



COURSE OUTLINE

DRA206

Acting 2: Contemporary Voice and Text

Course Coordinator: Joanne Loth (jloth@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 will focus on the skills needed to realise a contemporary text based performance. Through research and analysis, you will acquire an understanding of both traditional and contemporary approaches to voice and text work. You will develop your skills in characterisation, voice and textual analysis. You will then combine these skills and knowledges to perform a scene.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Asynchronous online delivery of learning material.	1hr	Week 1	13 times
Tutorial/Workshop 1 – Synchronous and scheduled on-campus face to face workshops.	2hrs	Week 1	10 times
Seminar – Synchronous, face to face on campus seminars (Recorded).	2hrs	Week 1	3 times

1.3. Course Topics

Throughout the semester, *DRA 206* students will:

- Explore modern acting techniques supporting text based performance (monologue and scene development).
- Further develop their acting skills in characterisation and voice.
- Investigate contemporary activations of dramatic literature.
- Communicate their own creative approaches toward a text.
- Understand how script analysis methods can further support text-based 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 text based performance.	Knowledgeable
2	Demonstrate acting and performance skills in contemporary text-based performance.	Empowered
3	Communicate dramatic meaning through a contemporary text based performance.	Creative and critical thinker Engaged
4	Transform dramatic text into a short performance.	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 weeks 2 and 9 you will have the opportunities to present performance tasks for feedback. You will also have opportunities for in-workshop feedback on Task 2.

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%	1- 2 mins	Week 3	In Class
All	2	Written Piece	Individual	40%	2,000 words	Week 7	Online Submission
All	3	Creative Performance	Individual	40%	3- 5 minutes.	Week 10	In Class

All - Assessment Task 1: Poem

GOAL:	Perform a short monologue to demonstrate your developing vocal skills.															
PRODUCT:	Creative Performance															
FORMAT:	Choose, rehearse and perform a short poem. You can select a poem from the choices provided or find a poem of your choice. (Song lyrics are accepted forms of poetry for this task.)															
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Communicating performance intention towards target audience</td><td>3</td></tr><tr><td>2</td><td>Demonstrating efficient postural alignment.</td><td>2</td></tr><tr><td>3</td><td>Demonstrating connection to breath</td><td>2</td></tr><tr><td>4</td><td>Demonstrating connection to resonance.</td><td>2</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Communicating performance intention towards target audience	3	2	Demonstrating efficient postural alignment.	2	3	Demonstrating connection to breath	2	4	Demonstrating connection to resonance.	2
No.		Learning Outcome assessed														
1	Communicating performance intention towards target audience	3														
2	Demonstrating efficient postural alignment.	2														
3	Demonstrating connection to breath	2														
4	Demonstrating connection to resonance.	2														

All - Assessment Task 2: Reading Summaries and Reflections.

GOAL:	The purpose of this task is for you to demonstrate your developing understanding of voice.												
PRODUCT:	Written Piece												
FORMAT:	Summarise four of the course's set readings (500 words each, total 2000 words). Identify the key points of the set reading (around 300 words). Write a short paragraph (around 200 words) connecting the key points of the reading to your own practice.												
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Communicating knowledge of the set readings</td><td>1</td></tr><tr><td>2</td><td>Applying knowledge to application within personal artistic practice.</td><td>5</td></tr><tr><td>3</td><td>Communicating knowledge and understandings through written expression.</td><td>1</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Communicating knowledge of the set readings	1	2	Applying knowledge to application within personal artistic practice.	5	3	Communicating knowledge and understandings through written expression.	1
No.		Learning Outcome assessed											
1	Communicating knowledge of the set readings	1											
2	Applying knowledge to application within personal artistic practice.	5											
3	Communicating knowledge and understandings through written expression.	1											

All - Assessment Task 3: Scene

GOAL:	Present a two person dialogue as a polished performance.																		
PRODUCT:	Creative Performance																		
FORMAT:	This assessment will assess your voice and performance skills. Select a scripted dialogue for two performers. Choices will be provided or select a scripted dialogue of your choice and check this with your tutor.																		
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Transform dramatic text into a short performance.</td><td>4</td></tr><tr><td>2</td><td>Physical energy and presence.</td><td>2</td></tr><tr><td>3</td><td>Postural alignment and connection to breath</td><td>2</td></tr><tr><td>4</td><td>Connection to resonance</td><td>2</td></tr><tr><td>5</td><td>Communicate dramatic meaning through clarity of articulation.</td><td>3</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Transform dramatic text into a short performance.	4	2	Physical energy and presence.	2	3	Postural alignment and connection to breath	2	4	Connection to resonance	2	5	Communicate dramatic meaning through clarity of articulation.	3
No.		Learning Outcome assessed																	
1	Transform dramatic text into a short performance.	4																	
2	Physical energy and presence.	2																	
3	Postural alignment and connection to breath	2																	
4	Connection to resonance	2																	
5	Communicate dramatic meaning through clarity of articulation.	3																	

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

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 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:

- 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. 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.

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.

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.

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 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 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