

**Coffeyville Community College**

**#THTR-270**  
**COURSE SYLLABUS**  
**FOR**  
**ACTING STYLES**

**Mark Frank**  
**Instructor**

**COURSE NUMBER:** THTR-270 **COURSE TITLE:** Acting Styles

**CREDIT HOURS:** 3

**INSTRUCTOR:** Mark Frank

**OFFICE LOCATION:** 170 Arts and Sciences Building

**OFFICE HOURS:** See schedule posted on office door

**OFFICE PHONE:** 620-251-7700 ext. 2145

**PREREQUISITE(S):** Fundamentals of Acting I and Acting II

**REQUIRED TEXT AND MATERIALS:** Barton, John. *Playing Shakespeare*. Random House Publishing. New York. 1984

**COURSE DESCRIPTION:** This course is an advanced acting class for majors in theatre. Students will learn and perform three period monologues and scenes during the course of the class. It is designed to help the student work with verse, including characterization, body movement, voice and stage techniques. An acting recital will be held during finals and open to the public.

**EXPECTED LEARNER OUTCOMES:**

1. Understand the different elements of verse.
2. Portray characters from different time periods.
3. Research the dialogue.
4. Recognize and execute iambic pentameter verse.
5. Determine different physical characteristics of characters in certain time periods.
6. Determine different vocal characteristics of characters in certain time periods.
7. Research the time period of the monologues.
8. Identify different monologues from various time periods.
9. Develop a character based on information from the play.

**LEARNING TASKS & ACTIVITIES:** Greek  
Shakespeare  
Restoration  
Review

**ASSESSMENT OF  
OUTCOMES:**

All assignments are expected to be complete by the date due. Work is never accepted late. All directions must be followed. Grading scale is as follows.

90-100 = A

80- 89 = B

70- 79 = C

60- 69 = D

0- 59 = F

Most assignments will be in-class activities and participation exercises.

The final grade will be based upon the following: character analysis, performance score and monologue performance.

**ATTENDANCE  
POLICY:**

All students are expected to attend class each day. This is particularly important in a performance oriented class as you will learn as much as an audience member as you will as a performer. Please be aware there is a strict attendance policy. You will receive 100 points for attendance from which 10 points will be deducted for each unexcused absence. Being late twice is considered an absence. Excused absences are reserved for school field trips and **must** be arranged in **advance**. Failure to attend on the day you are scheduled to perform (with no advance written or formal explanation) will result in a zero for that assignment with no make-up assignment allowed. If you miss class, it is your responsibility to find out what was done, what was assigned, and to be prepared when you return to class.

The institution's attendance policy reads as follows:

"Students are expected to attend all classes. Regular class attendance is necessary for maximum success in college. It is the responsibility of students to make definite arrangements for all work before going on field trips or other college-sponsored trips. School-sponsored activities will be counted as excused absences providing students complete all necessary assignments as designated by the instructors and the activity sponsors notify the instructors at least three days prior to the day(s) the students will be absent. Excused absences are to include academic competition, judging team competition, music events, official athletic events, field trips, convocations, and other College-sponsored events as approved by the Vice President for Learning. A student may be

withdrawn from any class for excessive absences. (See "Withdrawal from Classes for Non-Attendance.")

**NOTE:**

Monologues and scenes must be performed on the day assigned. If you are absent on performance day for your performance, you forfeit your points. NO EXCEPTIONS!

Monologues and scenes must be found on your own.

## **COMPETENCIES:**

### **UNDERSTAND THE DIFFERENT ELEMENTS OF VERSE**

1. Define antithesis. (Knowledge)
2. Recognize the difference between verse and prose. (Synthesis)
3. Define the language as it is written in the play. (Knowledge)
4. Recognize different styles of verse from various plays. (Synthesis)
5. Use the verse appropriately for the scene. (Application)

### **PORTRAY CHARACTERS FROM DIFFERENT TIME PERIODS**

1. Break down the character subtext. (Analysis)
2. Demonstrate the difference between characters in the Greek era, the Restoration era, and Shakespearian era. (Application)
3. Critique others during their performances. (Evaluation)
4. Give examples of how to block a scene. (Comprehension)

### **RESEARCH THE DIALOGUES**

1. Identify key phrases in various verse pieces. (Knowledge)
2. Give examples of common phrases from the time period. (Comprehension)
3. Break down a verse piece into an everyday monologue. (Analysis)
4. Identify various vocabulary words. (Knowledge)

### **RECOGNIZE AND EXECUTE IAMBIC PENTAMETER VERSE**

1. Describe the Shakespearean time period. (Knowledge)
2. Recognize and reproduce iambic pentameter verse. (Synthesis)
3. Perform a monologue or scene using iambic pentameter. (Application)
4. Define blank verse. (Knowledge)
5. Explain the reasoning for iambic pentameter. (Comprehension)
6. Practice reciting various sonnets. (Application)

### **DETERMINE DIFFERENT PHYSICAL CHARACTERISTICS OF CHARACTERS IN CERTAIN TIME PERIODS**

1. Demonstrate appropriate movement for the time period. (Application)
2. Identify common physical characteristics of a time period. (Knowledge)
3. Perform those characteristics during a monologue. (Application)
4. Demonstrate an understanding of appropriate blocking. (Application)
5. Relate time period style to the scene. (Application)
6. Use appropriate time period gesture. (Application)

**DETERMINE DIFFERENT VOCAL CHARACTERISTICS OF CHARACTERS IN CERTAIN TIME PERIODS**

1. Identify common vocal characteristics of a time period. (Knowledge)
2. Perform those characteristics during a monologue or scene. (Application)

**RESEARCH THE TIME PERIOD OF THE MONOLOGUES AND SCENES**

1. Explain the customs and traditions of a time period. (Comprehension)
2. Summarize the era of the monologue and scenes. (Comprehension)
3. Relate the time period to your character in your performance. (Evaluation)

**IDENTIFY DIFFERENT MONOLOGUES AND SCENES FROM VARIOUS TIME PERIODS**

1. Label monologues and scenes from various time periods. (Knowledge)
2. Name popular playwrights from various time periods. (Knowledge)
3. Explain the difference between comedy, history, and drama. (Comprehension)

**DEVELOP A CHARACTER BASED ON INFORMATION FROM THE PLAY**

1. Produce a monologue or scene from various period plays. (Application)
2. Evaluate various monologues and scenes as they are being performed. (Evaluation)
3. Discover ways to make your character come alive from the text. (Application)
4. Illustrate proper rehearsal techniques. (Application)

**This syllabus is subject to revision with prior notification to the student by the instructor.**