

BFA Actor Senior Workshop

TPP4236

Days and Times: M/W 3:00-4:55 pm

Location: TBD

Fall 2025

Credit Hours: 3

Instructor: Eric Loscheider

Office: 203 McGuire Pavilion

Email: loscheidere@ufl.edu

Office Hours: by appointment

The recommended method of communication outside of scheduled class time is email

COURSE DESCRIPTION:

Capstone course for all BFA Acting students. Student actors study, experiment and produce in laboratory.

COURSE OBJECTIVES:

- To deepen and specify a personal approach to creating/embodying a character.
- To apply practiced techniques and creative research to the acting process and performance.
- To cultivate a professional, collaborative, and creative process.
- To analyze text by identifying its structural components in order to make informed creative choices.
- To reflect on the process and production experience and describe an artistic approach through the creation of a realized role in performance.

BASIC COURSE CALENDAR (Subject to Change)

Week	Topic	Assignments/Deadlines
1	Class Overview, Syllabus, Expectations Warm-Ups and Actor Habits for Performance	
2	Dramaturgy, Scene work	Project Goals Due
3	Source Material, Scene work	
4	Creating a Character & Analysis, Scene work	
5	Physicalizing a Character, Scene work	
6	Physicalizing a Character, Scene work	Character Analysis Due
7	Vocal Exploration of Character, Scene Work	

8	Vocal Exploration of Character, Scene Work	
9	Stumble -Through, and Spot Checks	
10	Stumble -Through, and Spot Checks	
11	Detail Work (TBD)	
12	Detail Work (TBD)	
13	Invited Guests for Feedback/Work	
14	Run-Through and Spot Checks	Self Evaluation Due
15	Final Performance, Final Process Paper Due	Final Process Paper Due

GRADES:

Grades are based on:

- Participation, Preparedness (20%)
- Graded papers (40%)
 - Project Goals
 - Character Analysis
 - Self-Evaluation
 - Final Process Paper
- Weekly Assessment of Scene Work (20%)
- Final Performance (20%)

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 - 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 - 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:

CRITERIA	EXEMPLARY 9-10	PROFICIENT 8	DEVELOPING 7	UNSATISFACTORY 0-6	SCORE
Frequency of Participation	Proactively and regularly contributes to class discussion; initiates discussion on issues related to class topic.	Sometimes contributes proactively to class discussion; asks questions and responds to direct questions.	Rarely contributes to class discussion; seldom volunteers but responds to direct questions.	Never contributes to class discussion; fails to offer relevant responses to direct questions.	
Preparation	Consistently well-prepared with all assignments completed; demonstrated preparation with notes, observations, & questions. Always off-book for off-book dates. All blocking and choreography is ready for performance and rehearsal.	Arrives fully prepared with some frequency; partially prepared at other times; inconsistent demonstration of preparation through notes, observations & questions. Sometimes off-book for off-book dates. All blocking and choreography is usually ready for performance and rehearsal.	Demonstrates infrequent completion of assignments and readings; often has not completed assignments or prepared notes or observations. Infrequently off-book for off-book dates. Blocking and choreography is sometimes ready for performance and rehearsal.	Exhibits little evidence of having read or thought about assigned material. Rarely off-book for off-book dates. Blocking and choreography is often not ready for performance and rehearsal.	

Listening Skills	Listens attentively and actively as indicated by comments that often built on others' remarks; contributing to class dialogue	Some evidence of active, attentive listening in remarks	Listens very infrequently and without attention to concept or detail, as indicated by polls & comments that are often loosely related to others' remarks.	Rarely or does not listen to others; did not pay attention while others speak; comments did not contribute to class dialogue, engages in activity unrelated to class.	
Quality and Relevance of Contribution	Comments always insightful & constructive, balanced between general impressions, opinions, & thoughtful analysis; uses appropriate terminology.	Comments mostly insightful & constructive, occasionally too general or not relevant; mostly uses appropriate terminology.	Comments are sometimes insightful & constructive, with occasional signs of insight; comments often general and rarely use appropriate vocabulary.	Comments are uninformed and counter-productive; almost never uses appropriate vocabulary; heavy reliance on uninformed opinion & personal taste.	
				TOTAL	

GRADED PAPERS—

Project Goals—Students will review notes from previous classes and feedback given during Student Performance Feedback to set goals for the semester. This may include improving upon recurring notes or applying a specific technique to their process. Students will submit a preliminary paper describing the goals and a proposed process for achieving them.

Self-Evaluation -- The Self Evaluation paper will be a detailed and organized document discussing the degree to which the student achieved the goals.

Character Analysis – Students will complete a detailed character analysis for the character/characters they are rehearsing within the class. A hard copy of the Character Analysis will be distributed in class.

Final Process Paper -- This is to be a well-organized paper that describes your preparation for a role once you have been cast. This paper will include topics such as reading the script, physical exploration, vocal exploration, text analysis, character analysis, research of location/time/playwright/subject/character's occupation, use of music in character creation, the use of rehearsal logs, rehearsal preparation including physical and vocal warm-ups, any post-rehearsal habits, practices of keeping the role

alive through a run (how you maintain consistency in tandem with continued discovery).

-- Describe WHAT YOU DO, not what you think you should do, nor what you wish you did. State your process as it is, and make no excuses for it.

-- This is about character creation/discovery/exploration NOT professional habits and behavior.

-- This paper may be written in first person, however use professional and academic phrasing.

--This should be well organized with an introduction, the body which expands on the main points introduced in the introduction, and a conclusion that reiterates the main points of your process.

Do be sure that you frame this paper with an introduction paragraph that will specifically state the topic and the main points of your process to be discussed in the body of the paper, and include a final or concluding paragraph that restates the main points of the paper ending with a clear final statement.

A note for ALL written assignments submitted for this class:

All papers MUST:

- Be typed, double-spaced, in Times New Roman or Arial 12 pt font, with 1" margins.
- Be sent electronically, and in hard copy in the instructor's mailbox, within 24 hours of the due date. The hard copy will satisfy the timeliness of your paper (in that it will not be penalized for lateness); the digital file is for the instructor's convenience.

ATTENDANCE POLICY:

Students are expected to be in attendance, on time, at each class/rehearsal.

"Everybody gets one". In accordance with the Spiderman rule, students are granted one (1) "unexcused" absence that does not require documentation and does not conform to the UF "acceptable reasons for absence." After that, any other "unexcused" absence will result in a penalty of half a letter grade (5%) from the final grade per "unexcused" absence.

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 three (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 two (2) unexcused absences, the student may be prohibited from participation in partner/group exercises which will affect the student's final grade.

According to department policy, **three unexcused absences will result in failure of this class. No Exceptions.**

UF Policy link:

Information about university-wide policies and resources can be found here:
<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>