



COURSE OUTLINE

DRA206

Acting 2: Contemporary Shakespeare

Course Coordinator: Carl Walling (cwalling@usc.edu.au) **School:** School of Business and Creative Industries

2021 | Semester 1

USC Sunshine Coast

ON CAMPUS

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 will focus on the skills needed to realise a contemporary performance of a Shakespearean text. Through research and analysis, you will acquire an understanding of both traditional and contemporary approaches to Shakespearean texts. You will develop your skills in characterisation, voice, movement and textual analysis. You will then combine these skills and knowledges to perform a Shakespearean scene.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop – On campus tutorial/workshop for 12 weeks (or equivalent).	3hrs	Week 1	12 times

1.3. Course Topics

Throughout the semester, *DRA 206 – Acting 2: Contemporary Shakespeare* students will:

- Explore modern acting techniques supporting Shakespearean performance (monologue and scene development).
- Further develop their acting skills in characterisation, voice, and movement.
- Investigate contemporary activations of Shakespeare's dramatic literature.
- Communicate their own creative approaches toward a Shakespearean play.
- Understand how modern script analysis methods can further support Shakespearean performance and criticism.

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

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	Communicate knowledge of traditional and contemporary Shakespearean performance.	Knowledgeable
2	Demonstrate acting and performance skills in contemporary Shakespearean performance	Empowered
3	Communicate dramatic meaning through a contemporary performance of a Shakespearean text	Engaged
4	Transform Shakespeare's dramatic text through a short performance incorporating performance design elements (scenic and lighting composition).	Empowered
5	Apply knowledge of theatre practice to solve creative problems.	Engaged

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

DRA200

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

Competent English language skills for oral and written work and foundational skills in role play, acting, characterisation and rehearsal processes.

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

In week 4, you will present early work on assessment task #1: Shakespearean Monologue for Auditions. At the end of Week 7, you may decide to submit an early draft via Blackboard of your assessment task #2: Shakespearean Performance Essay for instructor feedback. Also, you will have opportunities for in-workshop feedback while developing your Shakespearean scene for assessment task #3.

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	20%	2 - 3 mins	Week 6	In Class
All	2	Essay	Individual	40%	1,500 words	Week 9	Online Assignment Submission
All	3	Creative Performance	Individual and Group	40%	5 - 7 minutes.	Week 13	In Class

All - Assessment Task 1: Shakespearean monologue

GOAL:	Professional actors are able to present a Shakespearean monologue for auditions.	
PRODUCT:	Creative Performance	
FORMAT:	Perform a short monologue to demonstrate your developing skills in Shakespearean performance.	
CRITERIA:	No.	Learning Outcome assessed
	1 Clear 'Goal' and 'Other'	2
	2 Personalised expression of the given circumstances	3
	3 Performative application of the stylistic devices of Shakespearean Verse	2
	4 Working in the '2nd circle' / Audience connection	2
	5 Physicality: physical energy and presence	2
	6 Vocal work: centred voice work, audibility, vocal expression and articulation	2

All - Assessment Task 2: Argumentative Essay

GOAL:	Interpretative artists often transform Shakespeare's character arcs, major plot elements, themes, and dramatic devices in order to: (1) respond to a contemporary social, economic, or political issue, (2) find parallels to a recent historical event, or (3) explore key facets of the modern human condition.	
PRODUCT:	Essay	
FORMAT:	<p>For this assessment task, you will choose from a pre-selected list of Shakespearean plays and develop your own interpretation as a potential creative artist.</p> <p>This exploration must be through through one of the following devices: an adoption of a production metaphor, the transformation of the work through dramatic style, or a recontextualization of the play's dramatic arc or characters through a critical lens.</p> <p>In constructing your essay, the interpretation must be supported through your close reading of the script, supplemental scholarship from the field of Shakespearean studies, and additional research. The essay must explore how your interpretation will shape the audience's perception of the play's major themes. Further information will be provided in lectures and on Blackboard.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1 Clear concept of a Shakespearean adaptation for modern audiences based on script analysis and well-developed interpretative choices.	5
	2 Application of key concepts within adaptation as presented in the course workshops and assigned readings	5
	3 Analytical connections between the script, theory, and practice.	1
	4 Written communication skills and correct referencing	1

All - Assessment Task 3: Shakespearean Scene

GOAL:	As a developing theatre practitioner, you will present a well-polished Shakespearean scene as an ensemble member within a small group. This task requires effective collaboration, attention to character development, and an understanding of basic performance design concepts.																					
PRODUCT:	Creative Performance																					
FORMAT:	<p>This assessment will assess your Shakespearean performance skills as part of an ensemble and as an individual performer.</p> <p>Students will form groups for this assessment task. Before week 10, each group must select a Shakespearean scene either from an instructor provided list of pre-approved scenes or an alternate scene with instructor approval. The scenes must involve two or three performers.</p> <p>Each group will perform their well-polished scenes for the class in week 13. As part of this assessment task, groups will be required to create a simplified design environment utilizing basic concepts in scenic composition and lighting. Each student will be responsible for appropriate performance properties (if required) and costume. Further details of the assignment will be presented in lectures and on Blackboard.</p>																					
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Demonstrated understanding of text</td><td>3</td></tr><tr><td>2</td><td>Characterisation including presentation of context, goal and 'other, and status relationship/s</td><td>3</td></tr><tr><td>3</td><td>Responsiveness and connection with scene partner</td><td>2</td></tr><tr><td>4</td><td>Physical energy and presence, and orientation to the space</td><td>2</td></tr><tr><td>5</td><td>Clarity, audibility, articulation, and poeticism within vocal expression</td><td>2</td></tr><tr><td>6</td><td>Transformation of performance through the incorporation of performance design elements.</td><td>4</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Demonstrated understanding of text	3	2	Characterisation including presentation of context, goal and 'other, and status relationship/s	3	3	Responsiveness and connection with scene partner	2	4	Physical energy and presence, and orientation to the space	2	5	Clarity, audibility, articulation, and poeticism within vocal expression	2	6	Transformation of performance through the incorporation of performance design elements.	4
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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 Blackboard 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

Workshops will require students to wear comfortable clothing that allows for unrestricted movement. In addition, students need to provide their own props and costumes for assessment task #3.

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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

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

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) 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 and supply the required documentation to negotiate an outcome.

10.4. 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.

10.5. 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 or call 07 5430 1226.

10.6. 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 or call 07 5430 2890.

10.7. 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: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. 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