

THR 2013: Fundamentals of Acting
Tuesday/ Thursday 1-2:15
Location: WC BB

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T/ TH 11-12

University of the Ozarks Mission Statement

True to our Christian heritage, we prepare students from diverse religious, cultural, educational and economic backgrounds to live life fully.

Theatre Mission Statement

University Theatre is centered on the core belief that if we work as professionals during our rehearsals, labs, projects, classes, and internships, we can achieve success both here in our program and onward, through the graduates of our program. We seek to educate students in all aspects of the theatrical arts. Analytical skills, problem solving, and cooperative endeavors are promoted through the creative process of theatre productions. This collaborative process is the basis for all of the theoretical and practical work we do in creating theatre. We prepare students for graduate study and for professional employment in the theatre and related fields and we provide students with a wide range of skills and experience which can be used in a variety of careers.

Catalog Course Description

This course explores the fundamentals of the work of Konstantin Stanislavski. Students will apply techniques of action, physical score, given circumstances, subtext, inner image, goals, and objectives, through line, super-objective, and emotional recall. The class will take a functional approach to the basic techniques of acting, culminating in a showcase performance. Laboratory experience required.

Course Objectives

- Students should develop an acquaintance with basic acting terms and theory based on Stanislavsky.
- Increase exposure to American plays and playwrights of the 20th Century.
- Develop an increase in the actor's ability to usefully and clearly analyze text.
- Develop an increase in the actor's emotional availability and authenticity.
- Develop an increase in the actor's physical freedom and access.
- Develop an increase in the actor's vocal freedom and access.
- Develop the capacity to analyze performance and discover methods of constructive feedback to their own and other's work.

Student Learning Outcomes for Oral Communication Intensive Courses ("OC" Courses)

1. Students will perform at least 2 formal presentations throughout the semester and will demonstrate the ability to prepare and organize a presentation through the submission of an outline or analysis prior to the performance.

2. Students will have the opportunity to revise and present again at least one of those presentations.
3. Students will receive instruction and formative evaluation on delivery style, audience skills, and platform persona.

Required Texts and Materials

The Actor's Checklist by Rosary O'Neill

ACTIONS: The Actors' Thesaurus

(Assorted play scripts – TBD)

Three ring notebook for script & pencil

Required Apps for iPad

Scribd

Clothing

This class is partially movement based. You will need to make sure that you are in clothing and shoes that allows you to move freely. Please note that we will also be doing movements that will take place on the floor or potentially up higher than others in the room, this means that you should not wear skirts or dresses to class. If you are not properly clothed for the class, you will be asked to leave and counted absent for the day. For scene work, you will need to have costume- like clothing that is suitable to your character and scene.

Attendance

This class is an experiential style class and you must be present to learn. Because this is a studio course, the classes you miss cannot be made up. The first three absences will cause your grade to drop one letter. Each absence after three will drop your grade another letter. Six absences constitute an automatic F. Attendance is also mandatory at the November showcase and rehearsals established by the first week of September.

Tardiness is unprofessional and unacceptable in this class. Three late arrivals will be counted as an absence. Arrive early and be in your seat ready to begin before 1:00 p.m. Please come prepared to work and move. The class is conducted based on observation and analysis of the teacher and other students' work, therefore each day we may be exploring an entirely different artistic expression or theoretical concept.

I am aware that sickness and other emergencies do occur. Please email me before class to give notice of your emergency. The email prior to class and a signed, dated excuse from a doctor or clinic is necessary in order to keep the absence from penalizing your grade. You must actually visit the nurse or doctor for a valid excused absence. After 9 absences, regardless of reason, the student will fail the course.

Cell Phones/ Mobile Devices Electronics

If you bring a cellphone/ electronic device into class, make sure it is turned completely off and put away inside a backpack or purse where it cannot be seen. I strongly advise you to NOT use a cellphone/ electronic device in our rehearsal or classroom space. This includes personal iPods, electronic games, and mp3 players, etc.... They are distractions from the short amount of time

we have to do our work. The exception to this are the university iPads which we will use to look at scripts and mark. However, class time should be focused on our classroom collaboration.

Why are policies in this class so strict?

The nature of theatre is highly collaborative. Whether you are in a production or class, an entire ensemble is depending on your work. There is always someone, or many, who are looking for you to be completely present and prepared for each day's work. As a part of this class, you are effectively part of a company and should behave in a respectful, professional, responsible, and committed manner. We should treat those in our class as we would a fellow colleague, remember theatre is a small world and the behavior and attitude you set now are the beginnings of how you will enter your career. Performances, and even exercises with just your classmates as audience, should be approached the way you would a professional production.

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.” — Aristotle

Americans with Disabilities Act

If any member of the class has a documented disability and needs special accommodations, the instructor will work with the student and the Student Success Center or the Jones Learning Center to provide reasonable accommodation to ensure the student a fair opportunity to perform in this class. In order to plan for optimum success, please advise the instructor of the disability and the desired accommodations as soon as possible. Students are strongly encouraged to notify the instructor during the first week of classes. Without ample planning / preparation time, we cannot assure the availability of needed accommodations in a timely manner.

Academic Integrity

All student work must be done in accordance with the University's Academic Integrity policy as stated in the Student Handbook. There will be severe grade penalties for acts of plagiarism, cheating, copying of another student's work, counterfeit work, theft of tests and unauthorized reuse of work. At the very least, a first offense may entail a reprimand, report of the incident to the academic Dean, the Provost, and the University Registrar, and a failing grade for the assignment/test; a second offense will result in a failing grade for the course. However, if the incident is sufficiently serious—e.g., an entire assignment borrowed almost word-for-word from an online site and turned in as one's own work— the instructor reserves the right to issue a failing grade for the course, even if it is a first offense.

Grading Scale

	Scale
Personal Object – 5	
Basic Object – 5	150-135 A
Stepping Stones – 5	135- 120 B
Private Moments – 5	120- 105 C
Monologue – 15	105- 90 D
Monologue Analysis – 15	90 and below F
Scene (Final) – 15	
Scene Analysis – 15	
Response Paper – 10	
Reflection Paper – 10	
Participation, Quizzes, etc – 50	

Schedule

Our progression through these exercises are on the syllabus but may be flexible as we progress through them. I reserve the right to alter these plans. Most classes will begin with a group warm-up and/or group exercise.

Date	Class Activity	Homework
Tues 8/20	Introduction and warmups	Personal Object assigned
Thurs 8/22	Personal Object	Basic Object assigned
Tues 8/27	Basic Object	
Thurs 8/29	Basic Object	Stepping Stones assigned
Tues 9/3	Introduce Monologues	Monologues due 9/26
Thurs 9/5	Stepping Stones	
Tues 9/10	Stepping Stones	Private Moments assigned
Thurs 9/12	Ensemble	
Tues 9/17	Private Moment	Chp 1 of O'Neill Assigned
Thurs 9/19	Private Moment	
Tues 9/24	Wrap Private moments/ Bring in Monologues	Chp 2 of O'Neill & Intro of Caldarone/ Lloyd-Williams xiii-xxvi Assigned
Thurs 9/26	Relaxation	Chp 3 O'Neill assigned
Tues 10/1	Relaxation	
Thurs 10/3	Work Monologues off Book	Chp 6 O'Neill assigned
Tues 10/8	Monologues to halfway	
Thurs 10/10	Monologues to halfway	
Tues 10/15	Monologues to Halfway	
Thurs 10/17	Work Monologues off Book	
Tues 10/22	Monologues full	Chp 7 O'Neill Assigned
Thurs 10/24	Monologues full	Chp 8 O'Neill Assigned
Tues 10/22	Monologues full	Response Paper Due
Thurs 10/24	Fall Break	
Tues 10/29	Monologues Performed/ Introduce Scenes	Analysis Due
Thurs 10/31	Work on Scenes	Chp 5 O'Neill Assigned
Tues 11/5	Work on Scenes	
Thurs 11/7	Scenes – halfway	
Tues 11/12	Scenes – halfway	
Thurs 11/14	Scenes – halfway	
Tues 11/19	Scenes - full	
Thurs 11/21	Scenes – full	
Tues 11/26	Scenes - full	
Thurs 11/28	No Class - Thanksgiving	
Tues 12/3 Last class	Scenes - full	Chp 9 O'Neill Assigned due
Saturday Dec 7	Student Showcase	

Tues 12/10	Final Discussion and Reflection due	
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