

TPP 2110 - Acting 1: Instrument & Discipline
MONDAY/WEDNESDAY/FRIDAY* 8:30a.m -10:25 a.m
Fall 2021

Instructor: Catron Booker

Office Hours: 9:00-11:00am TUESDAY & THURSDAY (Location TBD, also available via ZOOM and by appt.)

Email: bookerc@arts.ufl.edu

Course Description:

Acting One is an introduction to the craft of acting and the foundation for all performance majors and students seeking entrance into the program. The course consists of group exercises to develop physical awareness, concentration, imagination and trust. Basic physical, vocal and analytical concepts; methods; vocabulary; and discipline required of the beginning actor will also be explored. Students will develop their own creative process through monologues, scene work, and exercises in observation and awareness.

Course Objective:

- A) To establish a common vocabulary that serves as a foundation for the acting process.
- B) To increase observational skills and develop self-awareness through exercise and improvisation.
- C) To apply the methods and techniques of the actor's process and apply these methods and techniques of acting to one's own work through exercises and scene work.
- D) To develop in the student an understanding of the discipline of the art and to refine concentration skills necessary within that discipline.
- E) To introduce the student to the basic methods of relaxation as well as physical and vocal freedom and control.
- F) To develop the ability to work as a supportive, courageous, and accountable member of an ensemble through improving discipline, building trust, and strengthening communication skills.
- G) To demonstrate a fundamental understanding of the building blocks of working on a monologue and a scene

Required Text:

Respect for Acting. Hagen, Uta. (Wiley, 1973, ISBN: 0-02-547390-5)

Recommended Reading:

A Challenge for the Actor by Uta Hagen (Excerpts from this text will be provided.)

Published plays and reference materials, both of which may be obtained from the campus libraries, will be utilized by the student in class. Additional handouts may be distributed as well.

Course Content:

Through the use of exercises, both structured and unstructured, the student will explore the basic skills of acting which include: a repertoire of relaxation and warm-up exercises from which to build upon for use in the study of acting, and the development of self-awareness, imagination, the mechanics of staging, character-process, and foundational work in script analysis.

Students will memorize the general vocabulary of acting through the use of the addendum to the syllabus and in-class exercises and explorations. A comprehensive, written exam will be given at the end of the semester.

Execution of the basic acting skills will be demonstrated by the student in the form of in-class performances of monologues and in scene work with partners. Students are expected to be fully memorized for these performances, and will be expected to submit written analysis for each performance, the content of which will vary according to the student's development of skills.

Diversity, Inclusion and Teaching Practice:

As your instructor of Acting I, I will work to advocate and show commitment and transparency. I will strive to construct an open and democratic environment for us to grow as a community. I acknowledge differences. And for this reason, I encourage open discussions with no judgement in which I aim to promote understanding, empathy, critical thinking and creativity. You are important to me. I promise to respect you as a person and celebrate your artistic and intellectual abilities. As a teacher, I am committed to teaching and also see this process as one of collaboration. I hope to inspire, foster innovation, curiosity, and create a rigorously creative community together.

It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, (dis)ability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

I would also like to acknowledge that what we are experiencing as a community is a challenging time. And I value our emotions around these sometimes difficult and constantly changing circumstances that we face. Starting from the global pandemic to the acts of violence based on racial, ethnic, gender, and socioeconomic discrimination makes us vulnerable and angry. All are valid emotions considering the severity of the situation. The pressure of being present, checking emails, Zooming in, and maintaining academic rigor during these uncertain times can feel redundant. I can share my practice around it and what I am learning from my mentors on an ongoing basis. I encourage you to slow down and be generous to yourself.

I look forward to practicing this together this semester amidst all the chaos and ambiguity. Let us be each other's support system, work together to transmit knowledge—be kind to each other, and keep the ball rolling—focus on your tasks and yourself. As a classroom, we are an ensemble, we are a community and I look forward to facilitating a collective experience of creative growth, leadership development and artistic excellence.

Expectations of Monologue Work

- Thorough written analysis/prep-work
- Clear through-line of thought
- Clarity of objective(s)
- Clarity of tactics
- Vocal exploration
- Physicality
- Presentations are fully memorized at the time of first performance

Expectations of Scene Work

- Thorough written analysis/prep-work
- Both characters “live” in the same world
- Clear through-line of thought
- Clarity in objective(s)
- Clarity in tactics
- Vocal explorations
- Physicality

Students will maintain a weekly journal detailing their observations regarding class work and the development of their skills. (See handout for due dates and specific journal requirements.)

The course concludes in a final performance utilizing the skills and techniques acquired throughout the semester.

Attendance at UF Theatre Productions:

Reaction Paper:

Reaction Paper #1 Due: November 3(A Little Night Music) Reaction Paper #2 (New Berry): November 17

Students are required to see all UF main stage shows and be prepared to discuss them in class. For 2 productions, you will submit a 2-page (double-spaced, 1 inch margin, name and title of production in page header) and verbally share commentary in class.

Grading:

Students may have varying degrees of “talent” and experience in acting. Therefore, students will not be graded solely on the basis of the skills and talents they bring to the class. Consideration will be given to the student’s improvement and effort that are demonstrated.

Participation is a key factor in grading. Criteria for this grade include attentiveness, participation in and/or leadership of exercises, willingness to participate in class discussions, etc... in general, the TIME, EFFORT, and COMMITMENT the student displays toward this class.

Obviously, assignments must be *complete* in order to receive *complete* points. Each assignment will be awarded a specific point value. Points will be tallied at the end of the semester to determine the student’s final grade.

300-270	A	225-239	C+	180-194	D
255-269	B+	210-224	C	193 and below	E
240-254	B	195-209	D+		

“Acting/Self Analysis” Paper	10pts
Journals	60 pts (12pts ea. x 5 entries: 60 pts total)
Reaction Paper	30 pts (15pts ea. x2: 30 pts total)
Monologue	25 pts
Scene #1	25 pts
Vocabulary/Terminology Exam	30 pts
Final Scene #2	50 pts
Participation	50 pts
Liberation Stage Discussion (Lead Facilitator)	20 pts

TOTAL POINTS = 300

For information on current UF grading policies for assigning grade points, please visit: catalog.ufl.edu/UGRD/academic-regulations/grades-gradingpolicies/.

Assignments Descriptions:

In this class you will complete 1 MONOLOGUE and 2 SCENES.

In addition the following assignments are also required:

"Acting/Self Analysis" Paper: Due Monday, 9/13

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 I choose Acting?

Please take time to reflect on your previous experiences with the craft, inspirations, challenges, triumphs, and failures.

Word requirement: 1000 word minimum requirement (2 pages minimum) Papers must be typed and stapled.

Journals: J#1:9/8, J#2:9/22, J#3:10/6, J#4:10/20, J#5:10/10

Journals are a great habit and also strengthen your writing skills. You will be required to submit your journal reflections which should be at least 1 page written (or typed) per entry. You will have at least 5 pages by the end of the course. Use your journals in the way that best supports your process.

Reaction Papers: Due November 3rd & November 17th

This paper should not be a summary, nor should it be a personal evaluation of what you enjoyed, etc. This paper is a formal analysis of the various acting techniques that you observed in the play. How do various characters achieve and/or fail in accomplishing their objectives? How do you see characters evolving over the course of the play? What are your takeaways for your own process? (2 pages typed per paper)

Participation-Liberation Stage Presentations (Lead Facilitator): Sign-Ups in Class

Each Wednesday, one student will be responsible for leading a 20 minute discussion on an equity issue within the acting industry (theatre, film & television in this respect). Each student will speak for 5 minutes and then lead a 15 minute conversation that is intended to enrich our understanding, communication skills, problem solving skills and resource building on how to be artists (both in terms of the craft, culture and business of acting) from a more informed and rigorously inclusive perspective. The format of this presentation is as follows. Using the concepts we cover in Acting I, we will roughly translate these to the structure of the presentation:

Equity issue example topic: How can theatre in the United States embody an inclusive and anti-racist practice in performance works, leadership and overall artistic production in order to fully serve and connect with a broad range of audiences and communities?

1. **Objective:**
To examine a couple of theatre initiatives actively transforming their practices in relationship to these questions.
2. **Obstacle:**
While some organizations may say they are diverse, many theatres do not actively engage equity in terms of hiring a diversity of employees across all levels of production and/or reaching out to diverse audiences.
3. **Action:**
Discuss 1-2 theatre initiatives taking active steps to hire diverse actors, directors, stage managers, etc.

I encourage each facilitator to know that they will be supported in leading a conversation which may sometimes include disagreement and/or sensitive topics, but nevertheless opens up space and critical thinking to engage challenging issues facing the performance industry, culture, and global arts community.

Possible topics include, but are not limited to:

Each student is responsible for choosing a topic that speaks to them and then is asked to present a brief summary of the topic, critical questions to consider and closing thoughts that still remain. The class is expected to hold each other accountable by engaging each topic thoughtfully for the allotted time. The objective is to enhance facilitation skills, fine tune research skills as well as understand the fact that everyone plays a critical role in creating an inclusive acting community.

Late Assignment Policy:

1. Late assignments will not be accepted. I know this is a tough pill to swallow. Professional actors who show up late get fired. Keep track of due dates. Keep the lines of communication open if you are having a challenge.
2. You are allowed one unexcused absence. However...** THERE ARE NO MAKE UP DAYS FOR WORKSHOPS OR PERFORMANCE DAYS** In other words, you cannot elect to take your unexcused absence on your *assigned* workshop or performance day. That is wholly unfair to your scene partner. Only in *extreme* cases will scenes be rescheduled (see attendance policy).

Attendance Policy:

Any absence from class for the following reasons must be supported by official acceptable documentation to avoid a grade penalty:

- Illness—doctor's note must be on official letterhead with address and phone number, noting the date and time of visit and diagnosis verifying that an absence from class is warranted, doctor name and signature
- Serious family emergencies
- Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Participation in official university activities such as music performances, athletic competition or debate
- Court-imposed legal obligations (e.g., jury duty or subpoena)

To help organize accommodations, students should inform the instructor by the end of the second week of classes of religious observances of their faith that will conflict with class attendance this semester.

Any student that acquires 3 absences (either excused or unexcused) will be required to meet with this course's instructor and/or area faculty to discuss the student's continued participation in the course. For Majors: Failure to attend this meeting will result in Artistic Probation.

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.

*NOTE: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Additional Course Fees:

\$50.00 *included in your course payment

Accommodations for Students with Disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center.](#) 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.

COVID Related Practices:

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - Hand sanitizing stations will be located in every classroom.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further

instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

Privacy Statement Related to the Online Component of this Course:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image.

Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

RECORDING:

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 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.**

Course Evaluations:

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/>.

Academic 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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

Campus Resources:

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](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 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](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

1. *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.
2. *University Police Department:* Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
3. *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; ufhealth.org/emergency-room-trauma-center.

Academic Resources

1. *E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
2. *Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
3. *Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.
4. *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

5. [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
6. *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
7. *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process.](#)

Final Business:

Acting is *ACTION*. Acting is not about attitude, or being clever. It's not about your ability to conjure up or manufacture a feeling or emotion. Acting is about the *TASK*. To get forgiveness, to get them to love you, etc., etc., etc. Be deliberate. Be direct. Be fearless. Learning how to do the aforementioned is the function of this class.

TENTATIVE TIMETABLE

This timetable is subject to change at the instructor's discretion

WEEK 1: Monday, August 23/Wednesday, August 25/Friday, August 27

Orientation, syllabus

- ◆ Introductions /"What do I want from acting?"/Theatre games and explorations/ "What is Acting?"
- ◆ Start working on journals

Wednesday /Friday: Personal Readings. Please bring in an existing piece of writing that feels personal to you and inspires you in some way. This may be a poem, a passage from a book, script, song lyrics, etc. Presentations of personal readings.

WEEK 2: Monday, August 30/Wednesday, September 1/Friday, September 3

TENTATIVE-MONDAY or WEDNESDAY:

Meeting with Dr. Alan Asher: Architecture and Fine Arts Library (bring questions)

- ◆ Introduction/ Presentation: "Liberation Stage" Sign-Ups
- ◆ Continued Explorations Work

Individual Inventory: Body Awareness and Vocal Awareness

WEEK 3:

NO CLASS: Monday: September 6: Labor Day/Wednesday September 8/Friday, September 10

- ◆ Read Chapter 1 in the Hagen book (Concept)
- ◆ Goals/Obstacles/Discoveries/Tactics
- ◆ Exercises in exploring character/text and "finding the answers"

(Ongoing assignment for the semester: Begin *Respect for Acting*. I will be checking-in with your progress on this reading as the semester continues, and applying your knowledge from this text to in-classwork and exercises.)

JOURNAL #1:SEPTEMBER 8th

WEEK 4:Monday, September 13/Wednesday, September 15/Friday, September 17

"Acting/Self Analysis" Paper: DUE MONDAY, SEPTEMBER 13

The Acting Space—continuing the actor's awareness

Putting it together—Monologue in class workshops and exercises in exploring the monologue to build meaning, depth and dimension.

Introduction to Acting Vocabulary and Terms

WEEK 5: Monday, September 20/ Wednesday, September 22/Friday, September 24

READ Chapter 3 in the Hagen book (**Substitution**)Continuing explorations in "finding the answers"

Putting the Monologue into Action—working with your monologue

JOURNAL #2: SEPTEMBER 22nd

WEEK 6:Monday, September 27/ Wednesday, September 29/Friday, October 1

READ Chapter 22 in the Hagen book (The **Character**)

Stanislavski vs. Other methods: how we can utilize all the tools at our disposal (Stanislavski--Key Points Handout)

WEEK 7: Monday, October 4/Wednesday, October 6/NO CLASS- HOMECOMING-Friday, October 8

Introduction of Scene Study/Neutral Scenes

JOURNAL #3: OCTOBER 6th

WEEK 8: Monday, October 11/Wednesday, October 13/Friday, October 15

Scene performances
Feedback on scenes and continuing explorations READ Chapter 25 in the Hagen book (The **Objective**)

WEEK 9: Monday, October 18/Wednesday, October 20th/Friday, October 22nd

Raising the stakes: continuing the development of your skills
Review of skills and vocabulary up to this point—in class explorations using scenes and/or monologues

JOURNAL #4: OCTOBER 20th

WEEK 10: Monday, October 25/Wednesday, October 27/Friday, October 29

Scene Study: continuing exploration and exercises---READ Chapter 26 in Hagen book (The **Obstacle**)
Using the text as a tool

WEEK 11: Monday, November 1/ Wednesday, November 3/ Friday, November 5

READ Chapter 27 in the Hagen Book (The **Action**)
Scene workshops
Feedback and further explorations of the scenes in class

Reaction Paper #1 Due: November 3(A Little Night Music)

WEEK 12: Monday, November 8/Wednesday, November 10/Friday, November 12

Showing of scenes and feedback
Review and preparation for Vocabulary/Terms Exam

JOURNAL #5: NOVEMBER 10th

WEEK 13: Monday, November 15/Wednesday, November 17/Friday, November 19

Vocabulary/Terminology Exam Review Scene Workshops cont'd
Audition Workshop/ The Business of Acting

Reaction Paper #2: Due: November 17 (New Berry)

WEEK 14: Monday, November 22/NO CLASS-THANKSGIVING BREAK NOVEMBER 24-27

In class scene workshops
Feedback and explorations of final scenes

WEEK 15: Monday, November 29/ Wednesday, December 1/Friday, November 3

VOCABULARY/TERMINOLOGY EXAM Review – Monday, December 1st

Final Scene Presentations

FINAL WEEK: Monday, December 6: VOCABULARY EXAM-Friday, December 17th per UF* 10am-12pm

MONDAY-Return to Original Question: Self-Evaluation/Future Vision/Vocabulary Exam in Class/Closure Discussion & Group Reflection

This syllabus is a good approximation of what this course will be like this semester. The instructor reserves the right to make reasonable additions or subtractions to the syllabus or to allow more or lesstime for certain sections based on how the work progresses this semester