



## COURSE OUTLINE

# DRA100 Acting 1: The actor's craft

**Course Coordinator:** Hannah Banks (hbanks@usc.edu.au) **School:** School of Business and Creative Industries

2022 | Semester 1

USC Sunshine Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course focuses on building performance skills and exploring approaches to realistic acting and theatre practice. This includes knowledge of the actor's craft, character development and the elements of live performance. Through practical applications, workshops, rehearsal processes and critical reflection, you will acquire an understanding of the conventions of realism, improvisation, script interpretation and skills in acting, including the effective use of voice and movement. You will learn how to effectively collaborate with your peers and hone your performance skills to communicate with an audience.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Asynchronous Online Delivery of Learning Material	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – Scheduled On-Campus Workshops	2hrs	Week 1	10 times
<b>Seminar</b> – Scheduled On-Campus Seminar	1hr	Throughout teaching period (refer to Format)	3 times
<b>Information session</b> – Task Information Session	1hr	Throughout teaching period (refer to Format)	3 times

### 1.3. Course Topics

In DRA100 students will:

- Build performance skills and explore different approaches to realistic acting and theatre practice
- Summarise and reflect on key theories from leading practitioners
- Develop improvisational skills and apply them in creative scenarios such as simulated patient environments
- Collaborate to rehearse and perform a scene from a realistic play text
- Develop a reflective journal as part of a role preparation process

## 2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

### 3. What is the unit value of this course?

12 units

### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Demonstrate knowledge of acting theories and reflect on the application of these theories.	Knowledgeable
2	Implement improvisation, acting and performance skills with proficiency and confidence.	Empowered
3	Create a polished performance of a scene from a realistic play text.	Creative and critical thinker
4	Reflect on the performance process undertaken to prepare for a specific role.	Creative and critical thinker

### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

#### 5.1. Pre-requisites

Not applicable

#### 5.2. Co-requisites

Not applicable

#### 5.3. Anti-requisites

Not applicable

#### 5.4. Specific assumed prior knowledge and skills (where applicable)

Competent English language skills for oral and written work

### 6. How am I going to be assessed?

#### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

#### 6.2. Details of early feedback on progress

You will receive feedback on your structured improvisation in the Week 4 workshop towards the Week 5 assessment. From Week 6 onwards, you will receive feedback during workshops on your scene work (Task 3). In Weeks 3 and 4, you will participate in a peer review process to assist you with Task 1 (reading summaries).

#### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Creative Performance	Individual	15%	2-3 mins	Week 5	In Class
All	2	Written Piece	Individual	45%	1,500 words (5 x 300 word entries)	Week 10	Online Assignment Submission with plagiarism check
All	3	Creative Performance	Individual	40%	5-8 minutes	Week 13	In Class

### All - Assessment Task 1: Structured improvisation

<b>GOAL:</b>	Professional actors are able to improvise a scene to develop a realistic character.												
<b>PRODUCT:</b>	Creative Performance												
<b>FORMAT:</b>	Prepare an improvisation to explore and develop a given character. In workshops you will be given a choice of characters to explore, and you will work in groups of 2 or 3 to devise a scene between these characters. You will work in groups to prepare your improvisation but will be marked individually. Further information will be provided in lectures and on Canvas.												
<b>CRITERIA:</b>	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Expression of the character's objectives.</td><td>3</td></tr><tr><td>2</td><td>Exploration of a key moment in a character's background.</td><td>2</td></tr><tr><td>3</td><td>Characterisation.</td><td>2</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Expression of the character's objectives.	3	2	Exploration of a key moment in a character's background.	2	3	Characterisation.	2
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2	Exploration of a key moment in a character's background.	2											
3	Characterisation.	2											

### All - Assessment Task 2: Reading summaries and peer feedback

<b>GOAL:</b>	Reflection and collaboration are key elements of effective acting. Professional actors utilise acting theory to develop and reflect on their craft.															
<b>PRODUCT:</b>	Written Piece															
<b>FORMAT:</b>	In weeks 3 and 4, you will be required to summarise a set reading and bring your draft summary to class for peer and tutor feedback. You will submit a final version of five reading summaries in Week 10. Your responses will record your on-going learning linked to issues explored through improvisation, role-play and acting techniques. Further information will be provided in Lectures and on Canvas.															
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### All - Assessment Task 3: Performance Scripted Text and Rehearsal Journal

<b>GOAL:</b>	Professional actors: undertake detailed role preparation; effectively collaborate with others; and present polished performances.
<b>PRODUCT:</b>	Creative Performance
<b>FORMAT:</b>	<p>This assessment is designed in two parts. Part one (Performance) will assess your performance skills in a scene from an Australian or New Zealand play. Part two (Process) will assess your preparation process, rehearsal development and collaboration with your scene partner/s.</p> <p>Select a scene, with two-three characters, from one of the set choices and collaborate with your peers to bring the script to life. Create a rehearsal script and analyse the scene. Present the polished scene to your tutorial group using appropriate rehearsal props and costume. You will keep an Individual Rehearsal Journal. Your journal will reflect on your rehearsals and document your character development process. You will submit this in hard copy or online via Canvas on the day of your performance.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Characterisation: Clarity and effectiveness of choices and expression of the character's motivation 3
	2	Connection and Presence: Responsiveness and connection with scene partner, with physical energy and presence 3
	3	Voice: Centred voice work, audibility, vocal expression and articulation 3
	4	Space: Orientation to the space (including use of set and props) 3
	5	Collaboration: Working effectively with scene partner/s 3 4
	6	Process: Development during rehearsals as evidenced by in-class presentations 3 4
	7	Reflection: Character and scene development as evidenced by rehearsal journal 4

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Students are expected to wear comfortable clothing suitable for movement and rehearsal purposes to all workshops. Students must supply their own costuming and rehearsal props for all performance tasks.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

## 10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

## 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

## 10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10.General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)