



UNIVERSITY OF
CALGARY

UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS - DRAMA
DRAM200B: Introduction to Acting
Winter 2017

Instructor Office Email Office Hours	Dr. Patrick Finn CHD022 pfinn@ucalgary.ca By appointment (emailing to book a time works best, but you can always drop by my office). I am on campus every day from Monday to Friday.
Day(s), Time(s) and Location of Class	Tuesday 9:30 – 12:20 / Thursday 9:30 – 11:20 CHD015
Out of Class Activities	<ol style="list-style-type: none"> 1) Students will need to visit the Taylor Family Digital Library in order to complete assignments for the class; 2) Students may need to book time in the prop and/or costume shops to support their work, and should do so following established guidelines; 3) Students may need to book time in the media lab in support of their work; 4) Extensive rehearsal time outside of class time is required. Students are responsible for booking their own rehearsal times and spaces.
Learning Resources: Required Readings, Textbooks and Materials	<p>Assigned texts and materials: as necessary to the support acting projects. We will continue to use the texts from the first semester (Liz Lerman’s “Critical Responses Process,” & Rosemary Hartel O’Neill’s <i>The Actor’s Checklist: Creating the Complete Character</i>). Acting students are expected to source materials to support their work following the protocols and practices of The School of Creative and Performing Arts. All students will be required to find two monologues and the plays from which they originate for assignments in the class.</p> <p>Dress: Please wear clothes in which you can move freely. There will be an element of floor work in all classes. Sweats or tights, and long sleeved shirts are recommended. Whatever your choice, you should be able to move without having clothes falling off, or riding up, so that you have to interrupt your work to adjust. Most work will be done in bare feet. No big jewelry is allowed on the floor, no hats may be worn in class, and long hair must be tied back. Avoid strong scents of any kind. Please be prepared to begin class promptly by arriving a few minutes ahead, and getting into your studio clothes. Bring a water bottle. No other food or drink is allowed.</p>
Prerequisites	None. This course may not be repeated for credit.
Supplementary Fees	None
Course Description	Practical experience in acting; improvisation and introductory work from texts; the development of communication skills and personal acting creativity.
Course Overview	<p>The purpose of this course is to introduce basic concepts and practices of acting. The course is academic and practical in approach. Some classes will consist of discussion dealing with specific performance challenges, as well as historical and theoretical issues that can support the development of an acting practice. Other classes will be designated to the practical exploration and development of acting technique.</p> <p>We will frame our studies as an extension of your work in the first term. We will begin our work with an examination of the theory and history of acting and then move into focused study on monologues and the practical skill necessary to find, develop, refine</p>

and perform them for a variety of purposes.

The foundation of our work draws on a few key areas:

Vocal and Physical Technologies

- Foundations in the understanding of body and voice as instruments of artistic expression;
- Understanding of our selves as instruments;
- The study of warm-ups as a precursor to acting work;
- Work on relaxation, concentration, spontaneity, impulse, and play.

Work Ethic

- Exploration of collaborative nature of acting;
- Study of ensemble/ individual work;
- Development of rehearsal etiquette;
- Investigation of safety/respect/generosity;
- Articulation of training as discipline;

Research and Text Work

- Students will complete two prepared monologues
- Students will present an historically-based research performance
- Students will develop an understanding of approach to text that includes:
 - Given circumstances (W questions)
 - Moment to moment reciprocity (give and take)
 - Performance journey
 - Imagination
 - Pace/rhythm/space/levels
 - Status

Development

- Work to increase awareness of self and others
- Expand communication skills
- Explore need for openness in process
- Develop tolerance for contradiction and paradox
- Understand the range and accessibility of phenomenological experience

Course Learning Outcomes	<p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss practical and historical information about acting; 2. Describe a variety of approaches to acting; 3. Read, analyze, and discuss dramatic text; 4. Read, analyze, and plan the performance of dramatic text; 5. Find, analyze, compile, and create research-based performances; 6. Produce a performance journal recording the actor's journey; 7. Produce original performance projects; 8. Discuss the intentions, results, and outcomes of acting projects. 																																																								
Course Schedule:	<p>Tentative Schedule: please be aware that at times things can develop during the term that require us to revisit our schedule. It does not happen often, but if it does, we will discuss it in class, and send out an update via the class list. Formal messages of this kind will use your official contact information as recorded in your university file.</p> <table border="1" data-bbox="456 653 1143 1717"> <thead> <tr> <th></th> <th>Topic / Assignment</th> </tr> </thead> <tbody> <tr><td>Jan 10</td><td>Introduction and Studio Work</td></tr> <tr><td>Jan 12</td><td>Introduction and Studio Work</td></tr> <tr><td>Jan 17</td><td>Studio Work</td></tr> <tr><td>Jan 19</td><td>Studio Work</td></tr> <tr><td>Jan 24</td><td>Actor's Legacy Presentations</td></tr> <tr><td>Jan 26</td><td>Actor's Legacy Presentations</td></tr> <tr><td>Jan 31</td><td>Monologue / Play Summary Presentations</td></tr> <tr><td>Feb 2</td><td>Showings</td></tr> <tr><td>Feb 7</td><td>Showings</td></tr> <tr><td>Feb 9</td><td>Monologue 1: Presentation 1</td></tr> <tr><td>Feb 14</td><td>Monologue 1: Presentation 1</td></tr> <tr><td>Feb 16</td><td>Monologue 1: Presentation 2</td></tr> <tr><td>Feb 21</td><td>Reading Break</td></tr> <tr><td>Feb 23</td><td>Reading Break</td></tr> <tr><td>Feb 28</td><td>Monologue 1: Presentation 2</td></tr> <tr><td>Mar 2</td><td>Monologue / Play Summary Presentations</td></tr> <tr><td>Mar 7</td><td>Showings</td></tr> <tr><td>Mar 9</td><td>Showings</td></tr> <tr><td>Mar 14</td><td>Monologue 2: Presentation 1</td></tr> <tr><td>Mar 16</td><td>Monologue 2: Presentation 1</td></tr> <tr><td>Mar 21</td><td>Monologue 2: Presentation 2</td></tr> <tr><td>Mar 23</td><td>Monologue 2: Presentation 2</td></tr> <tr><td>Mar 28</td><td>Monologues 1&2: Presentation</td></tr> <tr><td>Mar 30</td><td>Monologues 1&2: Presentation</td></tr> <tr><td>Apr 4</td><td>Monologues 1&2: Presentation Submit Performance Journals in Class</td></tr> <tr><td>Apr 6</td><td>Interviews</td></tr> <tr><td>Apr 11</td><td>Interviews</td></tr> </tbody> </table>		Topic / Assignment	Jan 10	Introduction and Studio Work	Jan 12	Introduction and Studio Work	Jan 17	Studio Work	Jan 19	Studio Work	Jan 24	Actor's Legacy Presentations	Jan 26	Actor's Legacy Presentations	Jan 31	Monologue / Play Summary Presentations	Feb 2	Showings	Feb 7	Showings	Feb 9	Monologue 1: Presentation 1	Feb 14	Monologue 1: Presentation 1	Feb 16	Monologue 1: Presentation 2	Feb 21	Reading Break	Feb 23	Reading Break	Feb 28	Monologue 1: Presentation 2	Mar 2	Monologue / Play Summary Presentations	Mar 7	Showings	Mar 9	Showings	Mar 14	Monologue 2: Presentation 1	Mar 16	Monologue 2: Presentation 1	Mar 21	Monologue 2: Presentation 2	Mar 23	Monologue 2: Presentation 2	Mar 28	Monologues 1&2: Presentation	Mar 30	Monologues 1&2: Presentation	Apr 4	Monologues 1&2: Presentation Submit Performance Journals in Class	Apr 6	Interviews	Apr 11	Interviews
	Topic / Assignment																																																								
Jan 10	Introduction and Studio Work																																																								
Jan 12	Introduction and Studio Work																																																								
Jan 17	Studio Work																																																								
Jan 19	Studio Work																																																								
Jan 24	Actor's Legacy Presentations																																																								
Jan 26	Actor's Legacy Presentations																																																								
Jan 31	Monologue / Play Summary Presentations																																																								
Feb 2	Showings																																																								
Feb 7	Showings																																																								
Feb 9	Monologue 1: Presentation 1																																																								
Feb 14	Monologue 1: Presentation 1																																																								
Feb 16	Monologue 1: Presentation 2																																																								
Feb 21	Reading Break																																																								
Feb 23	Reading Break																																																								
Feb 28	Monologue 1: Presentation 2																																																								
Mar 2	Monologue / Play Summary Presentations																																																								
Mar 7	Showings																																																								
Mar 9	Showings																																																								
Mar 14	Monologue 2: Presentation 1																																																								
Mar 16	Monologue 2: Presentation 1																																																								
Mar 21	Monologue 2: Presentation 2																																																								
Mar 23	Monologue 2: Presentation 2																																																								
Mar 28	Monologues 1&2: Presentation																																																								
Mar 30	Monologues 1&2: Presentation																																																								
Apr 4	Monologues 1&2: Presentation Submit Performance Journals in Class																																																								
Apr 6	Interviews																																																								
Apr 11	Interviews																																																								
Assessment Components	<p>Assignment 1: Value: 10% Due Date: Ongoing Type: Performance Growth & Development Description: an ongoing demonstration of commitment relevant to a studio class and working with groups including all aspects of preparation, scheduling and presentation.</p>																																																								

Assignment 2:

Value: 10%

Due Date: Selection of subject (approved by instructor) by Jan 17, performance ready by Jan 24.

Type: Actor's Legacy: Historical / Research-Based Performance

Description: The purpose of this assignment is to explore acting traditions through sharing with each other the legacy of performers from different eras and cultures. Learning about various accomplishments, styles, and aesthetics will inspire, extend and challenge our own work.

Each student will research one actor / performer, and share something of that person's life, individuality, contributions, craft, and their influence on performance styles and techniques. Students are to **remake** themselves that day, so that they are, in some way, **a living embodiment** of their performer's life and/or work. This presentation may involve costume, music, food, props, visual sources, etc. Go wild. Each student will have a maximum of five minutes to convey to the class, "The most important gift this person left us is..." in any form they please, as well to share with us his/her own opinion of the most important contributions of their subject.

You are expected to cross-reference your sources. Errors and / or gaps in research will lead to a loss of marks. Go to the library and speak to the subject specialist librarian. Do not rely on Google. Potential sources are: biographies and autobiographies, interviews, books written by actors; theatre, film, performance and game reviews; films and texts about performance, and recommendations from professional artists.

Students will select an artist from the list provided by the instructor.

Assignment 3:

Value: 10%

Due Date: Selection of Monologue and summary of play for in-class discussion by Jan 31, performance ready by Feb 2 for exploration and first formal showings by Feb 9, and Feb 16 for final performance and evaluation. (Be prepared for performance of both monologues by Mar 28.)

Type: Monologue

Description: students will find a monologue with a runtime that is a maximum of two minutes. They will then locate a copy of the play from which it is drawn and read it. They will share the monologue with the class, provide a copy of it and the play to the instructor, summarize the play for the group, and develop their monologue for performance. The records of your research process should be kept in your performance journal. Students will then present the monologue and work on it in collaboration with the class and the instructor. **Please note:** we will be developing a set of two monologues, known as "contrasting monologues." Contrasting monologues allow us to show different aspects of our performance skills, and present a range in which a director or casting directing could expect us to work. An appropriate selection of the pair of monologues is crucial for success in the overall project.

Assignment 4:

Value: 10%

Due Date: Selection of Monologue and summary of play for in-class discussion by Mar 2, performance ready by Mar 7 for exploration, Mar 14 for first formal presentation

	<p>and Mar 21 for final performance and evaluation. (Be prepared for performance of both monologues by Mar 28, 2016.)</p> <p>Type: Monologue 2</p> <p>Description: students will find a monologue with a runtime that is a maximum of two minutes. They will share the monologue with the class, describe the play from which it is taken and develop the monologue for performance. Students will then present the monologue and work on it in collaboration with the class and the instructor. Once this monologue is complete it will be presented alongside the first monologue as part of a set of two contrasting monologues (see note to the first monologue).</p> <p>Assignment 10:</p> <p>Value: 10%</p> <p>Due Date: Apr 5, 2016 in class</p> <p>Type: Performance Journal</p> <p>Description: students will maintain an ongoing performance journal noting their experience from each class, performance and assignment. Journals will frame the discussion in the final interview with the instructor.</p>
<p>Assessment Expectations</p>	<p>Expectations for Writing: Writing skills are important to academic study across all disciplines. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.</p> <p>Performance journals need not be formally constructed, but must demonstrate ongoing, detailed analysis of the work throughout the semester.</p> <p>Expectations for Attendance and Participation: This is a studio performance class, so attendance is essential for success. We will discuss work as a group in every class. Students who are not able to attend classes regularly will not be able to satisfy the requirements to pass the course and should consider their options.</p> <p>Guidelines for Formatting Assignments The Drama Program uses MLA Style for all formal written work. There are no formal written components in the second semester of this class, so the guidelines are not applicable to our work.</p> <p>Guidelines for Submitting Assignments For written work: all assignments must be submitted in hard copy during class time. Papers submitted outside of class time but on the due date are considered one day late as per the "Late Assignments" policy in this document. Electronic assignments will not be marked.</p> <p>For performances: students are responsible for scheduling their work. Failure to properly plan, schedule and book your work will result in the loss of marks. Students are also responsible for supporting the work of their fellow students; failure to do so will result in a loss of marks.</p> <p>Late Assignments Loss of one letter grade per day. (For example: from A- to B+, B+ to B, B to B-...)</p> <p>Criteria That Must Be Met To Pass Passing grade.</p>

<p>Grading Scale</p>	<p>For the course as a whole, letter grades should be understood as follows, as outlined in the section F.2 of the Undergraduate Calendar for 2016-2017:</p> <table border="1" data-bbox="532 186 1414 825"> <thead> <tr> <th>Grade</th> <th>GPA</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>4.00</td> <td>Outstanding.</td> </tr> <tr> <td>A</td> <td>4.00</td> <td>Excellent-superior performance, showing comprehensive understanding of subject matter.</td> </tr> <tr> <td>A-</td> <td>3.70</td> <td></td> </tr> <tr> <td>B+</td> <td>3.30</td> <td></td> </tr> <tr> <td>B</td> <td>3.00</td> <td>Good - clearly above average performance with knowledge of subject matter generally complete.</td> </tr> <tr> <td>B-</td> <td>2.70</td> <td></td> </tr> <tr> <td>C+</td> <td>2.30</td> <td></td> </tr> <tr> <td>C</td> <td>2.00</td> <td>Satisfactory - basic understanding of the subject matter.</td> </tr> <tr> <td>C-</td> <td>1.70</td> <td>Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. (See individual undergraduate faculty regulations.)</td> </tr> <tr> <td>D+</td> <td>1.30</td> <td></td> </tr> <tr> <td>D</td> <td>1.00</td> <td>Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject.</td> </tr> <tr> <td>F</td> <td>0</td> <td>Fail - unsatisfactory performance or failure to meet course requirements.</td> </tr> </tbody> </table> <p>For Your Reference: Numerical Scale for the Calculation of Grades in this Class</p> <table border="1" data-bbox="456 968 886 1409"> <tbody> <tr><td>A+</td><td>96 -100</td></tr> <tr><td>A</td><td>93 -95</td></tr> <tr><td>A-</td><td>86 - 92</td></tr> <tr><td>B+</td><td>80 - 85</td></tr> <tr><td>B</td><td>75 - 79</td></tr> <tr><td>B</td><td>70 -74</td></tr> <tr><td>C+</td><td>65 - 69</td></tr> <tr><td>C</td><td>60 - 64</td></tr> <tr><td>C</td><td>55 -59</td></tr> <tr><td>D+</td><td>50 - 54</td></tr> <tr><td>D</td><td>45 - 49</td></tr> <tr><td>F</td><td>0 - 44</td></tr> </tbody> </table>	Grade	GPA	Description	A+	4.00	Outstanding.	A	4.00	Excellent-superior performance, showing comprehensive understanding of subject matter.	A-	3.70		B+	3.30		B	3.00	Good - clearly above average performance with knowledge of subject matter generally complete.	B-	2.70		C+	2.30		C	2.00	Satisfactory - basic understanding of the subject matter.	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. (See individual undergraduate faculty regulations.)	D+	1.30		D	1.00	Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject.	F	0	Fail - unsatisfactory performance or failure to meet course requirements.	A+	96 -100	A	93 -95	A-	86 - 92	B+	80 - 85	B	75 - 79	B	70 -74	C+	65 - 69	C	60 - 64	C	55 -59	D+	50 - 54	D	45 - 49	F	0 - 44
Grade	GPA	Description																																																														
A+	4.00	Outstanding.																																																														
A	4.00	Excellent-superior performance, showing comprehensive understanding of subject matter.																																																														
A-	3.70																																																															
B+	3.30																																																															
B	3.00	Good - clearly above average performance with knowledge of subject matter generally complete.																																																														
B-	2.70																																																															
C+	2.30																																																															
C	2.00	Satisfactory - basic understanding of the subject matter.																																																														
C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. (See individual undergraduate faculty regulations.)																																																														
D+	1.30																																																															
D	1.00	Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject.																																																														
F	0	Fail - unsatisfactory performance or failure to meet course requirements.																																																														
A+	96 -100																																																															
A	93 -95																																																															
A-	86 - 92																																																															
B+	80 - 85																																																															
B	75 - 79																																																															
B	70 -74																																																															
C+	65 - 69																																																															
C	60 - 64																																																															
C	55 -59																																																															
D+	50 - 54																																																															
D	45 - 49																																																															
F	0 - 44																																																															
<p>Academic accommodation</p>	<p>Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.</p>																																																															
<p>Academic integrity, plagiarism</p>	<p>The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are referred to the section on plagiarism in the University Calendar (ucalgary.ca/pubs/calendar/current/k-2.html) and are reminded that plagiarism-- Using any source whatsoever without clearly documenting it—is an extremely serious academic offence. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly</p>																																																															

	where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor or the Student Success Centre (TFDL 3rd Floor) if you have any questions regarding how to document sources.
Student misconduct	ucalgary.ca/pubs/calendar/current/k.html
FOIP	ucalgary.ca/secretariat/privacy
Emergency evacuation	Assembly points for emergencies have been identified across campus. THE PRIMARY ASSEMBLY POINT FOR CRAIGIE HALL IS THE PROFESSIONAL FACULTIES FOOD COURT. For more information, see the University of Calgary's Emergency Management website: ucalgary.ca/emergencyplan/assemblypoints
Internet and electronic communication device	elearn.ucalgary.ca/category/d2l/ ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app The in-class use of computers may be approved by your Instructor. Cell phones and other electronic communication devices should be silenced or turned off upon entering the classroom. If you violate the Instructor's policy regarding the use of electronic communication devices in the classroom, you may be asked to leave the classroom; repeated abuse may result in a charge of misconduct. No audio or video recording of any kind is allowed in class without explicit permission of the Instructor.
Safewalk	220-5333 anytime. ucalgary.ca/security/safewalk
Students' union and ombudsperson contacts	Student Union: su.ucalgary.ca/about/who-we-are/elected-officials/ Faculty of Arts reps: arts1@su.ucalgary.ca ; arts2@su.ucalgary.ca ; arts3@su.ucalgary.ca ; arts4@su.ucalgary.ca Graduate Student's Association: ucalgary.ca/pubs/calendar/grad/current/graduate-students-association-gsa-grad.html Student Ombudsman: ucalgary.ca/ombuds/contact
Midterm and final examination scheduling	Final examinations may be scheduled at any time during the examination period (12-22 December for Fall 2016 term; 15-26 April for Winter 2017 term); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures: ucalgary.ca/registrar/exams/deferred_final
Deferrals of exams/term work	It is possible to request a deferral of term work or final examinations for reasons of illness, accident, family or domestic affliction, or religious obligations. Please check with your advisor if any of these issues make it impossible for you to sit an exam or finish term work by stated deadlines. ucalgary.ca/registrar/exams/deferred_final ucalgary.ca/pubs/calendar/current/g-6.html ucalgary.ca/pubs/calendar/current/g-7.html
SCPA Claim Your Seat Program: Student Guidelines	<ol style="list-style-type: none"> 1. The Claim Your Seat (CYS) program, funded by the Students' Union Quality Money, allows all University of Calgary students to attend on-campus School of Creative and Performing Arts (Dance, Drama and Music) events free of charge. 2. Depending on the performance, there is a limited number of seats available for CYS. There is not a guarantee that tickets will be available for all CYS patrons for every performance, based on audience size, demand, etc. 3. CYS tickets are a privilege. If a student receives a ticket to attend a performance, it is expected that they will respect the value of the admission and attend the performance. 4. Process for students: On the date of the performance, from 45 minutes prior to 15 minutes prior to the performance start time, they arrive to the CYS table next to the Box Office and show their Unicard. If students arrive after 15 minutes prior to the performance start time, they can go to the Box Office and purchase a ticket at the student rate. Students should not go to the Box Office unless they are purchasing a ticket. 5. If students have a course requirement to attend a performance for a specific date, access to the tickets will be communicated by the instructor to University Theatre Services prior to the event. The best guarantee for a free ticket is to arrive early, up to 45 minutes prior to the performance start time.

	6. Respect for the Front of House and theatre staff, performers and fellow patrons is an absolute requirement. Failure to comply with this will lead to being asked to leave the venue and could result in the revoking of CYS privileges.
Academic standing	ucalgary.ca/pubs/calendar/current/f.html
Campus security	220-5333. Help phones: located throughout campus, parking lots, and elevators. They connect directly to Campus Security; in case of emergency, press the red button.
Copyright	It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students. Further copyright information for students is available on the Copyright Office web page (library.ucalgary.ca/copyright).
Faculty of Arts program advising and student information resources	For academic advising, visit the Arts Students' Centre (ASC) for answers about course registration, graduation checks, and the 'big picture' on programs and majors. Drop in at SS102, email at ascarts@ucalgary.ca or call at 403-220-3580. You can also visit the Faculty of Arts website at arts.ucalgary.ca/undergraduate which has detailed information on common academic concerns. For academic success support, such as writing support, peer support, success seminars, and learning support, visit the Student Success Centre on the third floor of the Taylor Family Digital Library (TFDL), email them at success@ucalgary.ca or visit their website at ucalgary.ca/ssc/ for more information or to book an appointment. For enrolment assistance, including registration (add/drop/swap) changes, paying fees, and navigating your Student Centre, contact Enrolment Services at 403-210-ROCK [7625], by email at futurestudents@ucalgary.ca or visit them at the MacKimmie Block 117.
Course outlines for transfer credit	It is possible that you will be asked for copies of this outline for credit transfers to other institutions or for proof of work done. It is the student's responsibility to keep these outlines and provide them to employers or other universities when requested. Please ensure that outlines of all the courses you take are kept in a safe place for your future reference. Departments/Programs do not guarantee that they will provide copies.
Letter of permission	If you wish to study at another institution while registered at the U of C, you must have a letter of permission. You can submit your request through your Student Centre at MyUofC. Students must have the Letter of Permission before they take the course at another school. Failure to prepare may result in no credit awarded and could result in suspension from the faculty.
Undergraduate associations	DUS: Drama Undergraduate Society, CHC 005 uofcdus@gmail.com MUS: Music Undergraduate Society, CHF 219 undmusic@ucalgary.ca