



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
DRAM 200-04 Introduction to Acting
Fall 2016-Winter 2017

Instructor Office Email Office Hours	Nicola Elson Craigie Hall D215 nelson@ucalgary.ca By Appointment
Day(s),time(s) and location of Class	CHE 004 Laboratory - Saturday 10:00am - 11:50am Seminar - Saturday 13:00pm - 15:50am
Out of class activities	Students must attend two local professional productions over the duration of the course. There will be a surprise field trip <i>Note - students purchase tickets in lieu of having to purchase text books</i>
Learning resources: required readings, textbooks and materials	<ul style="list-style-type: none"> • Audition : everything an actor needs to know to get the part (Shurtleff) • Sanford Meisner on acting (Meisner) • An actor prepares (Stanislavski) • On method acting (Easty) • Stella Adler : the art of acting (Adler) • The Lee Strasberg notes (Strasberg) • Respect for acting (Uta Hagen) • Actions: The Actors' Thesaurus (Caldrone / Williams) <p><i>Note: Do not purchase these books. They are available at the University Library.</i></p> <ul style="list-style-type: none"> • A notebook / Journal and writing utensil
Prerequisites	None.
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 learning outcomes	By the completion of this course, successful students will be able to: <ol style="list-style-type: none"> 1. Understand how to choose scenes and monologues (no film or internet selections) by researching playwrights of note, learning what plays are being produced professionally, and taking the time to read, read, read. 2. Know how to prep scenes and monologues by (a) reading the entire play, (b) finding a piece that the student can engage with in an authentic / personal way. 3. Analyze and breakdown a script by applying the primary elements of acting technique, including playing objectives, tactics and listening. 4. Understand the difference between demonstrating/indicating versus truthful, embodied acting

	<ol style="list-style-type: none"> 5. Be willing to take risks and commit fully to the moment 6. Be physically and vocally expressive 7. Be responsive and open to acting partner/partners in scripted work 8. Be able to collaborate effectively with partners and/or groups in creation based work 9. Develop skills for presentational speaking <p>The class work is designed to develop an appreciation of introductory physical and vocal techniques for the actor, building confidence in script analysis of scene study and monologue work by offering structure and coaching. In addition, students will explore interpersonal dynamics through collective creation, character work and story telling through a solo creation project. This course aims to deepen a personal relationship to the art form of theatre while at the same time, increasing awareness of self and others. Students will be given the tools to develop critical skills as an audience member while experiencing the Calgary theatre scene. The outcome of this course should build work ethics, rehearsal etiquette, safety, respect and generosity.</p> <p>Classes involve physical activity and students are required to dress appropriately: loose fitting and layered clothing, bare feet or soft-soled dance shoes.</p> <p>Turn off cell phones, laptops and other electronic devices</p> <p><i>*Note for Drama 300:</i></p> <p><i>'Students wishing to be considered for enrolment in Drama 300 must participate in the auditions scheduled during the third week of April. Arrangements can be made for scheduling conflicts with a Final Exam (in this case, notify Dawn McCaugherty asap). Please note that Drama 200 instructors will be consulted in assessing student readiness to enrol in this intermediate acting course and factors such as commitment, maturity and ensemble skills will be taken into consideration in the selection process.'</i></p>
Course schedule	<p>FALL SEMESTER</p> <ul style="list-style-type: none"> • Ensemble Building Exercises and Creation Project: September • Oral Presentations on Local Theatre Companies: September • The Myth Project Presentation: September • Monologue Choices Due: September • Scene Work #1 Coaching: October • Scene Work #1 Presentations: November • Monologue Coaching: November • Surprise Field Trip: November • Acting Theory Oral Presentations: November • Monologue Presentations: December • Scene Work #2 Assigned: December • Reflection Essay: December <p>WINTER SEMESTER</p> <ul style="list-style-type: none"> • Interviews: January • Self Written Monologues / Scenes (Development): January - February • 2nd Contrasting Monologue Choice Due: February

	<ul style="list-style-type: none"> • Becoming the Playwright Presentations: February • Actor Legacy Project Presentations: February • Scene Work #2 Coaching: Late February - Early March • Scene Work #2 Presentations: March • Mock Auditions: March • Critique Essays Due: March • Ensemble Creation Project: Early April • Group Inventions Presentation: April • Reflections Essay Due: April <p><u>Grading Breakdown</u> Participation = 20% of over-all grade Written assignments / Oral Presentations = 25% of over-all grade Performance assignments = 55% of over-all grade</p>
Assessment components	<p>Assignment 1: The Myth Project Value: 5% / Due Date: September / Type: Performance Based Group will be given the same myth but different theatrical limitations, i.e. one group must tell the story through movement only, another, through sound only, etc.</p> <p>Assignment 2: Oral Presentation on Local Theatre Companies Value: 5% / Due Date: Sept / Type: Oral Presentation Students will research a local theatre company, finding out their mandate and season. They will research the plays giving a brief synopsis of each</p> <p>Assignment 3: Scene Work #1 Value: 10% Due Date: November / Type: Performance Based In pairs, students will analyze and breakdown their script by applying the primary elements of acting technique, including playing objectives, tactics and listening. They will be 'off book' half way through the process and present their scenes to the class.</p> <p>Assignment 4: Acting Theory Oral Presentations Value: 5% / Due Date: November / Type: Oral Presentation Students will be placed in groups and given an Acting Theory Book to study. They will present their findings to the class and have their peers try some of the book's applications.</p> <p>Assignment 5: Monologue #1 Value: 10% / Due Date: December / Type: Performance Based Students find their own monologues from a play (not be from a film or from the internet). It must be approved by the instructor. They will analyze and breakdown their script by applying the primary elements of acting technique, including playing objectives, tactics and listening. They will be 'off book' half way through the process and present their scenes to the class.</p> <p>Assignment 6: Reflections Essay - Fall Semester Value: 5% / Due Date: December / Type: Written Assignment Students will keep a reflection journal throughout the year documenting their experiences. They will take the highlights and put it into essay form.</p>

	<p>Assignment 7: Becoming the Playwright Project Value: 10% Due Date: February Type: Written + Performance Based Students will write their own monologue. It will be performed by one of their classmates. They will then write a scene to support the monologue.</p> <p>Assignment 8: Actor Legacy Project Value: 5% / Due Date: February / Type: Written + Performance Based Students will be given a famous actor to research. They will create a 2 minute monologue that can take on whatever aesthetic they wish but informs the audience of the actor’s life. There will be no coaching for this project.</p> <p>Assignment 9: Scene Work #2 Value: 5% Due Date: March / Type: Performance Based Students will analyze and breakdown their script by applying the primary elements of acting technique, including playing objectives, tactics and listening. They will be ‘off book’ half way through the process and present their scenes to the class.</p> <p>Assignment 10: Critique Essay Value: 5% / Due Date: March / Type: Written Assignment Students will watch two professional plays and critique them through comparison in essay format.</p> <p>Assignment 11: Group Inventions Project Value: 5% / Due Date: April / Type: Performance Based Students are put into groups. They are given various pieces of text, objects, music, etc to inspire them. As a group, they must create an original performance no longer than 5 minutes.</p> <p>Assignment 12: Reflections Essay - Winter Semester Value: 5% / Due Date: April / Type: Written Assignment Students will keep a reflection journal throughout the year documenting their experiences. They will take the highlights and put it into essay form.</p> <p>Participation / Growth and Development Value: 20% Due Date: On going / Description: See Below</p>
<p>Assessment expectations</p>	<p><u>Expectations for Writing:</u> Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.</p> <p><u>Expectations for Attendance and Participation:</u> Please refer to the Undergraduate Calendar E.3 Attendance for details.</p> <p>Due to the collaborative nature of the class, regular attendance is essential. Participation will be marked using the following criteria:</p> <ol style="list-style-type: none"> 1. Active and responsible involvement in the group projects. <ol style="list-style-type: none"> a) Contribution to group: questioning, listening, discussing, making suggestions

- b) Active negotiating in large and small groups followed by wholehearted cooperation and commitment when consensus is reached
- c) Compromise – ability to lead and follow

**Note – When students are working on projects where the teacher is not there to observe; i.e. outside of class time, etc, students may be asked to complete peer evaluations to determine group dynamics and individual participation. Feedback from peers will effect each students participation grades.*

2. Active and responsible involvement in and reflection upon class work.

- a) Using constructive criticism
- b) Differentiating between flaws in structure, story and technique verses knowing your preferred aesthetic

3. Attendance and punctuality;

This is the most crucial component of the course. It is imperative that students have an excellent attendance record as all assignments are group / performance based. Students must communicate to the instructor that they are unable to attend prior to that class beginning. The instructor will determine on a case by case bases whether the absence will be approved. Each time a student has an unapproved absence, he or she will lose 5% of their participation and growth and development grade. In additions, three lates over ten minutes will be regarded as one unapproved absence and 5% will be removed from their final participation and growth and development grade. A reminder that this is 20% of the final mark.

Guidelines for Formatting Assignments

All written assignments in this class should be submitted in MLA (Modern Language Association) formatting, the standard format for liberal arts and humanities courses. If you are unclear about MLA style and formatting, you can pick up the MLA handbook and style manual at the bookstore.

Guidelines for Submitting Assignments

Students may submit assignments in class, or via instructor e-mail. Assignments must be received by the time specified on the arranged due date.

Late Assignments

The Instructor will accept late assignments by one day - however, a penalty of a half grade will be taken from the over-all score of the assignment. For example: assignment submitted would receive an A- for content, if turned in late, assignment then receives a B+.

Criteria That Must Be Met To Pass

With successful completion of each assignment, a professional and positive attitude, and consistent in-class participation and attendance, students will pass this class without issue.

Grading scale

For the course as a whole, letter grades should be understood as follows, as outlined in the section F.2 Undergraduate Grading System of the Undergraduate Calendar for 2016-2017:

Grade	GPA	Description
A+	4.00	Outstanding.

	<table border="1"> <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> </table>	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.
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Academic accommodation	<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.</p> <p>The full policy on Student Accommodations is available at ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.</p>																																	
Academic integrity, plagiarism	<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 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.</p>																																	
Student misconduct	ucalgary.ca/pubs/calendar/current/k.html																																	
FOIP	ucalgary.ca/secretariat/privacy																																	
Emergency evacuation	<p>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</p>																																	
Internet and electronic communication device	<p>elearn.ucalgary.ca/category/d2l/ ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app</p> <p>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</p>																																	

	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 Unicond. 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	<p>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.</p> <p>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.</p> <p>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.</p>
Course outlines for transfer credit	<p>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.</p>
Letter of permission	<p>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.</p>
Undergraduate associations	<p>DUS: Drama Undergraduate Society, CHC 005 uofcdus@gmail.com MUS: Music Undergraduate Society, CHF 219 undmusic@ucalgary.ca</p>

