



## THEA 2033

**Division:** Fine Arts

**Department:** Theater Arts

**Course:** THEA 2033

**Title:** Acting II

**Catalog Description:**

This course is a continuation of THEA 1033 with emphasis upon script analysis, characterization, internalization and period styles in performance. It includes development and application of basic acting skills.

**General Education Requirements:** N/A

**Semesters Offered:** Spring

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 6

**Clock/Hour Requirements:** 15

**Offered for Non-Credit:** No

**Prerequisites:** THEA 1033 or instructor's permission.

**Corequisites:** THEA 1033 or instructor's permission.

**Justification:**

This course is a lower-division core requirement for undergraduate theatre performance majors with equivalent courses at all four-year institutions in Utah and elsewhere. It fills a major requirement for theatre arts majors and otherwise satisfies elective credit criteria.

**Student Learning Outcomes:**

As a result of the course, students will be able to:

- Identify and explain the acting styles for the following periods:
  - Classical Antiquity
  - Commedia Dell'Arte
  - Elizabethan and Shakespearean
  - French Neoclassicism
  - Restoration
  - Realism and Naturalism
  - Twentieth Century Nonrealism
  - Brecht and Epic Style
  - Absurdism
  - Eclecticism
- Analyze scripts from the periods listed in #1 above on the basis of:
  - Circumstances
  - Character
  - Intentions

- Obstacles
- Effects
- Perform selected roles from period scripts listed in #1 above employing techniques of voice, movement, character, emotion, and dance applicable to the appropriate acting style.
- Work independently and as an ensemble team member in accomplishing performance tasks.
- Synthesize and apply critical evaluation to performance tasks.

### **Content:**

Students will (a) select, (b) analyze, (c) edit, (d) rehearse, (e) perform, and (f) critique characterizations from representative period dramas as follows:

- Classical Antiquity: *Oedipus the King; Medea; Antigone; Lysistrata; The Pot of Gold; Everyman*
- Commedia Dell Arte: *The Servant of Two Masters; Il Compiello*
- Elizabethan and Shakespearean: *Hamlet; Macbeth; Romeo and Juliet; A Midsummer Night's Dream; Twelfth Night; Volpone; The Duchess of Malfi*
- French Neoclassicism: *Tartuffe; The Misanthrope; The School for Wives; Phaedra;*
- Restoration: *She Stoops to Conquer; The School for Scandal; The Rivals; Camille; Cyrano de Bergerac;*
- Realism and Naturalism: *A Doll's House; An Enemy of the People; The Wild Duck; Man and Superman; Playboy of the Western World; The Cherry Orchard; Miss Julie;*
- Twentieth-Century Nonrealism: *A Dream Play; From Morn to Midnight; The Hairy Ape; Ubu Roi; Peter Pan;*
- Brecht and Epic Style: *The Caucasian Chalk Circle; Mother Courage; The Threepenny Opera;*
- Absurdism: *Caligula; No Exit; Waiting for Godot; The Lesson*
- Eclecticism: *The Importance of Being Earnest; The Caretaker; Rosencrantz and Guildenstern are Dead; A Man for All Seasons; The Visit; Equus; Amadeus; Dutchman; A Chorus Line; Sweeney Todd; Into the Woods; M. Butterfly; Agnes of God*
- Others approved by the instructor

### **General Education Outcomes:**

#### 1) Read effectively, constructively, and critically.

Each student will be required to read the textbook and selected plays. Quizzes and exams will be given to test their knowledge and understanding of the subject matter.

#### 2) Write clearly, informatively, and persuasively.

Students will be asked to evaluate plays read in class through a series of written responses. They will also be required to write critiques of live performances produced by the theatre department. These responses are based on criteria that will be examined in class lectures and textbook reading. These written responses will be read and evaluated by the instructor and written suggestions will be provided to the student for use on subsequent assignments.

#### 3) Speak effectively in a variety of contexts.

Students will be expected to participate in oral group presentations on specific selected topics. These presentations will be graded and written suggestions for improvement on subsequent presentations will be

provided to the students.

5) Apply a cultural and historical awareness to a variety of phenomena.

One of the objectives of this course is to provide historical context to a variety of theatrical genres and styles. Students should be able to understand the historical context in which various periods of theatre developed.

9) Respond with informed sensitivity to an artistic work or experience.

All students should be able to respond to any work of art in an articulate manner. In particular, students should be able to respond to a theatrical piece both as art and as entertainment.

### **Key Performance Indicators:**

Each student will be evaluated on:

- Attendance and contribution to regular class discussion (5% of total Grade)
- Verbal and written critiques of peer laboratory performances (5% of total Grade)
- Group Presentations (5% of total Grade)
- Laboratory exercises and performances evaluated on the basis of preparation; creativity; believability; technique (50% of total Grade)
- Periodic written reading quizzes (20% of total Grade)
- Written critiques of on and off campus theatrical productions with emphasis on specific character analysis (10% of total Grade)
- Casting and performance as actors in Snow College productions (2.5% of total Grade)
- Success in Acting II (THEA 2033) (2.5% of total Grade)

(Percentages are approximate)

Additional course evaluations consist of:

- Subsequent attendance at on and off campus theatrical productions
- Transferability to four-year performance programs

### **Representative Text and/or Supplies:**

*Acting: In Person and In Style* by Crawford, Hurst, Luger (current edition)

**Optimum Class Size:** 12

**Maximum Class Size:** 16

**Signatures:**

I hereby submit this course syllabus:

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I hereby find this course consistent with the goals and resources of the Theater Arts Department:

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Kim Christison, PhD, Professor, Chair

I hereby find this course consistent with the goals and resources of the Fine Arts Division:

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Vance Larsen, MM, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)