

# THTR 420B: ACTING II NONCREDIT FOR OLDER ADULTS

## Foothill College Course Outline of Record

| Heading                            | Value                                                   |
|------------------------------------|---------------------------------------------------------|
| <b>Effective Term:</b>             | Fall 2026                                               |
| <b>Units:</b>                      | 0                                                       |
| <b>Hours:</b>                      | 4 lecture, 1 laboratory per week (60 total per quarter) |
| <b>Prerequisite:</b>               | THTR 20A or 420A.                                       |
| <b>Degree &amp; Credit Status:</b> | Non-Degree-Applicable Non-Credit Course                 |
| <b>Foothill GE:</b>                | Non-GE                                                  |
| <b>Transferable:</b>               | None                                                    |
| <b>Grade Type:</b>                 | Non-Credit Course (Receives no Grade)                   |
| <b>Repeatability:</b>              | Unlimited Repeatability                                 |
| <b>Formerly:</b>                   | NCAL 419B                                               |

## Student Learning Outcomes

- Employ the voice and body as an instrument of expression applicable to multiple performance and interpersonal situations through analyzing multiple dramatic texts from an empathetic perspective.
- Exercise augmented skills and methodologies targeting the ability to analyze multiple sources of dramatic text for dialogue, relationship, and related characteristics, transferring that analysis to enhanced,

## Description

This noncredit course is targeted towards older adults. Further development of concepts introduced in THTR 420A, with emphasis to expanding the students' performance potential through probing greater depths of character analysis and text interpretation.

## Course Objectives

The student will be able to:

1. Identify and incorporate nuances of human conversation by relating psychological prompts to text analysis.
2. Apply analysis of setting, character, relationship, and other vital premises as they relate to the generation of personal interaction and dialogue.
3. Recognize the critical importance of spontaneity and engendering the appearance of spontaneity to all acting work.
4. Apply and employ skills of improvisation and theatre games to formal, rehearsed acting work, in the performance of scenes drawn from a broad range of multi-ethnic/multi-cultural sources.

## Course Content

1. Active, practical engagement of acting theories targeted towards developing realistic recreation of personal interaction, for example:
  - a. Stanislavsky approach
  - b. Contemporary methodologies based in Stanislavsky approach

2. In-depth dialogue text analysis derived from a broad scope of culturally diverse dramatic literature for performance
3. Incorporation of the premises of logic of cause and effect in dramatic action and principles of motivation as they relate to human behavior and active life choices
4. Improvisations and theatre games based on:
  - a. Situational prompts
  - b. Poetry
  - c. Word cues
  - d. Visual suggestion
  - e. Properties
  - f. Costume pieces
  - g. Masks from various cultures

## Lab Content

1. Cooperative rehearsal of class assignments and projects.
2. Individual and partner exploration and self-analysis of concepts and exercises introduced in class.

## Special Facilities and/or Equipment

1. Clothing suitable for rehearsal work.
2. A flexible, open-space classroom.
3. Rehearsal furniture and props.
4. Video recording and playback equipment.
5. Tutorial support for student scene work.

## Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Evaluation of student scenes, improvisations and acting projects  
 Demonstration of theory and techniques acquired, depth of dramatic characterization, consistency of vocal and bodily execution through prepared performance  
 Assessed development of accepted standards of theatre discipline  
 Required written assignments, specifically demonstration by the student of involvement in the course material through written critiques by the student of projects and assignments, followed by the instructor's evaluation of both the project and the critique

## Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture  
 Discussion  
 Cooperative learning exercises  
 Oral presentations  
 Laboratory  
 Demonstration  
 Field trips  
 Through structured lecture, teacher demonstrations, and guided student rehearsal, the student will explore and apply the techniques of study to formal, rehearsed work  
 Students will actively, practically develop an enhancement of a personally-developed acting process through exposure to the listed primary outline topics

## **Representative Text(s) and Other Materials**

Hagen, Uta. Respect for Acting. 2023.

Petit, Leonard. The Michael Chekhov Handbook: For the Actor. 2019.

Although the Petit text is older than five years, it remains a seminal staple of the industry.

Specific playscripts, tailored to individual student needs, selected by the instructor.

## **Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

1. Read assigned individual and/or class scripts.
2. Write personal reflection journal.
3. Write live performance critique.
4. Write reflection journal.
5. Analysis of assigned text readings.

## **Discipline(s)**

Theater Arts