



Program: Media and Communication

Program Level ☒ Bachelor ☐ Graduate Diploma ☐ Master ☐ Higher Graduate Diploma ☐ Doctor

Course Title: Acting I: The Fundamentals

Faculty/College/Institute: Mahidol University International College

Course Code: ICMC325

Department: Communication Art

Course Specification

Section 1 General Information

1. Course Code and Title

In Thai ICMC325 การแสดง ๑: หลักการแสดงขั้นพื้นฐาน

In English ICMC325 Acting I: The Fundamentals

2. Number of Credits 4

(Theory 2 hrs. Practice 4 hrs. Self-Study 6 hrs./week)

3. Curriculum and Course Type

3.1 Program Media and Communication (Bachelor Degree Program)

3.2 Course Type Specific Course ☐ Compulsory Course ☒ Elective Course

4. Course Coordinator and Instructor

4.1 Course Responsible Instructor Danainan Kridakorn

4.2 Instructors Danainan Kridakorn

5. Trimester/Class Level

5.1 Trimester I / Class Level III

5.2 Number of Students Allowed Approximately Students

6. Prerequisites

ICMC 210 Basic Acting

7. Co-requisites

None

8. Date of Preparation/Latest Revision of the Course Specifications

8th September 2025



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Section 2 Course Goals and Course Description

1. Course Goals

- 1.1 To develop the actor's ability to bring memorized scenes to life with truth, imagination, and presence.
- 1.2 To introduce and apply the fundamental principles of acting, including objective, obstacle, given circumstances, and moment-to-moment truth, among other acting tools, through embodied scene work.
- 1.3 To expand each student's exposure to diverse plays, characters, and acting styles, encouraging curiosity and deeper engagement with the craft.
- 1.4 To build professional and collaborative rehearsal habits, rooted in generosity, risk-taking, and mutual respect.
- 1.5 To support personal artistic growth by cultivating greater awareness, confidence, and trust in one's unique creative voice.

2. Course Description

(In Thai) รายวิชานี้เป็นการแนะนำพื้นฐานของการแสดงผ่านการฝึกปฏิบัติ การศึกษาบท และการสะท้อนกระบวนการทำงาน นักศึกษาจะได้ฝึกทักษะในการเข้าถึงบทบาท การทำงานร่วมกับคู่ฉาก และการเตรียมการแสดงอย่างเป็นระบบ รายวิชาให้ความสำคัญกับการมีวินัยในกระบวนการซ้อม การฟัง การตอบสนอง และการพัฒนาความสามารถในการแสดงผ่านการเรียนรู้เชิงปฏิบัติในบรรยากาศที่สนับสนุนและปลอดภัย

(In English) This course introduces students to the foundational techniques of acting through a combination of practical exercises, scene study, and critical reflection. Students will develop the tools to approach scripted material with clarity, presence, and emotional truth, while also cultivating rehearsal discipline and collaborative skills. Emphasis is placed on process, creative risk-taking, and the development of a personal acting practice within a supportive ensemble environment.



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Section 3 Course Objectives, Course-level Learning Outcomes and Course Implementation

1. Course Objectives

- 1.1 Develop the ability to perform memorized scenes with clarity, emotional truth, and responsiveness.
- 1.2 Demonstrate a working understanding of fundamental acting principles through script analysis, rehearsal, and performance.
- 1.3 Explore and refine personal acting process through practical exercises, reflection, and in-class feedback.
- 1.4 Cultivate collaborative and professional rehearsal habits within an ensemble setting.
- 1.5 Deepen personal awareness and creative identity in order to support continued artistic growth beyond the course.

2. Course-level Learning Outcomes: CLOs

On completion of the course, the students will be able to:

- 1) CLO1 Perform memorized scenes with clarity, authenticity, and responsiveness to scene partners.
- 2) CLO2 Apply foundational acting principles (e.g., objective, obstacle, and given circumstances) in scene preparation and performance.
- 3) CLO3 Demonstrate professional rehearsal habits, including preparation, collaboration, and constructive feedback exchange.
- 4) CLO4 Reflect critically on their personal acting process and identify tools for continued artistic growth.

3. How to organize learning experiences to develop the knowledge or skills stated in number 2 and how to measure the learning outcomes

CLOs	Teaching and learning experience management					Learning outcomes measurements			
	Lecture	Discussion	Project-based learning	Performance-based learning	Inquiry-based learning	Group work project	Report and Presentation	Class Exercises	Individual Project
CLO1	X	X	X	X		X	X	X	X
CLO2	X	X	X	X	X	X	X	X	X
CLO3	X	X	X	X	X	X		X	X
CLO4	X	X			X		X		



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Section 4 Lesson Plan and Evaluation

1. Lesson Plan

Week	Topic	Teaching	Assignment
1	Acting fundamentals	M: Intro to course (syllabus) - Acting discussion: What do you know about acting? - Circle dance - Relaxation - Voice work (touch of sound) <i>Reflect</i> A: Sensory exercise (into the heart) (Backup: Improv games.) - Private moment assignment <i>Reflect.</i>	Choose a private moment (Bring costume and props.)
2	Acting fundamentals	M: Discuss: Imagination - Passing energy around, Circle dance - Relaxation - Voice Resonance - River stories (end with monologue work) A: Private moment. - Explain how to read the play for homework. <i>Reflect</i>	Assign scenes (read the play.)
3	Scene Study A: Script analysis	M: Discuss: Self-awareness and Observation - Relaxation/Warm-up - Script analysis terms - A/B scenes (introduce improvisation around scene-work) A: Reading rehearsal <i>Reflect</i>	Script analysis (Present next class) Bring costume. Start to memorize.
4	Scene Study: Characterization	M: Discuss: Emotional access and vulnerability - Relaxation/Warm-up - Script analysis discussion (each scene with partner) A: Character exercise. (picture exercise or equivalent) - Circle dance as characters. Journal.	Rehearse scene with partner (Bring props and costume, set plan)



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		- Scene rehearsal (play by ear) - Explain how to rehearse for homework. Explain improvising the scene. <i>Reflect</i>	
5	Scene Study: Blocking	M: Discuss: Feeling stuck. - Warm-up. - Getting into character. - Character interview. A: Scene Study. Improv the scene. Work on blocking.	Rehearse scene with partner (Bring props and costume, set plan) Assign improv scene
6	Scene Study: Personalization	M: Discuss: How to make it personal. - Relaxation/warm-up - Circle dance as characters - Present improv scene A: Scene Study work.	Rehearse scene with partner (Bring props and costume, set plan) Assign improv scene
7	Final Scene Study A	M: Discuss: Nerves - Relaxation/warm-up - Circle dance - Present improv scene A: Final Scene Study A - Assign scenes B - Assign animals	Read the play. Analyze the scene. Bring costumes and props. Study the animal. Bring kneepads for animal work.
8	Scene Study B: Script analysis	M: Discuss: Importance of voicework - Relaxation/warm-up - Animal exercise A: Table read scene - Script analysis discussion (each scene with partner)	Bring kneepads for animal work. Rehearse scene with partner (Bring props and costume, set plan)
9	Scene Study B: Characterization	M: Discuss: Subtext - Relaxation/warm-up - Animal exercise - into character - Circle dance/journal A: Improv Scene Study work incorporating animal.	Rehearse scene with partner (Bring props and costume)
10 (Reschedule)	Scene Study B: Blocking	Scenes individually scheduled - Improvisation - Scene work	Rehearse scene with partner (Bring props and costume)



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		Explain final paper	Final paper
11 (Reschedule)	Scene Study B: Polish-ing	Scenes individually scheduled - Improvisation - Scene work - Explain final paper	Rehearse scene with partner (Bring props and costume) Final paper
12	Final Scene Study B	M: Discuss: Acting as a career. - Relaxation/warm-up - Final Scene Study B - Course wrap up	

2. Plan for Assessment of Expected Course-Level Learning Outcomes (CLOs)

2.1 Measurement and Evaluation of learning achievement

A. Formative Assessment

- In-class acting exercises, partner activities, and guided scene rehearsals conducted during Weeks 2–12 provide ongoing feedback to students on acting technique, collaboration, and moment-to-moment work.
- Instructor and peer feedback sessions take place during scene development periods to support each student's artistic growth and application of course concepts.
- Weekly process journals and class discussions offer opportunities for reflection and self-assessment of learning throughout the semester.

B. Summative Assessment

(1) Tool and weight for measurement and evaluation

Learning Outcomes	Evaluation Method*				Weight (Percentage)
	Individual written work	Group work	Individual work presentation	In-class participation, teamwork, and development	
CLO1 Understand and apply fundamental acting concepts and terminology	5	10	5	10	30
CLO2 Analyze text, character, and prepare scenes effectively		15	-	10	25



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CLO3 Develop collaborative rehearsal practices and professional communication	5	-	10	-	20
CLO4 Reflect on personal process and artistic growth	5	5	10	-	25
Total	15	30	25	20	100

(2) Grading Rules

Grades are based on participation, preparation, collaboration, written work, and two final scene performances.

(3) Measurement and Evaluation

Grade	Achievement	% Range	GPA
A	Excellent	90-100	4.0
B+	Very Good	85-89	3.5
B	Good	80-84	3.0
C+	Very Satisfactory	75-79	2.5
C	Satisfactory	70-74	2.0
D+	Poor	65-69	1.5
D	Very Poor	60-64	1.0
F	Fail	0-59	0.0

2.2 Re-examination (if the course allows any.)

N/A (Not applicable with MUIC)

3. Students' Appeal

A written explanation providing facts and evidence should be submitted to the instructor, explaining why the assignment grade should be changed. This should be done within one week after an assignment is returned to students. The instructor will use this to reconsider the grade for that assignment. The instructor will reply within one week.



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Section 5 Teaching Resources

1. Required Texts

Selected scenes and plays (provided by instructor); optional readings may be assigned throughout the semester.

2. Suggested Materials

The Intent to Live by Larry Moss or Freeing the Natural Voice by Kristin Linklater.

3. Other Resources (if any)

None.



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Section 6 Evaluation and Improvement of Course Implementation

1. Analysis and Evaluation of Course Implementation

A. Data for Analysis

- a) Student evaluation forms at the end of the course.
- b) Informal discussions and mid-course feedback.
- c) Instructor's observations of student progress, participation, and submitted work.

B. Course Effectiveness Evaluation

- a) Student evaluations and feedback are reviewed
- b) Instructor reflections on teaching methods and student engagement
- c) Assignment results and scene performance quality are considered

2. Revision Process and Improvement Plan for Course Effectiveness

- a) Course notes will be reviewed at the end of term to identify areas for adjustment
- b) Improvements will be made based on student feedback and instructor observations
- c) Where appropriate, ideas will be discussed with colleagues for future enhancements

3. The self-assessment report of the course

The instructor will evaluate the course based on student engagement, quality of work, and observed learning outcomes.

Reflections from this process will be used to guide adjustments and improvements for future course delivery.



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Appendix

1. Relations between the course and the program

Table 1 Relations between the course and the PLOs

Course Title:	Program-Level Learning Outcomes (PLOs)						
Acting I: The Fundamentals	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
(Course Code) ICMC325	P	P		P		P	

Table 2 Relation between CLOs and PLOs

(Course Code) ICMC325	Program-Level Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO..	PLO..
CLO1 Understand and apply fundamental acting concepts and terminology	1.2	2.1						
CLO2 Analyze text, character, and prepare scenes effectively		2.1		4.1				
CLO3 Develop collaborative rehearsal practices and professional communication	1.2					6.2		
CLO4 Reflect on personal process and artistic growth						6.1		

Table 3 PLOs and SubPLOs that the course is responsible for

PLOs	SubPLOs
PL01 Apply ethics in the professional practice of craft-led works and academic studies.	1.1 Use media content or strategies that provide value to society. 1.2 Understand what it means to be ethical and professional in creating media content.



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PL02 Solve problems to creatively overcome theoretical and pragmatic obstacles related to content creation.	2.1 Apply critical thinking skills. 2.2 Develop research-based media content or strategies academically or creatively.
PL03 Value creativity and global thinking to embrace cultural diversity in national and global perspectives.	3.1 Process cultural awareness and foster understanding of diversity in media content and strategy creation. 3.2 Understand the global trends and their effects on local issues.
PL04 Develop high-quality media content.	4.1 Can evaluate what is good vs. bad media content. 4.2 Can apply audio and visual communication skills in media content creation.
PL05 Execute media convergence and media convergence strategies, respectively.	5.1 Understand the different characteristics of each media platform and their shared qualities. 5.2 Can apply the knowledge of one content and expand and distribute it to various platforms.
PL06 ELO 6 Use media for communication from the level of interpersonal into the global.	6.1 Can use media in various forms to successfully communicate with the set objectives. 6.2 Apply communication skills in conducting research or media content creation.
PL07 Create thesis products that demonstrate a culmination of the program ELOs.	7.1 Propose thesis projects that reflect program learning outcomes 1, 2, and 3. 7.2 Create thesis projects that reflect program learning outcomes 4, 5, and 6. 7.3 Exhibit thesis projects that reflect program learning outcome 6.

2. Rubric scoring*

Students are assessed according to clearly defined criteria outlined in the syllabus, including participation, preparation, and performance work, with feedback provided regularly.



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3. Relations between the course and Sustainable Development Goals (SDGs)

- | | | |
|--------------------------|-------|---|
| ☐ | SDG1 | No poverty |
| ☐ | SDG2 | Zero Hunger |
| ☐ | SDG3 | Good Health and Well – being |
| ☐ | SDG4 | Quality Education |
| ☐ | SDG5 | Gender Equality |
| ☐ | SDG6 | Clean Water and Sanitation |
| ☐ | SDG7 | Affordable and Clean Energy |
| ☐ | SDG8 | Decent Work and Economic Growth |
| ☐ | SDG9 | Industry, Innovation and Infrastructure |
| ☐ | SDG10 | Reduced Inequalities |
| ☐ | SDG11 | Sustainable Cities and Communities |
| ☐ | SDG12 | Responsible Consumption and Production |
| ☐ | SDG13 | Climate Action |
| ☐ | SDG14 | Life Below Water |
| ☐ | SDG15 | Life on Land |
| ☐ | SDG16 | Peace, Justice and Strong Institutions |
| ☐ | SDG17 | Partnerships for the goals |