

Acting I: Instrument and Discipline and Professional Development Lab I

TPP 2110 and TPP 2110L | Fall 2023

Welcome! I am thrilled to be working with you and very excited about these courses! I am passionate about acting and enthusiastic about helping to prepare you for the profession!

General Information

Professor

Dr. Manuel Simons, Ph.D. (they/them/their)

Office Hours: Wednesdays 3 - 4:30 pm (Drop-In) or other times by [appointment](#).

Office Location: McGuire Pavilion, Room 223 (2nd Fl.)

Email: bmanuel.simons@ufl.edu | Phone: 352-273-0505

Course Logistics

M, W, F | Per. 4 & 5 (12:50 PM - 2:45 PM)

Constans Theatre Building, Studio G-13

Canvas Website: <https://elearning.ufl.edu/>

Response & Availability

- ❖ My drop-in office hours are Wednesdays 3 - 4:30 pm in [Constans Theatre Bldg.](#), Rm. 223 (2nd Fl.)
- ❖ To meet at a different date/time, click here to [set up an appointment](#).
 - I respond to emailed questions within 24 hours on school days.
 - I respond to phone voicemails within 8 hours on school days.
 - I do not respond to emails or voicemails on Saturdays, Sundays, or holidays observed by UF.
 - I provide feedback and grade assignments within 10 days from the turn in date.

Course Summary & Description

Acting I: Instrument and Discipline is the foundation course for BFA Theatre majors seeking to advance forward in the acting or musical theatre concentrations. This course is an introduction to the craft of acting, including proper use of the actor's instrument and development of the discipline and skills necessary to consistently deliver truthful performances at a professional level. Successful student actors will acquire and practice the basic strategies and skills of acting; develop greater self-awareness, trust, imagination, and concentration; and gain facility with basic acting technique, including the fundamentals of script analysis, physical awareness, authentic action and reaction, role-building, acting vocabulary, and methods of rehearsal and performance. Students will develop a creative process through skill-building exercises, readings, written assignments, and monologue and scene work.

The Professional Development Lab I is taken concurrently with Acting I. This course serves as a forum for the discussion of acting and theatre related topics, master classes, and guest lectures from faculty, staff, and industry professionals. Students develop skills to address the emotional, physical, and psychological demands of being a professional actor. The Professional Development Lab introduces the student actor to various facets of the profession and focuses on the information, tools, habits, strategies, and life skills that actors must cultivate to avoid potential pitfalls and successfully navigate a career in the acting profession. Topics may include goal setting, time management, coping, health, nutrition, fitness, the science of the brain, problem solving, mindfulness, how to deal with rejection, how to handle audition anxiety, and other themes relevant to the actor's work.

Course Objectives

1. To develop an understanding of the discipline of the art of acting and to refine concentration skills necessary within that discipline.
2. To develop the ability to work as a supportive, courageous, accountable member of an ensemble through strengthening discipline, trust, and communication skills.
3. To establish a common vocabulary that serves as a foundation for the acting process.
4. To increase observation skills and develop self-awareness via exercises and improvisation.
5. To practice relaxation methods and exercises to develop physical and vocal freedom and control.
6. To apply methods and techniques of the actor's process to one's own work through exercises as well as monologue and scene work.
7. To demonstrate understanding of the building blocks of working on a monologue and scene.
8. To introduce the professional behaviors, expectations, skills, and knowledge necessary to achieve a successful acting career.
9. To introduce student actors to information and strategies geared to promote and sustain their health and wellness as they prepare for and build careers in the arts

Students can achieve the above objectives via thorough, thoughtful, whole-hearted participation in this course, which includes all of the following components:

I. Attendance & Punctuality

Attendance is mandatory. Absence or lateness is taken extremely seriously by this professor and by the entire faculty and leadership of the UF School of Theatre and Dance.

<u>Absence Count</u>	<u>Course Grade Penalty</u>
1	No Penalty
2	- 10 points / Full Letter Grade Deduction
3	- 20 points / Two Full Letter Grades Deduction
4	- 30 points / Three Full Letter Grades Deduction / Automatic Course Repeat
5	AUTOMATIC COURSE FAILURE

If you provide official documentation for an absence, then the penalty for that absence will be waived—up to a maximum of 30 points. However, it is crucial to note:

5 absences result in an automatic failure of the course—even if documentation was provided for previous absences.

- One lateness will be excused. Each additional lateness = 3 points deducted from course grade.
- Lateness of more than 20 minutes constitutes a full absence.
- A course grade lower than C requires repeat of the course.
- The above policy applies separately and respectively to each course: Acting I and PD Lab I.

II. Readings & Materials

Technique Readings: Excerpts from books on acting technique and related articles are assigned throughout the course and available on the class Canvas website in Files > Readings.

Play Readings: Students will also read two plays available at the UF Library OR provided by the instructor.

Theatre Productions: Attending live theatre productions on campus is a crucial part of the assignments in this course. Ticket vouchers will be provided for shows, but the student is responsible for paying handling fees (usually under \$5). If the voucher is lost or stolen, it CANNOT be replaced.

- **Tickets absolutely must be purchased well in advance of the performance.**
- **Students have been advised to purchase tickets early and given ample notice and therefore will be accountable for this assignment even if tickets are sold out.**

School of Theatre + Dance, College of the Arts, University of Florida

Tickets will be available through the O'Connell Center Box Office/University Box Office. Please arrive to the show at least 10 minutes early. **DO NOT BE LATE** – it is highly disrespectful to the actors and the audience. There are **NO** other shows that can be substituted for seeing the required UF productions. **PHONES MUST BE OFF** (and **NOT** on vibrate) during the show.

Production Dates:

September 14 - 24

DUST - Black Box Theatre, SOTD

October 20 - 29

THE PROM - Constans Theatre, SOTD

School Supplies: Students are expected to bring the following items to every class:

- One full-size notebook or section of a notebook dedicated only for Acting I & PD Lab I
- One erasable pen with eraser **OR** one pencil with eraser and pencil sharpener

Clothing/Attire: Physical movement, including work on the floor, is part of this course and important to your training as an actor. Choose clothing that allows for freedom of movement such as sweatpants, gym shorts, t-shirts, and sweatshirts. Be ready to move and to sweat.

Do **NOT** wear tight, restrictive clothing. No jeans. Cover chests, stomachs, and underwear. No bare midriffs. No pajamas.

For feet, you may work in bare feet, socks, grip socks, or ballet slippers. No shoes/sneakers. No flip flops/sandals

Hair should be pulled back out of the face. No hats with brims.

No bulky or dangling jewelry.

NOTES:

- If a student is not appropriately dressed for class, then they may observe class while accepting an absence for the day.
- Arriving to class “on time” but then leaving to change constitutes a lateness. (“I’m here, but I’m going to the bathroom to change” means you are **NOT** here. You will be marked late.)
- Please advise me of any physical limitations you have. **NEVER** move in a way that will hurt you or others.

Food, chewing gum, and drinks (except water with a cap) are not permitted in the classroom. If you have an access need that requires an accommodation, please let me know.

Cell phones are silenced or turned off, stored out of sight inside a bag; NOT on your body. Do **NOT** leave phones on vibrate. If a student’s phone is seen or heard in the studio, the student will receive a mark of lateness for the day.

III. Due Dates

All assignments must be turned in on time. Late assignments, including performance assignments, will receive a grade of zero.

If official documentation (such as a doctor's note) is provided prior to or within 10 days after an assignment due date, then a late assignment will be accepted and due within that same time-frame or as negotiated with the professor.

IV. Graded Work

1.) Contributions to Discussions, Activities, & the Ensemble

These actions comprise 12% of your course grade.

1. Consistent engagement in and contributions to class discussions, learning activities, acting exercises, theatre games, observations of peers' scenes/monologues, and feedback to peers; being a highly active, not a passive learner.
2. In-class writing geared to help you analyze plays and characters and reflect on your learning.
3. Reliable and punctual attendance at all rehearsals outside of class with classmates.
4. Fostering open, proactive, and productive communication with instructor and classmates; cooperating and working respectfully and harmoniously with instructor and classmates; supporting, encouraging, and including all classmates.
5. Accountability for your actions and taking responsibility for yourself and your own learning; keeping the promises you make to yourself and other people and doing what you say you will do.

2.) Actor Development Assignments

These 4 assignments comprise 12% of your course grade.

1. **Skill-Building Assignments** (2) - for which you will rehearse on your own outside of class and present your work in-class; these assignments may also include a brief digital, visual, note-taking, or other short component to document or reflect upon the activity.
2. **Coaching Session Assignments** (2) - for which your scene or monologue has been memorized and rehearsed outside of class. You must be completely off-book (memorized) to qualify for a passing grade on the Coaching Session Assignments. At the coaching sessions, you will present your scene or monologue in its entirety, after which you will receive specific directions, images, suggestions, or exercises from the instructor to incorporate into your work as you present all or parts of your scene or monologue again, and possibly several times, during the session. Flexibility, imagination, cooperation, and a willingness to experiment will be required in order to do your best work in the coaching sessions.

3.) Reading Responses & Replies

These activities comprise 12% of your course grade.

Completion of all readings and demonstration of your understanding and response through:

1. A total of three (3) digital discussion board postings of *at least* one full paragraph each of 150 words at minimum (or more, if you wish) posted on the digital class discussion board. In your posting, respond to at least one specific statement contained in the current week's reading; include the statement as a quotation AND include the page number. Explain what the idea means to you: Why does this idea matter? How does it relate to what you are experiencing and learning in this course? How does it connect to your own work in exercises, activities, and acting assignments in this course? You may disagree with ideas as long as you explain *why* you disagree.
2. Return to the discussion board no later than 24 hours before the next class and write replies to the postings of at least two different classmates (or more than two classmates, if you wish). Devote at least three complete sentences (or more) to each classmate's posting for a total of at least six sentences. Refer to each classmate by name, so it is clear to which two posts you are replying. Your reply should be substantive, thoughtful, and respectful. Furthermore, you may respectfully disagree with your classmates and/or offer another point of view as long as you explain *why* you disagree or hold a differing point of view.

4.) Quizzes: Actor Performances & Technique

These 3 quizzes and associated theatre-going comprise 14% of your course grade.

Note ticketing dates, performance dates and quiz dates listed in the syllabus schedule below.

1. The 2 quizzes require that you attend the performances of two (2) different plays listed in this syllabus. **SAVE YOUR TICKET STUBS & PROGRAMS/PLAYBILLS:** you will turn them in on Canvas as they are worth 10% of your grade on each quiz.
2. The quizzes focus on the ACTING in the live performance of each play. The quizzes will NOT focus on the plays' story or plot; do NOT write about the storyline in these quizzes. Quiz questions will ask you to address ACTING – actors' use of acting technique and what you saw and heard actors doing on stage to demonstrate those techniques. Quiz questions also ask you to define acting concepts and terms addressed in the course.
3. You are expected to take handwritten notes in a notebook during each play (NEVER use digital devices during a performance). Pay extremely close attention to the acting of those actors who play the leading and major supporting roles. If the play is an ensemble piece with no clear leads, then choose 2 actors to focus upon throughout.
4. Quizzes will also require you to understand and draw upon concepts and terms addressed in course readings, classroom activities, and in-class discussions. You are expected to take handwritten notes in a notebook as you read course readings and during each of our class sessions (NO digital devices in class). Pay close attention to the acting techniques, concepts, terminology, and vocabulary addressed in readings *and* in class sessions.

5. Each quiz will consist of 5 - 10 questions, which may include short-answer, true or false, fill in the blank, and/or multiple choice questions. Quizzes may be written or oral.
6. Choose your two performance dates, put them on your calendar, and obtain tickets **as soon as possible**. **TICKETS WILL SELL OUT**. Sold out performances, work schedules, or other circumstances will NOT excuse students from this assignment. Ample time has been provided to obtain tickets and arrange schedules to see both plays.

5.) Analysis Assignments: Script & Character and Self

These 3 assignments comprise 14% of your final grade.

1. **Script & Character Analyses (2)** - For these assignments, you will develop analyses of the scripts of two plays and the respective character you will be playing (in a scene or monologue) from each of these plays. The professor will provide you with a list of questions about each play and the respective character; you will draw upon your close reading of the play to develop thoughtful answers to the questions, which will comprise your working analysis of each script and associated character. **Each** of these 2 papers will be a minimum of 500 words.
2. **Actor's Self-Analysis (1)** - In this paper, you will share your thoughts regarding what you hope to take away from this class. What are your current perceptions, thoughts/feelings on the term "acting?" Why do you choose acting? What have you learned already about acting in this course and/or elsewhere? Please take time to reflect on your previous exposure to or experiences with the craft of acting, inspirations, challenges, triumphs, frustrations, challenges, dreams and/or aspirations—in acting and/or the arts. This paper will be a minimum of 500 words.

6.) Mid-Term Scene

This assignment comprises 18% of your final grade.

1. Work with an assigned partner on a scene that is memorized and fully rehearsed for two (2) in-class presentations of the scene. Use your learnings in the course to play your character truthfully and bring the circumstances of the scene and the play to life. *The instructor will provide two suggested plays/scenes from which you and your partner may choose a scene. Or, you and your partner may choose a different play/scene on your own.*
PLEASE NOTE: If students choose a play/scene on their own, then they are required to obtain the instructor's approval on the scene selection. Without instructor approval of the scene, students will not receive consideration for a passing grade on the Mid-Term.
2. Multiple rehearsals *outside of class* and thorough memorization are required to perform at a passing level. You will need to put in time and effort outside of class to prepare for this Mid-Term, just as you would for any other course at the University of Florida.
3. Turn in a *Scored Script* and a revised *Scored Script*; instructor will provide directions. (You will also turn in *Script and Character Analyses* as part of the Analysis Assignments described above.)

4. Plan in advance how you will arrange furniture and items in the studio to create your set in a manner appropriate to the play.
5. Bring in appropriate props (objects and supplies from home or borrowed) to use in your scene and to decorate your set as appropriate to the play and as realistically as possible.
6. Assemble and wear a costume (items from home or borrowed) that accurately reflects your character in a manner appropriate to the play. Costume includes accessories, hair style, and make-up as appropriate to the character (working with what you own or borrow).
7. Observe and provide supportive feedback on peers' acting and reflect upon your own work.

7.) Final Monologue

This assignment comprises 18% of your final grade.

1. Work on a monologue that is memorized and fully rehearsed for two (2) in-class presentations. Use your learnings in the course to play your character truthfully and bring the circumstances of the monologue and the play to life. The student will obtain and turn in to the instructor the text of a monologue for the instructor's review and approval. Instructor will provide further information including parameters and tips for monologue selection.
PLEASE NOTE: *Students are required to obtain the instructor's approval on the monologue selection. Without instructor approval of the monologue, the student will not receive consideration for a passing grade on the Final.*
2. Multiple rehearsals *outside of class* and thorough memorization are required to perform at a competent (passing) level. You will need to put in time and effort outside of class to prepare for this Final, just as you would for any other course at the University of Florida.
3. Turn in a *Scored Script* and a revised *Scored Script*; instructor will provide directions. (You will also turn in *Script* and *Character Analyses* as part of the *Analysis Assignments* described above.)
4. For the monologue, you will *imagine* that you are in the appropriate location, rather than physically arranging a set in the studio. In other words, your set is imaginary.
5. Bring in appropriate props (objects and supplies from home or borrowed) to use in your monologue, if needed.
6. Assemble and wear a costume (items from home or borrowed) that accurately reflects your character in a manner appropriate to the play. Costume includes accessories, hair style, and make-up as appropriate to the character (working with what you own or borrow).
7. Observe and provide supportive feedback on peers' acting and reflect upon your own work.

Mid-Term and Final Exam Policies

Please be aware of the following policies regarding the Mid-Term Scene and Final Monologue:

- A. These presentations are your Mid-Term and Final Examinations for this course.
Presentation of each of these assignments takes place over two (2) days, and students are required to attend both days. Absence or non-participation without official documentation on either of these days results in failure of the exam.
- B. Each scene and monologue is presented twice: the exam grade is the average of scores on the 1st and 2nd presentations.
- C. All material must be fully memorized and actors cannot hold scripts during presentations. In other words, being '*off-book*' is required for a student to be considered for a passing grade on the examinations.
- D. All material must be from professionally published plays (non-internet) by professional playwrights (no musicals, no films, no TV). Students may inform the instructor of any plays with monologues or scenes on which they wish to work. If the instructor approves the material, the student will be permitted to present it. In the case of a scene, the scene partner would also need to approve.
- E. Students will choose their own scene partners. Students are held accountable to communicate and cooperate with scene partners, to show up to rehearsals, and to show up on time. Lack of communication or cooperation with your scene partner will negatively impact the grade on the Mid-Term.
- F. If your scene partner does not respond to your communication (text, email, phone, etc.) or does not show up to rehearsals or does not show up to rehearsals on time, it is your responsibility to inform the instructor *immediately*. If you are having a problem with your scene partner and you do not communicate *immediately* with the instructor, then you will be considered equally accountable for the problem and graded accordingly.

Assignment Weights

Assignment	Percentage of Grade
Participation	12%
Actor Development Assignments (4) <i>(2 skill-builders + 2 coachings)</i>	12%
Reading Responses + Two Replies (3)	12%
Script & Character and Self-Analyses (3)	14%
Quizzes + Attending Plays (3)	14%
Mid-Term Scene	18%
Final Monologue	18%
TOTAL	100%

Grading Scale

A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 – 79%
C	74 – 76%
C-	70 – 73%
D+	67 – 69%
D	64 – 66%
D-	60 – 63%
E	<60 = Fail

For information about how UF assigns grade points per course, visit:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

V. Course Schedule

IMPORTANT:

Readings and assignments are due **ON THE DAY** they are listed; that means be ready to discuss the readings, turn in papers, or present acting work **ON THE DAY** listed. Assignments are due **AT THE START** of class **ON THE DAY** they are listed.

Week	Topic/Inquiry Question	Class Date	Assignments Due/Ready For
1	How do we create an ensemble and build community?	W 8/23	Getting to Know the Course & Class Community; Discussing Personal Reading Assignment & Actor's Statement Assignment #1
		F 8/25 (L)	Our Social Wellness Starts with Getting to Know Each Other Towards Building an Ensemble; and Introduction to Planning for Success
2	What is acting?	M 8/28	Ensemble-Building & Acting Skills; and Storytelling & Foundations of Play Analysis DUE: Actor Development: Skill Builder #1, The Personal Reading. Bring to class an existing piece of writing that feels personal to you and inspires you in some way; it may be a poem, passage from a book, script, song lyrics, etc., which you will read aloud in class.
		W 8/30	Defining Given Circumstances and Discussing Scene Project Assignment
		F 9/1 (L)	Knowing Yourself: The Human, the Actor, & the Character Guest Presenters: Prof. Garland, Prof. Schuld DUE: Actor's Statement #1 GET your ticket for DUST

W e e k	Topic/Inquiry Question	Class Date	Assignments Due/Ready For
			NOTE: voucher does <u>not</u> secure your seat; bring voucher to O’Connell Center/University Box Office to obtain ticket; you will pay a small handling fee (typically under \$5)
3	How do you begin to build a role?	M 9/4	NO CLASS: HOLIDAY
		W 9/6	Utilizing the Objective and Discussing & Analyzing the Reading DUE: Reading Response & Two Replies #1 DUE: Read Reading #1 in Canvas - Files
		F 9/8 (L)	Dimensions of Wellness: Supporting the Human to Support the Actor & the Character Guest Presenters: GatorWellness
Sep 14 - 24 Attend Performance of DUST & Take Notes			
4	What motivates and drives you in the role?	M 9/11	Utilizing Obstacles, Part I: Exploring The ‘To Find’ Scene & Discussing Skill Builder #2, The ‘Open Scene’ Assignment DUE: Scene Text - with character name, title of play, and name of playwright turn in on Canvas - Assignments
		W 9/13	Utilizing Obstacles, Part II: Exploring Inner Obstacles and Discussing & Analyzing the Reading DUE: Reading Response & Two Replies #2 DUE: Read Reading #2 in Canvas - Files START Reading Play & Memorizing Scene
		F 9/15 (L)	Planning for Success & Preparing to Act Guest Presenter: Prof. Bellaver

W e e k	Topic/Inquiry Question	Class Date	Assignments Due/Ready For
5	What fosters truthful acting?	M 9/18	Synthesizing Given Circumstances, Objective, & Obstacles DUE: Skill Builder #2, The 'Open Scene'
		W 9/20	Discussing & Analyzing the Play Script and the Character Remembrance DUE: Read Entire Play Script
		F 9/22 (L)	Consent Culture & Theatrical Intimacy Guest Presenter: Prof. Garland; and Foundations of Character Analysis & Relationships
6	How do connect with your scene partner?	M 9/25	Building Acting Skills via Performance Analysis QUIZ: Analyzing the acting in DUST with course concepts and vocabulary; and be prepared to discuss DUST in class (after the quiz)
		W 9/27	Utilizing Actions/Tactics & Scoring the Script, Part I DUE: Character Remembrance DUE: Bring PAPER Copy of Scene (from now on)
		F 9/29 (L)	Handling Audition/Performance Anxiety & Calming the Nervous System - Guest Presenter: Prof. Schuld; and Utilizing Actions/Tactics & Scoring the Script, Part II
7	How do you make strong, specific, and actionable	M 10/2	Building Rehearsal Skills & Techniques, Part I

Week	Topic/Inquiry Question	Class Date	Assignments Due/Ready For
	acting choices in rehearsal?		DUE: Coaching Assignment #2- Off-Book & Rehearsed Instructor-guided, peer coaching on scene - PART I
		W 10/4	Building Rehearsal Skills & Techniques, Part II DUE: Coaching Assignment #2- Off-Book & Rehearsed Instructor-guided, peer coaching on scene - PART II
		F 10/6	NO CLASS: UF HOLIDAY
8	MID-TERM: Part 1 How do you deepen the creation & exploration of the role in rehearsal?	M 10/9	DUE: Scene & Scored Script: 1st Presentations - Group A Discussing Monologue Project Assignment GET your ticket for THE PROM NOTE: voucher does <u>not</u> secure your seat; bring voucher to O'Connell Center/University Box Office to obtain ticket; you will pay a small handling fee (typically under \$5)
		W 10/11	DUE: Scene & Scored Script: 1st Presentations - Group B
		F 10/13 (L)	DUE: Scene & Scored Script: 1st Presentations - Group C; Trauma Informed & Healing Centered Approaches for the Actor - Guest Presenter
Oct 20 - 29 Attend performance of THE PROM & Take Notes			
9	MID-TERM: Part 2 What do you discover in performing a role?	M 10/16	DUE: Mid-Term Scene: 2nd Presentations - Group A
		W 10/18	DUE: Mid-Term Scene: 2nd Presentations - Group B
		F 10/20	

W e e k	Topic/Inquiry Question	Class Date	Assignments Due/Ready For
			DUE: Mid-Term Scene: 2nd Presentations - Group C Mid-Term Scene Project Reflection
10	How do you play truthfully and authentically in the role?	M 10/23 (L)	Caring for the Actor's Body: Energy, Vitality, & Relaxation Guest Presenter DUE: Monologue Text - with character name, title of play, and name of playwright turn in on Canvas - Assignments
		W 10/25	Monologue-Supportive Acting Approaches & Skills Discussing & Analyzing the Reading DUE: Reading Response & Two Replies #3 DUE: Read Reading #3 in Canvas - Files START Reading Play & Memorizing Monologue
		F 10/27 (L)	Caring for the Actor's Voice: Energy, Vitality, & Relaxation Guest Presenter: Prof. Schuld
11	What do you do if you find it difficult to identify with a role?	M 10/30	Building Acting Skills via Performance Analysis QUIZ: Analyzing the acting in THE PROM with course concepts and vocabulary; and be prepared to discuss THE PROM in class (after the quiz)
		W 11/1	Discussing & Analyzing the Play Script DUE: Read Entire Play Script DUE: Bring PAPER Copy of Monologue (from now on)
		F 11/3 (L)	SOTD Performance Assessments and Industry Standards Guest Presenter: Prof. Altmeyer

W e e k	Topic/Inquiry Question	Class Date	Assignments Due/Ready For
12	How do you build a role with depth and complexity?	M 11/6	Role Development Techniques, Part I with Character Remembrance
		W 11/8	Role Development Techniques, Part II with Character Interview
		F 11/10	NO CLASS: HOLIDAY
13	How do you strengthen your approach to rehearsing a role?	M 11/13	Building Rehearsal Skills & Techniques, Part I DUE: Coaching Assignment #2- Off-Book & Rehearsed Instructor-guided, peer coaching on monologue - PART I
		W 11/15	Building Rehearsal Skills & Techniques, Part II DUE: Coaching Assignment #2- Off-Book & Rehearsed Instructor-guided, peer coaching on monologue - PART II
		F 11/17 (L)	Planning for Actor Wellness; and Relaxation & Mindfulness - Guest Presenter DUE: Wellness Plan
14	How do you strengthen your approach to rehearsing a role? (continued from previous week)	M 11/20	Monologue Rehearsal & Performance Strategies
		W 11/22	NO CLASS: HOLIDAY
		F 11/24	NO CLASS: HOLIDAY

Week	Topic/Inquiry Question	Class Date	Assignments Due/Ready For
15	FINAL: Part 1 How do you continue to grow and develop in the role?	M 11/27	DUE: Monologue & Scored Script: 1st Presentations - Group A
		W 11/29	DUE: Monologue & Scored Script: 1st Presentations - Group B
		F 12/1 (L)	Reflecting on our Learning & Development and the Acting Brainstorm BRING digital device for completion of GatorEvals
16	FINAL: Part 2 How do you live truthfully under imaginary circumstances in performance?	M 12/4	DRESS REHEARSAL: Monologues Community Presentation
		W 12/6 Special Time 4:30 - 7:00 PM	Living Truthfully in Performance DUE: Monologue: 2nd Presentation for SoTD Community Class Meets 4:30 - 7:00 PM (instead of usual time—unless a previous class has been canceled due to severe weather)
		F 12/8	NO CLASS: UF READING DAYS (12/7 & 12/8) DUE: Actor's Statement #2
Student Performance Feedback (SPF) Sessions What have you learned about yourself as an actor and as a human being?	Finals Week: Dec 11 - 15 Your Specific Date & Time TBA Online	BFA Student Performance Feedback (SPF) Sessions Reflection upon & discussion of your learning and development	

VI. Course Policies

Attendance and Punctuality

Students are expected to attend class and to be on time. Attendance and punctuality are crucial and count from day one of this course.

Absence will result in grade penalties. In special circumstances, however, an absence can be excused, but only if proper procedures are followed. To be considered excused, an absence must be accompanied by appropriate official documentation (except for religious holidays/observances, which do not require documentation). An absence can be excused only for the following reasons and only if it is supported by acceptable official documentation:

- Illness—doctor's note must be on official letterhead with address and phone number, noting date and time of visit and verifying that an absence from class is warranted, including the date student is cleared to return to school, doctor's name and signature.
- Title IX related situations
- Serious family emergencies
- Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Religious holidays/observances (documentation not required in this case only)
- Severe weather conditions
- Court-imposed legal obligations (e.g., jury duty or subpoena)
- Participation in official university activities such as music performances, athletic competition or debate.

Note that sorority/fraternity or UF student club/organization activities are not "official university activities." Job interviews and auditions are not considered excused absences. Please schedule all such appointments around your academic obligations.

If you are experiencing COVID-19 symptoms, then please stay home, get tested, and follow guidance from the Center for Disease Control; follow above policy for absence due to illness.

Communication:

To help organize accommodations, the instructor requests that students privately inform the instructor by the end of the second week of classes of any religious observances of their faith or any other planned absences that will conflict with class attendance this semester.

If you must miss a class meeting or class activity for any reason, notify the instructor and your scene partner PRIOR to the missed class; notify them as early as possible. This notification does not excuse your absence; it is simple professional courtesy. For any absence due to accidents or emergency situations, students should contact the instructor as soon as conditions permit. This type of absence would still require acceptable official documentation to be excused.

Whose Responsibility? Your Responsibility.

If absent for any reason, it is your responsibility--and yours alone--to obtain information about missed course content, which may include information or directions for upcoming assignments. Class buddies, study partners, or small study groups are strongly recommended; reach out to your classmates and build community. But always do your own work; never plagiarize, ever.

Hippodrome Productions and Student Handbook

Please see the most recent SoTD Student Handbook regarding involvement in Hippodrome productions. Best practice is to consult with your instructors before accepting a role, so you are fully aware of the expectations. See the Student Handbook also for information about attendance policies around other types of productions.

Further Consequences of Repeated Unexcused Absence

- Due to the participatory nature of the course that includes in-class collaboration along with partner and ensemble work, if a student acquires more than 2 unexcused absences, the student may be prohibited from participation in partner/group exercises which will affect the student's final grade.
- Any student that acquires 3 absences (whether excused or unexcused) will be required to meet with this course's instructor and/or performance area faculty to discuss the student's continued participation in the course. Failure to attend this meeting will result in Artistic Probation.
- Be clear that the UF policy on absence states:

The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

All requirements detailed above for class attendance and make-up exams/assignments and other work in this course are fully consistent with university attendance policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Due Dates

All written assignments are due at the start of the class period on the date listed on the course schedule.

Submission of late assignments without penalty requires a valid and documented reason, such as an excused absence. Otherwise, 1/3 of a letter grade for the assignment will be deducted for EACH school day that the assignment is late (holidays and weekends excepted).

If an assignment is missed due to an excused absence, then the assignment will be due by the next class period following the excused absence. An assignment missed due to unexcused absence cannot be made up.

Formatting Written Assignments

Written assignments will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to the course site on Canvas. PDFs will NOT be accepted. Papers should be formatted in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered. You must include a word-count at the top of the first page. Include your name, course number, date submitted, word-count, and an engaging and appropriate title for each written assignment.

Class Demeanor

Students are expected to arrive to class on time, to participate, and to conduct themselves in a professional manner that is always respectful to the instructor and fellow students. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion must be avoided.

Cell phones are NOT permitted in this classroom. Phones must be turned off or silenced (and NOT on vibrate) AND phones must be stored entirely out of sight completely inside a pocket or bag; a visible cell phone or cell phone use will count as lateness to class (3 instances of lateness = 1 absence). Cell phone use in class is disrespectful to the instructor and fellow students.

Do NOT gather your things or pack up your bag until the official end time of the class; doing otherwise is disrespectful to the instructor and fellow students and will count as lateness to class (3 instances of lateness = 1 absence).

You may consume only beverages with a very secure lid. There will be a 10 minute break and I encourage you to bring a snack to eat outside of the classroom. You must properly dispose of all trash.

An open line of communication between you and me is of the utmost importance. *Always feel free to communicate with me*; my job is to guide and support you in learning. If you have a question, concern, confusion, or problem relevant to this course, please don't worry, don't fret, and don't go to other people before you come to me. Reach out to me and I will help.

PLEASE COMMUNICATE WITH ME.

Canvas and Email

All students in this course are required to use Canvas, UF's official learning management system. Students will access Canvas frequently for updates to the course schedule, to access assignment information and materials, to turn in assignments, and for other important course information.

All students are required to have an active UF email account (@ufl.edu), which they check at least once a day (or more often, if possible). State laws require that all emails related to a course must come from students' UF accounts rather than personal accounts (such as Gmail or Yahoo).

Emails to the instructor should be respectful and use professional standards of language and communication. The instructor will make every effort to respond to student emails within 24 hours during weekdays and within 48 hours during weekends and holidays.

Both Canvas and UF email are extremely important modes of communication between student and instructor, and the instructor will use Canvas and UF email to communicate crucial course information to students.

To resolve technical issues with email or Canvas visit the [UF Computing Help Desk website](#) or email helpdesk@ufl.edu or call 352-392-HELP (4357).

Content Alert

In this course, we will cover content and materials that some may find difficult. It is important that in a process of learning and intellectual development we do not shy away from engaging with materials that may be controversial or challenging. Content in the humanities often includes works and discussions that address themes, situations, actions, or language that can be offensive to some students on the grounds of sexual explicitness, profanity, violence, or blasphemy.

As UF is devoted to the principle of academic and artistic freedom, it is not the University's practice to censor controversial works on any of the above grounds. Part of the student's work is to learn how to investigate and analyze content that may convey perspectives that differ significantly from their own views. Learning can be challenging and uncomfortable at times. Our goal is to establish a learning environment that is both a safe space (physically, emotionally, mentally) AND a brave space where we can experience new and challenging ideas, take healthy and creative risks, and grow as artists, scholars, and human beings.

Given that this is an acting class in which we will examine plays, you should assume that we will address controversial or challenging topics. After all, drama does not focus primarily on the uneventful, serene, and harmonious times in people's lives. On the contrary, drama is built upon conflict, betrayal, injustice, disaster, and calamitous circumstances. Dramatic material often

addresses issues of identity, oppression (economic inequity, sexism, racism, homophobia, etc.), abuse, violence, and death.

Please communicate to me privately (verbally or by email) as soon as possible, preferably within the first week of the course, if you wish to be alerted before a specific topic will be addressed and I will accommodate your request. Otherwise, I will assume that all topics relevant to our course work may be addressed without advance alerts. In class, if you need to step away briefly as we cover particular content, you may do so without penalty, but please remember that you are responsible for any information covered in your absence.

If you have any questions or concerns about these issues, then please communicate privately with the instructor as early as possible, preferably within the first week of the course.

Students Requiring Accommodations

Students with disabilities or clinically diagnosed neurological or mental health conditions who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may NOT publish recorded class lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest

instructor, as part of a University of Florida course. A class lecture does NOT include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services.

A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

University Honesty Policy

UF students are bound by The Honor Pledge which states:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code specifies several potential violations, including *plagiarism*. Section 3.E. prohibits and defines plagiarism as follows:

Plagiarism. A Student must not represent as the student’s own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the student’s own submitted work, or the simultaneous submission of the student’s own work, without the full and clear acknowledgment and permission of the faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the student did not author.

Plagiarism on any assignment will automatically result in the referral of the student to the Dean of Students for consideration of academic and student status sanctions.

Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA in this class.

The Student Honor Code and Student Conduct Code may be read in their entirety at:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

VII. Campus Resources

ACADEMIC AND CAREER

- **E-Learning Technical Support:** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- **Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints On-Campus:** [Visit the Student Honor Code and Student Conduct Code webpage](#) for more information.

HEALTH AND WELLNESS

- **U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit the [Student Health Care Center website](#).
- **Sexual Assault Recovery Services:** Visit [Student Health Care Center](#) or call 352-392-1161.
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 911 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW

Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

- **Food Insecurity:** Visit [UF's Food Pantry website](#) or call 352-294-3601 or email fieldandfork@ufl.edu for help if you are experiencing food insecurity.
- **Veterans and Military-Affiliated Students Resources:** Visit the [UF Collegiate Veterans Success Center website](#) or call 352-294-7233 or email vetsuccess@dso.ufl.edu for resources, community, and support.
- **Other Concerns and Needs:** See this [comprehensive list of concerns](#) with links to UF resources for help and support.

VIII. Freedom of Thought and Opinion

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

The instructor reserves the right to modify the syllabus and/or course schedule as deemed necessary. Students will be notified via email and/or in class of any substantive changes to the syllabus.