San Bernardino
## Valley College
# DISTANCE EDUCATION ADDENDUM

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| **COURSE ID:** | **THART 121: Acting Fundamentals II** |
| **DEPARTMENT:** | **Theatre Arts** |
| **SUBMITTED BY:** | **Melinda Fogle** |
| **DATE SUBMITTED:** | **6/6/20** |

*For additional resources on completing this form, please visit the DE Website:*
www.valleycollege.edu/onlinefacultyresources

1. **Please select the distance education method that describe how the course content will be delivered.**
   **Check ALL methods that will be used for offering this course, even if previously approved.**
   - ☒ FO – Fully Online
   - ☐ PO – Partially Online
   - ☐ OPA – Online with In-Person Proctored Assessments
   - ☐ FOMA – Fully Online with Mutual Agreement

2. **In what way will this course, being offered in distance education format, meet the needs of the campus?**
   **(Ex: Student Access, Campus Strategic Plan, Campus Mission Statement, Online Education Initiative (OEI), Student Equity, Student Needs). Please be specific.**

   Offering THART 121 online will provide increased student access to the course, as well as fills a gap from an Equity perspective in offering another General Education course online which can be taken by students who prefer or need online classes.

3. **Will this course require proctored exams?**
   - ☒ No
   - ☐ Yes - If yes, how?

4. **How will the design of this course address student accessibility? Are you including any of the following?**
   - ☒ Captioned Videos
   - ☒ Transcripts for Audio Files
   - ☒ Alternative Text for Graphics
   - ☐ Formatted Headings
   - ☐ Other – If other, please explain.

5. **Provide a specific example of how the instructor will provide synchronous office hours for distance education students? (Ex: Online Conference Tool, Cranium Classroom, Zoom, Pisces, Skype, etc.)**

Office Hours will be provided at least once-a-week in synchronous format, either through Zoom, telephone, or in-person. It should be noted that instructor preference is not limited to these three options, as they may use comparable alternative tools with the advisory being "in real time." Email is not considered synchronous in this context.

6. **Provide a specific example of how this course's design ensures regular and effective instructor-student contact? (Ex: Threaded discussion forums, weekly announcements, instructor prepared materials, posting video and audio files, timely feedback on exams and projects, synchronous online office hours, synchronous online meetings, synchronous online lectures, etc.)**

Specific examples of regular and effective instructor-student contact in this course include the use of weekly threaded discussions that are moderated regularly by the instructor with timely feedback, weekly announcements of upcoming content and deadlines sent by the instructor with comments by students enabled in threads, at least one hour of synchronous commitment by the instructor in office hour form or webinar, timely feedback on exams and projects, and other scenarios made by the instructor.

https://www.valleycollege.edu/online-classes/faculty-resources/reg-effective-contact.php

7. **Provide a specific example of how this course will ensure regular and effective student-student contact? (Ex: Threaded discussion forums, assigned group projects, threaded discussions, Notebowl, peer-to-peer feedback, synchronous online meetings, etc.)**

The course will utilize synchronous online full-class meetings, threaded discussions for students to engage and learn with each other, Zoom discussions as a class and through Breakout Rooms, Zoom peer feedback sessions, and other methods the instructor sees fit for students to communicate with each other.

8. **Describe what students in this online version of the course will do in a typical week on this class. Include the process starting after initial log in.**

Students will attend Zoom meetings during which they will learn and practice vocal production techniques. Students will participate in weekly discussions with each other, quizzes, and projects which will focus on textbook readings and lecture materials. Students will present performances and offer peer feedback during Zoom meetings.

9. **Provide a sample statement that could be included in the syllabus for this course that communicates to students the frequency and timeliness of instructor-initiated contact and student feedback.**

Instructor will post weekly assignment checklists, provide timely input on threaded discussions, and provide individual feedback on exams, written work and performances in a timely manner. Students may message the instructor directly through LMS messenger or email questions or concerns, which will be responded to within a 24-hour period.

# DISTANCE EDUCATION ADDENDUM

10. **Provide a specific example of how regular and effective student-student interaction may occur in this online course.**

> Students will interact with each other in threaded discussions.  Students will also interact with each other in Zoom discussions and Zoom feedback sessions.

11. **Provide a specific example of how regular and effective instructor-student interaction may occur in this online course.**

> Faculty will provide timely feedback on written work, performances and exams.  Faculty will interact with students during Zoom discussions, rehearsals, and feedback sessions.  Students may participate in online office hours via Zoom.

12. **Does this course include lab hours?** ☒ No     ☐ Yes – If yes, how are you going to accommodate the typical face to face activities in an online environment?

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13. **How will you accommodate the SLO and Course Objectives in an online environment?**

> **Student Learning Outcomes:**
> Upon successful completion of the course, the student should be able to:
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> 1. Demonstrate the ability to create a character using textual analysis
>    Students will analyze a script and apply characterization skills to the performance of an assigned character.
>
> 2. Apply elements of effective acting techniques as a personal standard
>    Students will learn and practice basic acting skills during Zoom meetings.  Students will demonstrate their performance skills in rehearsals and performances.
>
> 3. Evaluate acting technique in a live performance
>    Students will critique peer performances and/or streaming performances during Zoom meeting discussions and through Canvas discussions.  Students will write a performance critique of a peer performance or streamed performance.
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> **Course Objectives:**
> **Upon successful completion of the course the student should be able to:**
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> A. Use and apply theatrical terminology.
>    Online students will learn theatre terminology through class lectures, class meetings, and class readings.  Students will demonstrate their knowledge of theatre terminology in quizzes, class discussions, zoom rehearsals and performances.
>
> B. Demonstrate an expanded range and flexibility as an actor.

Students will rehearse and perform a variety of characters and dramatic genres and styles in Zoom meetings.

C.  Demonstrate the ability to portray a character in performance using dramatic analysis
Students will analyze a script and apply characterization skills to the performance of an assigned character.

D.  Apply acting techniques in the performance of monologues and scenes
Students will learn and practice basic acting skills during Zoom meetings.  Students will demonstrate their performance skills in rehearsals and performances.

E.  Demonstrate the ability to construct and use actor's notes in improving performances
Actors will receive and apply performance notes during Zoom rehearsals and feedback sessions.  Students will write personal performance notes for use in rehearsal and performance.

F.  Demonstrate an enhanced ability to both give and receive feedback and constructive criticism
Online students will self-reflect and offer peer feedback in discussions and during Zoom performance sessions.

G.  Evaluate acting technique in a live performance
Students will critique peer performances and/or streaming performances during Zoom meeting discussions and through Canvas discussions.  Students will write a performance critique of a peer performance or streamed performance.

14. **Are modifications needed to SLOs or Course Objectives in order to teach this course in the online modality?**

☒ **No** ☐ **Yes – If yes, please explain the changes needed.**

*(It is advised that if you are changing course content or objectives that you speak with the Curriculum Co-Chair or Articulation Officer for guidance moving forward.)*

## To be completed by a member of the Curriculum Committee Review Team:

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| **CURRICULUM CHAIR REVIEWED:** | | ☐ YES ☐ NO |
| **DE REVIEW:** | | ☐ YES ☐ NO |
| **CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:** | | ☐ YES ☐ NO |