

## **THEA 1033**

### **Acting I: Basic Acting for Stage and Screen (3cr FA)**

Fall 2024

#### **COURSE DESCRIPTION**

This course provides an introduction to the basic aspects of the acting process. Emphasis is placed on techniques of acting with exercises in improvisation, monologues, and duo scenes.

#### **COURSE PHILOSOPHY**

Whether you plan to be an actor for your profession, or you just think exploring acting might be fun, my goal is to help you grow from where you are day one of the semester. Together we will explore the world of theatre through the lens of a performer and audience member. This course will be focused on participation and feedback. There is always room to grow. Your grade for the semester will be based on completion of assignments and your ability to reflect on your work and growth.

#### **OBJECTIVES**

1. Demonstrate ability to use voice to effectively communicate through performance.
2. Demonstrate ability to use physicality/body to effectively communicate through performance.
3. Demonstrate ability to use emotion to effectively communicate through performance.
4. Demonstrate ability to create meaningful connection in performance.
5. Demonstrate ability to critically evaluate theatre in text and performance.
6. Demonstrate ability to engage in theatre with professionalism.

**REQUIRED TEXT** *Great Acting Teachers and Their Methods* by Richard Brestoff

*Actions: The Actor's Thesaurus* by Marina Caldarone

Supplemental texts, scenes and plays will be used in this course. Students may be responsible for obtaining copies of the texts, scenes and plays as assigned in the course.

## **PROCESS LETTERS (30%)**

Throughout the semester, you will be asked to keep a journal on Canvas. Your journal will consist of five entries. Each entry will provide you with prompt questions to help you self-examine the work you have done in class. The goal of these Process Letters is to allow you to reflect on the work, examine what is working, and explore where you want to grow. These process letters will be the primary form of grade in this course.

## **PERFORMANCES (20%)**

This is a performance course. Throughout the semester you will perform a monologue, a scene, and several small in-class performances. The performances will be graded Pass/Fail and you will receive feedback. If you fail a performance, you will be given the opportunity to redo the performance until you are able to pass. Late performances may be accepted at instructor's prerogative, for maximum 75% credit. You will receive a grade for your post-performance reflection.

## **PERFORMANCE VIEWING/CRITIQUE (5%)**

Attend one live production or a streamed online theatrical production. Below is the schedule of SLCC productions.

- Flash 24 Theatre Festival - Sept. 7 8pm
- The 39 Steps - Nov. 7-9, 14-16
- May use an outside theatrical production

If you are not able to attend a show live, you may view a production from Digital Theatre + at <http://libweb.slcc.edu/research/database-listing/D>

[Links to an external site.](#)

Must login with an SLCC ID.

Your critique may be submitted via Canvas as a 2+ page paper or submitted orally during class. There will be a daily call for students prepared to present.

## **SCRIPT READING (5%)**

Over the course of the semester, each student will read ONE full-length play in its entirety.

- Make an argument for why we should or should not stage this show at SLCC.
- Your critique may be submitted via Canvas as a 1+ page paper or be submitted orally during class. There will be a daily call for students prepared to present.

- It is also recommended that students read the full plays from which they are performing scenes and monologues.

### **ACTING PHILOSOPHY STATEMENT (Process Letter #4)**

For this Process letter, you will use names, ideas, and terminology from our textbook *Great Acting Teachers and Their Methods* in order to explore your own acting philosophy.

- 1) Which acting theorists do you relate to and use in your acting? How do you prepare for a role?
- 2) Use acting theory terminology.
- 3) How does acting play a role in your life, your development and understanding of self, and our understanding of our society?
- 4) Cite *Great Acting Teachers and their Methods* or other sources as necessary using APA or MLA format.

**\*\*Late assignments may be accepted for 75% credit.**

### **Gen-Ed Portfolio (2%)**

This is a college-wide gen-ed expectation. See assignment at end of syllabus.

### **COURSE ATTENDANCE POLICY (30%)**

#### **COURSE ATTENDANCE POLICY**

This is an interactive class. Attendance is extremely important to the experience. If you are going to miss a class, please contact the professor and group members in advance. Your group will perform without you if necessary. If you are experiencing any illness symptoms wear a mask and take the necessary precautions.

**You are allowed three free absences for any reason. Each absence beyond that will drop your final grade by 5% (50 points) up to 300 points.** If you miss a class, it is your responsibility to continue learning. Each unit will have one extra credit/makeup assignment that can be completed to make up for one absence. Complete the unit's makeup assignment in Canvas to demonstrate that learning and make up the points. While these assignments will help your attendance grade, they will not change your actual attendance record. In-class performances and assignments may not be made up

without instructor approval. Communicate extreme circumstances to your instructor. Communication is key.

Absence 1-3 - Free. Communicate in advance and make up any missing work.

Absence 4 -8 - Drop final grade by 50 points (5%)

- Complete one of five Canvas makeup assignments to make up points.

Absence 9+ - Drop final grade by 50 points (5%)

## **TARDINESS**

Please arrive to class on time. Arriving more than 10 minutes late may be considered an absence.

## **DEPARTMENTAL ATTENDANCE POLICY**

In the Salt Lake Community College Theatre Department, attendance is an extremely important part of the educational experience. Students are expected to attend every meeting of their classes. In case of a necessary absence, students should contact their professor and any group members in advance and stay caught up on any missed work. Students are accountable for all academic activities, and faculty may require additional assignments to make up for the missed class or classes. In addition, faculty members are encouraged to make reasonable accommodations for students requesting to miss class due to health issues, emergencies, and the observance of religious holidays.

When a student reaches 3 absences in a course, or 3 tardies in a course, or a combination of the two, the student will be called to have a meeting with the department head to discuss their attendance. If the attendance problems persist, the student may be put on departmental probation for one semester. This probation will prohibit the student from auditioning or participating in departmental productions.

## **COURSE EXPECTATIONS**

1. No food or drink in class. This includes GUM. Please bring a water bottle.
2. This is a great semester to consider quitting smoking! No E-cigarettes/Vapes allowed in class.
3. Cell Phones - Phone should remain silent and put away during class.
4. Office Hours - To guarantee that we can have time for a meeting during my office hours, please schedule with me in advance when possible, in person or via E-mail.

5. Missed Assignments: May be made up at the discretion of the instructor. You must arrange for make-up work. I won't come to you.
6. Assignments and performances turned in on time can be re-done for a replacement grade.
7. Late Assignments: Late assignments will be accepted for 75% Credit until the noted deadline.
8. All written assignments should be typed into a word document using 12 point font, and submitted on Canvas as a .doc or a .pdf. Documents submitted in the incorrect format will be counted as missing or late until submitted correctly.

<b>Assignment</b>	<b>Location</b>	<b>Points</b>	<b>Due</b>
Open Scene Performance	Live	20	
Process Letter #1 - Open Scene, Introduction to Acting, Stanislavski	Canvas	60	
Process Letter #2 - Voice and Movement	Canvas	60	
Monologue Performance	Live	100	
Process Letter #3 - Monologue, Text Analysis	Canvas	60	

Textbook Discussion - Chapter 5, 6, 7	Online/Live	40
Textbook Discussion - Chapters 8, 9, 10	Online/Live	40
Process Letter #4 - Textbook Chapters, Acting Philosophy	Canvas	60
Scene Performance	Live	100
Process Letter #5 - Scene, Text Analysis	Canvas	60
Script Critique	Live	40
Production Critique	Live	40
Gen Ed Portfolio	Online	20
Attendance/Participation	Live	300
Total		1000

**GRADING SCALE:**

930-1000	A	800-829	B-	670-699	D+
900-929	A-	770-799	C+	630-669	D

870-899	B+	730-769	C	600-629	D-
830-869	B	700-729	C-	0-599	E

**Schedule – (subject to change)**

**\*Readings assigned throughout the semester**

	<b>In Class:</b>	<b>Due:</b>	<b>Read by This Week:</b>
<b>Week One</b>	Introductions		
	<b>Aug. 19-22</b>	What is Acting?	
<b>Week Two</b>	Open Scenes		Chapter 1 – Acting May be Hazardous to Your Health
	<b>Aug. 26-30</b>		
<b>Week Three</b>	<b>SEPT 2 - NO CLASS</b> Stanislavski-		Chapter 2 – The Russian Revolution
	<b>Sept. 2-6</b>	Objective/Obstacle/Tactics	
<b>Week Four</b>		Process Letter #1	<b>SEPT 10 - LAST</b>
	<b>Sept. 9-13</b>	Voice	- Due. Sun. Sept. <b>DAY TO DROP</b> 12
			Chapter 3 – Smashing the 4th Wall

**Week Five** Movement

Chapter 11 - Suzuki

**Sept. 16-  
20**

**Week Six** Movement

**Sept. 23-  
27**

**Week Seven** Emotion/Connection  
Introduce Monologues

Process Letter #2  
- Due Oct. 3

**Sept 30 -  
Oct. 4**

**Week Eight** Monologues  
Given Circumstances

Chapter 4 - The  
American Revolution

**Oct. 7-11**

**Week Nine Monologues**

Process Letter #3  
- Due. Oct. 15

Oct. 17 - Fall Break

**Oct. 14-18**

**Perform  
Monologues**

**Week Ten** Staging

**Oct. 21-25**



<b>Week Eleven</b>	Meisner/Hagen	Chapter 5, 6, 7 discussion post - Oct. 31	Chapter 5, 6, 7
<b>Oct. 28 - Nov. 1</b>			
<b>Week Twelve</b>	Scene Work		
<b>Nov. 4-8</b>			
<b>Week Thirteen</b>	Scene Work	Chapter 8, 9, 10 discussion post - Nov. 14	Chapter 8, 9, 10
<b>Nov. 11-15</b>			
<b>Week Fourteen</b>	<b>NOV. 27-29 - THANKSGIVING BREAK</b>	Process Letter #4 - Due Nov. 25	
<b>Nov. 18-22</b>	Scene Work		
<b>Week Fifteen</b>	Scene Work	Scene Text Analysis	
<b>Nov. 25-29</b>			
<b>Week Sixteen</b>	Final Showcase Performance	Process Letter #5 - Due. Dec. 12	
<b>Dec. 2-6</b>	Dec. 4 (5-7pm)		
<b>Finals Week</b>	No Class	<b>Gen Ed Portfolio Link</b>	

## **E-PORTFOLIO**

It is a requirement in all General Education courses for students to create an ePortfolio that contains their significant assignments and reflections about those assignments. The ePortfolio also allows students to document their goals and extra-curricular activities.

Salt Lake Community College's ePortfolio initiative is a great way for students to make sense of General Education and share their learning experiences with friends, family, and scholarship committees. Faculty are also going to want to see your ePortfolio before they write a letter of recommendation for you.

For detailed information visit <https://www.slcc.edu/eportfolio/>

[Links to an external site.](#)

If you would like to start your ePortfolio in a computer lab with a person there to help you, sign up online for one of the **free workshops** at the Taylorsville-Redwood library: <http://libweb.slcc.edu/services/forms/eportfolio>

[Links to an external site.](#)

You may also visit an **ePortfolio Lab** (in the Taylorsville-Redwood Library LIB 047 as well as in HTC 102a on the Jordan Campus) during business hours, and staff will help you without an appointment. Finally, questions regarding the ePortfolio can be directed to [eportfolio@slcc.edu](mailto:eportfolio@slcc.edu).

**FOR THIS COURSE** your E-portfolio requirement is as follows:

Upload a 2+ page **Acting Philosophy Statement**. (Process Letter #4)

1) Which acting theorists do you relate to and use in your acting? How do you prepare for a role?

2) Use acting theory terminology.

3) How does acting play a role in your life, your development and understanding of self, and our understanding of our society?

### **General Education Statement:**

This course fulfills the FA (Fine Arts) requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

\*Important Information from the Institutional Syllabus is available on our Canvas page.

### **Textbook Assignments:**

On the assigned date, please come in having read your assigned chapter. Post your discussion and response in Canvas and be prepared to discuss.

**Last Name: A-F – Chapter 5**

**G-K – Chapter 6**

**L-Z – Chapter 7**

**Last Name: A-F – Chapter 8**

**G-K – Chapter 9**

**L-Z – Chapter 10**