR INFORMATION:**

Name:

Office hours:

Telephone:

E-mail address:

**COURSE DESCRIPTION:**

Students will construct physical characters by identifying and selecting from character given in a script that we will perform as a class. The class will design an appropriate theatrical ground plan with organic blocking and learn to follow notes and direction given by all directors involved in the process of production. The class will fully understand how to be actively involved in the process of acting in a play, musical or one act. The class will rehearse in the Meeting Room, Conference Room, or Wyandotte Theatre. The students will learn the aspects of theatre through acting as an art not a science:

**PREREQUISITES:**

None

**REQUIRED TEXTBOOK & SUPPLIES: No Text Required**

**PHILOSOPHY OF GENERAL EDUCATION:**

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students’ place in the world and their pursuit of truth. Therefore, the College’s general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

**DONNELLY COLLEGE LEARNING OUTCOMES:**

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

**LIBERAL ARTS AND SCIENCES PROGRAM LEARNING OUTCOMES:**

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values – upon successful completion of the Associate of Arts in Liberal Arts degree, the graduate should be able to demonstrate:
 1. Proficiency and creativity in written and verbal communication.
 2. Effective use of current technology in support of academic work.
 3. Proficient use of qualitative and quantitative methods in problem solving.
 4. Critical and Analytic thinking across a range of disciplines.
 5. A commitment to ethics and integrity in academic and professional relationships, within the

community and the environment.
6a. The ability to conduct research using sources, strategies, and approaches across disciplines. (AA)
6b. Use of the scientific method. (AS)

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**EN 194: SPECIAL STUDIES: ACTING I**

Upon completion of EN 194, the student will have the ability to

1. Respond successfully to theatrical direction, including rehearsal notes.
2. Apply major concepts in acting to develop a thorough textual analysis of a script used in preparation for performance.
3. Exhibit understanding the process of acting in a play, musical or one act.

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| --- | --- | --- | --- |
| **Donnelly College Learning Outcomes** | **Associate of Arts Program Learning Outcomes** | **Student Learning Outcomes for EN 194: Special Studies Acting I** | **Performance Indicator**  |
| 1. Students will communicate effectively in writing and speaking. | 1. Demonstrate proficiency and creativity in written and verbal communication.  | 1. Respond successfully to theatrical direction, including rehearsal notes. | Work confidently in a group using a range of drama techniques to explore situations.  |
| 2. Students will demonstrate proficiency in information literacy skills. | 2. Demonstrate effective use of current technology in support of academic work.  |  |  |
| 3. Students will demonstrate competency in qualitative and quantitative problem solving. | 3. Demonstrate proficient use of qualitative and quantitative methods in problem solving. | 3 Apply major concepts in acting to develop to create a truthful performance.  | Students Thorough Exploration and interpretation of ideas, issues and relationships in the dramatic text. |
| 4. Students will employ reflective thinking to evaluate diverse ideas in the search for truth. | 4. Demonstrate critical and analytic thinking across a range of disciplines. |  |  |
| 5. Students will develop an understanding across cultural differences locally, nationally, and internationally. |  5. Demonstrate a commitment to ethics and integrity in academic and professional relationships, within the community and the environment. | 5. Student performerconsistently says “yes” and“yes and” to ideas. Student performer listens to other groupmembers “with a willingness to change.” Student performer demonstrates all character strengths of gratitude, grit, socialintelligence and self-control | Instructor observation and feedback of Student scene work with the expectation of seeing the feedback applied in the scene work. |
| 6. Students will engage independently and effectively in lifelong learning. | 6. Demonstrate the ability to conduct research using sources, strategies, and approaches across disciplines. |  |  |
| 7. Students will demonstrate moral and ethical behavior in keeping with our Catholic identity. |  5 (repeated). Demonstrate a commitment to ethics and integrity in academic and professional relationships, within the community and the environment. |  |  |

**Film and Theatre Performance Rubric Special Studies: Acting 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | 1 - Not yet approaching expectations 0 points | 2 - Approachesexpectations 15 points | 3 - Meets expectations 20 Points | 4 - Exceeds expectations30 points |
| Teamwork | Player does not | Player occasionally | Player collaborates with | Player collaborates |
|  | collaborate with team | collaborates with fellow | fellow team members. | effectively with fellow team |
|  | members. Player does | team members. Player | Player sometimes or often | members. Player |
|  | not listen to the groups | rarely says “yes” or “yes | says “yes” and “yes and” | consistently says “yes” and |
|  | ideas. Player either | and” to ideas. Player | to ideas. Player listens to | “yes and” to ideas. Player |
|  | dominates conversations | rarely listens to other | other group members. | listens to other group |
|  | with their own agenda or | group members. Player | Player demonstrates some | members “with a |
|  | does not engage in | occasionally | of the character strengths | willingness to change.” |
|  | process at all and | demonstrates character | of gratitude, grit, social | Player demonstrates all |
|  | refuses to participate. | strengths. | intelligence, self-control, | character strengths of |
|  |  |  | zest, curiosity, and | gratitude, grit, social |
|  |  |  | optimism. | intelligence, self-control. |
| Text | Player writes or creates | Player writes or creates | Player writes or creates | Player writes or creates |
|  | very little or no text. If | text that begins to tell a | text that tells a story or | text that tells an engaging, |
|  | text is present, it is | story or communicate a | communicates a message | transformative story or |
|  | sloppy or incoherent. | message. Text has | with a central theme, issue | communicates a message |
|  |  | significant spelling, | or meaning. Text is well- | with a clear central theme, |
|  |  | grammatical or | formatted with very few | issue or meaning. Text is |
|  |  | punctuation errors. | spelling, grammatical or | professionally formatted |
|  |  |  | punctuation errors with the | with no spelling, |
|  |  |  | exception of when used for | grammatical or punctuation |
|  |  |  | dramatic or artistic effect. | errors with the exception of |
|  |  |  |  | when used for a specific |
|  |  |  |  | dramatic or artistic effect. |
| Meaning | Player does not create or | Player begins to create or | Player creates and | Player creates and |
|  | communicate meaning | communicate meaning | communicates meaning | communicates meaning |
|  | during process or | during process and | during process and | throughout process and |
|  | performance. Player | performance. Player | performance. Player | performance. Player |
|  | records very little in | records thoughts in | records some discoveries | records discoveries and |
|  | journal. Player does not | reflective journal. Player | or insights in reflective | insights in reflective |
|  | reflect on process. | creates and performs a | journal. Player creates and | journal. Player creates and |
|  | Player does not create or | role but meaning or | performs role that | performs role that |
|  | perform a role. | theme is missing. | communicates some | communicates deep |
|  |  |  | meaning to audience. | meaning to audience. |
| Voice | Player cannot be heard | Player performs using | Player performs using | Player performs using |
|  | or understood. No | little energy or variation in | expressive voice. Player | dynamic and expressive |
|  | energy or variation in | voice. Player can only | uses some variation in | voice. Player uses vocal |
|  | voice. | sometimes or rarely be | vocal resonance, rate, | resonance, rate, pitch, |
|  |  | heard and understood. | pitch, volume, tone or | volume, tone and texture |
|  |  |  | texture appropriate to | appropriate to character or |
|  |  |  | character or role. Player | role. Player can be |
|  |  |  | can be heard and | perfectly heard and |
|  |  |  | understood. | understood at all times. |
| Movement | Player has almost no | Player performs using | Player performs using | Player performs using |
|  | variation in physicality. | little variation in | expressive physicality. | dynamic and expressive |
|  | Player does not use any | physicality. Player only | Player uses some variety | physicality. Player uses |
|  | variation in facial | uses a few variations | in facial expressions and | wide variety in facial |
|  | expression or body | facial expressions or body | body movements, | expressions and body |
|  | movements. Player has | movements. Overall, | incorporating a few | movements, incorporating |
|  | extremely low energy or | player has low energy |  qualities with some |  with |
|  | chooses not to engage in | and often remains | variation in weight, space, | variation in weight, space, |
|  | performance. | physically stagnant. | time and energy/flow to | time and energy/flow to |
|  |  |  | create movements that | create movements such as |
|  |  |  | may include punch, press, | punch, press, slash, wring, |
|  |  |  | slash, wring, dab, glide, | dab, glide, flick and float. |
|  |  |  | flick and float. |  |

**COURSE REQUIREMENTS:**

Mandatory Canvas Training

Beginning of Semester Survey

Six writing assignments

Video Project

Common Read Project

End of Semester Survey

Weekly Participation Points

Points Total: 380

**GRADING POLICY:**

The final grade will be determined by adding the total number of points earned on the course requirement, using the grading scale.

Please note that any assignment submitted late will have ten points deducted. Late papers will be accepted **no** later than one week from the due date.

**GRADING SCALE:**

Grades will be assigned according to the following scale:

A: 330 - 300 points

B: 299 - 269 points

C: 268 - 238 points

D: 237 - 207 points

F: 206 points and below

**ATTENDANCE POLICY:**

**COVID 19 Policy:** *All students will be asked to self-report if they must quarantine or have been exposed to COVID-19 by filling out the COVID-19 Incident Report Form*

Punctual and regular attendance at all scheduled classes, for the duration of the class, is regarded as integral to all courses and is expected of all students.

The student is responsible for all class content and assignments missed due to absence. Course absences **will** result in reduction of grade, drop for non-attendance or withdrawal of the student from a course. You will be given participation points for attending class and participating in the class. These points will accrue over the semester and will total into your final grade.

**ATTENDANCE RULES:**

Full attendance is expected. Class time is your most significant project work time. You will be

Given 10 points when you attend class which will be totaled into your final grade

* **If you have more than 6 absenses from the class then I will inform you that I am proceeding with withdrawing you from class.**
* **I start class right on time. If you arrive late to class then you will receive a 5 point deduction from your attendance points for that day.**
* **Departing early from class will result in a deduction of 5 points from your attendance points.**
* **If you are absent due to illness I must be informed before class has started that you will be absent. You will be responsible for making up missed work and/or copying notes from one of your peers.**
* **There will be no option to attend the class virtually. Meaning, if your are not in class you cannot ask for a ZOOM link or Big Blue Link.**
* **If you have informed the Academic Dean that you are in Quareetine due to COVID then you will be allowed to attend virtually.**

Students are expected to be ready to work when they come to class at the beginning of the class period. This means having required and necessary materials printed out. Homework ready to be graded. Failure to do that means the work will be considered late and points will be taken off.

**Late and Missing work**

**Material not posted to CANVAS at the time that it is due will have an automatic reduction of 5 points per day(s) that it is not posted. Material not posted at all to CANVAS will have an automatic zero.**

**COVID 19 INFORMATION AND GOOD FAITH AGREEMENT:**

Please see <https://www.donnelly.edu/updates> for all COVID updates. Please check once a week.

Good Faith Agreement:

*“I pledge to monitor myself for the symptoms of COVID-19 and to observe the 3 “Ws” while on campus: Wash my hands, watch my distance and wear a mask. I will look out for others and encourage them to stay committed to keeping everyone healthy and I will participate in contract tracing to preserve the wellness of the Donnelly Community.”*

**ACADEMIC INTEGRITY:** “…Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean. Appropriate sanctions will be imposed.”

**PLAGIARISM:** Plagiarism-the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work-sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

**ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

**CIVILITY &DECORUM:** As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

**WITHDRAWAL FROM COURSES OR FROM SCHOOL:** It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing.  However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

**Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid.** Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

|  |  |
| --- | --- |
| 14 to 16 weeks | 3 weeks before the end of the class |
| 6 to 8 weeks                | 7 weekdays before the end of class |
| 4 to 5 weeks                | 4 weekdays before the end of class |
| Less than 4 weeks | Withdrawals are not allowed |

Withdrawal deadline dates will be published in the academic calendar.

 **TENTATIVE SCHEDULE**

Week 1 Module 1

Syllabus and Class Instruction

Mandatory Canvas Instruction

Sep 3

Beginning of the semester Survey

Sep 3

Week 2 Module 2

Discussion of Surveys

Acting Exercises

Week 2

Week 3 Module 3

Acting Exercises

Brainstorm Session

Week 3 Writing assignment

Week 4 Module 4

Acting Exercise on Camera

Brainstorm Session

Week 4 Writing assignment

Week 5 Module 5

Improv Scene on Camera

Brainstorm Session

Week 5 Writing assignment

Week 6 Module 6

Acting on Camera

Brainstorm Session

Week 6 Writing assignment

Week 7 Module 7

Script assembly

Week 8 Module 8

Video Shoot

Week 9 Module 9

Video Shoot

Week 10 Module 10

Video Shoot

Week 11 Module 11

Video Shoot

Week 12 Module 12

Video Shoot

Week 13 Module 13

Video Shoot

Thanksgiving

Week 14 Module 14

Rehearse Reading Of Common Read

Week 15 Module 15

Rehearse Reading Of Common Read

End of Semester Survey

Week 16 Module 16

Video shoot of Common Read.