

# Acting 2: Professional Development Lab

TPP 3103L

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

## I. General Information

---

### Instructor

Name: Dr. Manuel Simons, Ph.D.  
Office Hours: Thu 2:30 - 4:30 PM; or email for other times  
Office Location: McGuire Pavilion, Rm. 223 (2nd Fl.)  
Email: [bmanuel.simons@ufl.edu](mailto:bmanuel.simons@ufl.edu)  
Phone: (352) 273-0505

### Class Meetings

Meeting Days/Times: Fridays | 10:40 AM - 12:35 PM  
Class Location: Constans Theatre Building, Studio G-15  
Canvas Website: <https://elearning.ufl.edu/>

### Course Description

This course is a lab course to be taken concurrently with Acting 2. This course serves as a forum for the following activities: performance laboratory, discussion forum, master classes, and guest lectures from faculty, staff, and industry professionals. Attendance is mandatory.

### Course Overview

Professional Development Seminar 2 is designed to promote an awareness of the skills and tools necessary for building a fulfilling career, not only as performing artists, but also as global citizens and advocates for the arts. Students become familiar with theory and research on diversity, social justice, culture, and identity, through participation in critical dialogues with each other to explore differences. This lab explores philosophical, political, and practical questions, thinking through who you want to be as an artist, what you want your art to do, and the tools you will need to manifest that vision in the world.

### Course Objectives

1. To promote an awareness of the skills and tools necessary for building a fulfilling career
2. To introduce the concept and responsibility of actors as global citizens and advocates for the arts
3. To become familiar with theory and research on diversity, social justice, culture, and identity
4. To explore philosophical, political, and practical questions in relating to the art and profession of acting
5. To interrogate what kind of artist the actor wants to be and the impact they want to make in the world

Students will achieve the above objectives via thorough, thoughtful, generous, and open-hearted engagement and participation in this course, which includes all components described in this syllabus.

## Required Readings and Materials

**Reading:** There are no textbooks assigned for this course. Instead, multiple shorter readings are assigned throughout the course and available via the class Canvas website. *An important requirement of the course is that students bring a paper or digital copy of the reading to class on the date the reading is due.*

## II. Graded Work

---

### Contributions to Discussions, Activities, & the Ensemble

These actions comprise 15% of your course grade.

1. Consistent engagement in and contributions to class discussions; presentations; learning activities, exercises, and demonstrations; and feedback to peers—being a highly active, not a passive learner.
2. In-class writing geared to help you analyze course material and reflect on your learning.
3. Fostering open, proactive, and productive communication with the instructor and classmates; cooperating and working respectfully and harmoniously with the instructor and classmates; supporting, encouraging, and including all classmates; speaking up, in a respectful manner, when something is not working for you and/or when something is really clicking for you.
4. 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.

### Letters to Yourself

These actions comprise 20% of your course grade.

1. Letter to Your Past Self
2. Letter to Your Future Self

The guidelines for this assignment are available at the following webpage from [Edinburgh University](https://www.ed.ac.uk/reflection/reflectors-toolkit/self-awareness/writing-letters).  
<https://www.ed.ac.uk/reflection/reflectors-toolkit/self-awareness/writing-letters>

### Reflections

These actions comprise 20% of your course grade.

You will write 10 brief reflections to contemplate and process the information gained from the previous week's class and how the information has changed a perspective for you regarding your own life and/or practice or perspectives as an actor. What are you thinking or feeling about the content and information imparted at the previous week's class? How could you apply this learning in your life and/or acting? Your reflection will also substantively address how any of the readings in the course thus far connect to or address these questions. How do the readings relate to you, your life, your experiences, your career, and the other activities and readings in this course? You will choose the 10 weeks that you wish to reflect upon. Each reflection is 175 - 225 words.

### Academic Paper: *Stalking the Calm Buzz*

These actions comprise 20% of your course grade.

- Section 1: Identify the thesis: 25 to 50 words - this section will only be one or two sentences.
- Section 2: Summary: 250 words minimum to 400 words maximum
- Section 3: Intertextual Connection (ITC): 250 words minimum to 400 words (use class experiences and the questions below to help you navigate the connections)
- Section 4: Opinion: 250 words minimum to 400 words maximum
- Section 5: Works Cited – in MLA format and not part of word count

### Section 1: Thesis (25 to 50 words)

The first Section of the WRP begins with your identification of the author's thesis. This section will only be a sentence (or two) at the most. To make this determination, ask yourself: What is the main point the author wanted to get across in creating this text? Do **not** do a mini-summary of the text in this section. You are not summarizing the text here; you are stating the main idea that you feel the writer wanted to get across.

### Section 2: Summary (250 to 400 words)

After you state the "thesis," summarize the article by providing the major points the author makes; these major points should be the key ideas that the author puts forth to build their thesis. Write your summary as if writing it for someone who has not read the article. This part of the assignment is a delicate balance. You must carefully and clearly summarize the article within the length requirements, deciding which specific ideas and concepts from the text are needed and which you must leave out. You should **avoid** using direct quotations in your summary section. Summarizing does **not** require direct quotations; this summary should be in **your own words**. Avoid mimicking the language choices of the author. You do not need to use in-text citations for the summary section (in this particular assignment).

### Section 3: Intertextual Connections (250 to 400 words)

In this section, feel free to use any of the following prompt questions as an inspiration and connection to your past experiences. So you would answer the connection based on the article AND then connect your answer to your own recent or past experiences.

- What is the difference between the somatic and autonomic systems? Describe the divisions of the autonomic system (parasympathetic and sympathetic).
- What is the recommended 'dosage' of each of these for actors/performers?
- What is a director asking the actor to do when they say 'raise the stakes'?
- What does Patsy Rodenburg call this state?
- When does Robert Palmer suggest the parasympathetic nervous system is useful?
- What is the polyvagal theory and what does it depend on?
- What are some of the possible problematic actor training scenarios?
- What is Director Jonathan Warman's description of Presence?
- What does Jane Martin say her actor training goal is?
- What is Cicely Berry's preferred word for 'relaxed'?
- Where have you experienced this 'calm buzz' or 'dual excitation' of self-regulation and heightened arousal? In your classes here in the training? And/or in what performances? Auditions?

### Section 4: Opinion (250 to 400 words)

In this section, you switch gears – you take off your analysis hat and put on your editorial hat. In an editorial, you give your opinion about something. Here, you react to the article. You can decide how you want to proceed with this section. I am looking for you to **be thoughtful** and detailed –You can take several avenues here. Some examples include:

- How has the text proved or disproved something you have thought about performing? Has the text changed your mind or reaffirmed a previous thought? How?
- If you decide to use a story about your own experience, decide if you are okay sharing it – you are not graded by how open you are – you are graded on the sophistication of your thought process. A good way to decide if you want to share something or not: Although I will be the only person who will read it (no one else has access to your written work), would you feel comfortable telling the entire class about your experience? If the answer is "no" – choose another way to editorialize about the text.
- Discuss whether you liked or disliked the text and then describe in detail why or why not. Do you agree or disagree with the major ideas expressed in the text? But be specific. To write

something like, “I disagree with the text because it is offensive” is too vague. Why, specifically, is it offensive to you?

- Don't be boring!! This section should be lively and engaging; it should deal in specifics not vague generalities. If you don't go deep and go specific, don't expect a good grade on this section.

## Section 5: Works Cited – in MLA format and not part of word count

### Mini-Lesson Presentation

These actions comprise 25% of your course grade.

Lead the class and facilitate a brief and engaging lesson that will help illuminate information, concepts, and/or meanings pertaining to the topic, or one facet of the topic, on the syllabus for a particular week. You may use that week's reading (if assigned) as a starting point, but you will do additional research drawing upon 2 - 3 high-quality sources; we will discuss what is meant by high-quality. Your mini-lesson should feature *active learning*, an approach to teaching in which participants are actively or experientially engaged in the learning process” (Bonwell & Eisen, 1991). Active learning is the *opposite* of lecturing or showing a PowerPoint, though such things may sometimes play a *minor* role in a larger process of active learning. In essence, the participants are asked to *do* something and to participate in their own learning, rather than passively absorbing information by listening, watching, reading, and the like (Harvard College, 2023).

Your mini-lesson will be 30 - 35 minutes in length. Most of that time should be spent on an engaging and perhaps creative learning activity that helps participants understand information, concepts, and/or meanings pertaining to the topic, or one facet of the topic, selected from among the weekly topics on the syllabus. The final 5 - 10 minutes of your mini-lesson should include 2 - 3 open ended questions that you ask the class to help them reflect upon or process their experience of, and the understandings they have gained through, the activity. Ideally, these questions will help deepen the learning experience for your participants.

One week prior to your mini-lesson, you will turn in an outline of the lesson and meet with the instructor to discuss that outline and address any questions or concerns about the mini-lesson or any other aspects of our work. The outline for your mini-lesson will also list in MLA format all sources consulted or cited in preparing your mini-lesson. Keep in mind you will use at least 2 high-quality, academic sources, *other* than the readings/materials assigned in the course, to inform or inspire your mini-lesson.

### Assignment Percentages of Overall Course Grade

Assignment	Percentage of Grade
Contributing to Discussions, Activities, & the Ensemble	15%
Letters to Yourself (2)	20%
Reflections (10)	20%
Academic Paper: <i>Stalking the Calm Buzz</i> (1)	20%
Mini-Lesson Presentation (1)	25%
<b>TOTAL</b>	<b>100%</b>

## 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/>

## Grading Rubrics

### Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive, so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

## Contributing to Discussions, Activities, & the Ensemble Assessment Rubric\*

	HIGH QUALITY	COMPETENT	IMPROVEMENT NEEDED	SIGNIFICANT IMPROVEMENT NEEDED
CONTRIBUTION	Student volunteers one or more analytical, well-reasoned, or insightful comments, questions, or observations in every (or almost every) class meeting. Arguments, claims, or positions are relevant to the topic and supported with evidence from the readings (or other compelling evidence that may support or contradict ideas or concepts in the readings).	Student usually volunteers at least one analytical, well-reasoned, or thoughtful comment, question, or observation per class meeting. Arguments, claims, or positions are usually relevant to the topic and mostly supported with evidence from the readings (or other compelling evidence that supports or contradicts ideas in the readings).	Student volunteers a reasonable or thoughtful comment, question, or observation in some class meetings. Student sometimes does not volunteer or participate in discussion, though they may contribute when the instructor calls upon them. Arguments, claims, or positions are sometimes not entirely relevant to the topic or sometimes not supported with evidence from the readings.	Student rarely or never volunteers a comment, question, or observation. Student may participate if the instructor calls upon them, but otherwise the student rarely or never contributes to class discussions. If they do participate, comments are usually off-topic or unsupported by readings.
LISTENING	Student always listens to and makes collegial eye contact with peers or instructor whenever they are speaking or presenting. Always or nearly always responds to or productively builds upon peers' comments or questions. Often reminds group of comments made by someone earlier that are pertinent.	Student usually listens to and makes collegial eye contact with peers or instructor when they are speaking or presenting. Usually responds to or productively builds upon peers' comments or questions. Student is rarely distracted and is consistently attentive in class.	Student sometimes does not listen to or make collegial eye contact with peers or instructor when they are speaking or presenting. Only sometimes responds to or productively builds upon peers' comments or questions. Student is sometimes distracted, or their attentiveness is inconsistent.	Student often does not listen to or does not make collegial eye contact with peers or instructor when they are speaking or presenting. Rarely or never responds to or productively builds upon peers' comments or questions. Student is often distracted or inattentive.
CONDUCT	Student shows respect for all classmates and instructor, both in speech and manner, and for the method of shared inquiry and peer discussion. Does not dominate discussion. Student challenges, critiques, or analyzes ideas respectfully, and encourages and supports others to do the same. Student always works with all classmates and instructor in a cooperative, professional, and supportive manner.	Student generally shows respect for all classmates and instructor and for the method of shared inquiry and peer discussion. Participates regularly in the discussion but occasionally has difficulty accepting challenges to their own ideas or occasionally may lack diplomacy or consideration when challenging or critiquing others' ideas. Usually cooperative, professional, and supportive.	Student sometimes shows little respect for a classmate(s), the instructor, or the process as evidenced by speech and manner. Student may sometimes be uncooperative, apathetic, or unsupportive of other members of the class; may sometimes demonstrate rudeness, insensitivity, or lack of support or lack of consideration for other members of the class.	Student shows a lack of respect for members of the class or the process. Often dominates the discussion or disengages from the process. When contributing, can be argumentative or dismissive of others' ideas, or may resort to <a href="#">ad hominem</a> attacks.

\*Participation rubric adapted from Relearning by Design, Inc., 2000 and Eberly Center for Teaching Excellence, Carnegie Mellon University, 2022.

### III. Course Schedule

**IMPORTANT:** Readings and all 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.

W e e k	Topic	Class Date	Assignments Due
1	Introduction	F 1/12	Course Overview
2	Consent Culture & Theatrical Intimacy	F 1/19	<b>DUE:</b> Letter to Your Past Self
3	Psychology, Identity, & the Artist	F 1/26	<b>DUE:</b> Reflection on Week 2 <b>READ:</b> Reading A in Canvas - Files Mini-Lesson Presenter: Outline due & meet w/instructor 1 week prior
4	Positionality, Criticality, & Performance	F 2/02	<b>DUE:</b> <a href="#">Stalking the Calm Buzz</a> Paper <b>DUE:</b> Reflection on Week 3 <b>READ:</b> Reading B in Canvas - Files Mini-Lesson Presenter: Outline due & meet w/instructor 1 week prior
5	Adversity, Trauma, Resilience, Learning, & Growth	F 2/09	<b>DUE:</b> Reflection on Week 4 <b>READ:</b> Reading C in Canvas - Files Mini-Lesson Presenter: Outline due & meet w/instructor 1 week prior
6	Harassment Prevention	F 2/16	<b>DUE:</b> Reflection on Week 5 <b>READ:</b> Reading D in Canvas - Files Mini-Lesson Presenter: Outline due & meet w/instructor 1 week prior
7	Midterm Reflections	F 2/23	<b>DUE:</b> Reflection on Week 6 <b>READ:</b> Reading E in Canvas - Files Mini-Lesson Presenter: Outline due & meet w/instructor 1 week prior
8	Commercial Theatre	F 3/1	<b>DUE:</b> Reflection on Week 7 <b>READ:</b> Reading F in Canvas - Files Mini-Lesson Presenter: Outline due & meet w/instructor 1 week prior
9	Socially Engaged Theatre	F 3/08	<b>DUE:</b> Reflection on Week 8 <b>READ:</b> Reading G in Canvas - Files Mini-Lesson Presenter: Outline due & meet w/instrc. 1 week prior

		F 3/15	<b>NO CLASS: SPRING BREAK</b>
10	Representation, Casting, & Identity	F 3/22	<b>DUE:</b> Reflection on Week 9 <b>READ:</b> Reading H in Canvas - Files Mini-Lesson Presenter: Outline due & meet w/instrc. 1 week prior
11	Disability & Theatre	F 3/29	<b>DUE:</b> Reflection on Week 10 <b>READ:</b> Reading I in Canvas - Files Mini-Lesson Presenter: Outline due & meet w/instructor 1 week prior
12	The Arts in Medicine	F 4/05	<b>DUE:</b> Reflection on Week 11 <b>READ:</b> Reading J in Canvas - Files Mini-Lesson Presenter: Outline due & meet w/instructor 1 week prior
13	Theatre for Social Change	F 4/12	<b>DUE:</b> Reflection on Week 12 <b>READ:</b> Reading K in Canvas - Files Mini-Lesson Presenter: Outline due & meet w/instructor 1 week prior  <b>BRING</b> digital device for completion of GatorEvals. Discussion of meaning & purpose of evaluation in a PD Lab course.
14	Inter & Intracultural Theatre	F 4/19	<b>DUE:</b> Reflection on Week 13 <b>READ:</b> Reading L in Canvas - Files Mini-Lesson Presenter: Outline due & meet w/instructor 1 week prior
			<b>NO CLASS: READING DAY</b>
	<b>FINAL LAB ASSIGNMENTS DUE</b>	<b>M 4/29</b>	<b>DUE:</b> Reflection on Week 14 <b>DUE:</b> Letter to Your Future Self



## IV. 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:

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 the 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 name, and doctor 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.

#### The One Freebie:

As a courtesy, the instructor will excuse one (1) absence that may not conform to the acceptable reasons above or may not be supported by acceptable official documentation—with no grade penalty. I call this *The One Freebie*. NOTE: Absence on Coaching Sessions, Midterm Scene, or Final Monologue presentation days do NOT qualify for The One Freebie.

#### Grade Penalties:

Other than The One Freebie, any unexcused absence will result in a penalty of a full letter grade (10%) deducted from the overall course grade for EACH unexcused absence (A becomes B; B becomes C; and so on).

#### 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.

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.

### **Lateness:**

Three instances of lateness count as one unexcused absence (unless the lateness is excused with an acceptable reason AND official documentation). Attendance will be recorded at the beginning of each class period. Arrival after the official start time of the class as published on ONE.UF will be considered late. Early departure from class will also be considered a lateness.

### **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](mailto: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.

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.

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. If you have questions or concerns about these issues, then please communicate privately with the instructor as early as possible in the semester.

## 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/>

## V. 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](mailto: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](mailto: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](mailto: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](mailto: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.

## VI. 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.