



**UNIVERSITY OF CALGARY**  
**FACULTY OF ARTS**  
**SCHOOL OF CREATIVE AND PERFORMING ARTS**  
**DRAM 209 Introduction to Acting I**  
**Fall 2020**

Instructor Office Email Office Hours	Valerie Planche TBD <a href="mailto:Valerie.planche@ucalgary.ca">Valerie.planche@ucalgary.ca</a> <i>By appointment via email or zoom</i>
Day(s),time(s) and location of Class	IN person - Monday 8:00 -9:50 in RT127 Web -based Instruction - Wednesday 9:00 – 10:50
Learning resources: required readings, textbooks and materials	<ul style="list-style-type: none"> <li>- Reading materials will be provided or recommended by the Instructor and available through the Library or on D2L.</li> <li>- A notebook and pencil/pen are required for class.</li> <li>- Clothing that you are comfortable to move in is required for in person classes. Bring layers as body temperature fluctuates with movement.</li> </ul> <p><b>Everyone is required to have a mask and face shield for all in-class meetings</b></p>
Learning Technologies and Requirements	<p>There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).</p> <p>In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:</p> <ul style="list-style-type: none"> <li>• A computer with a supported operating system, as well as the latest security, and malware updates;</li> <li>• A current and updated web browser;</li> <li>• Webcam (built-in or external);</li> <li>• Microphone and speaker (built-in or external) or headset with microphone;</li> <li>• Current antivirus and/or firewall software enabled;</li> <li>• Broadband internet connection.</li> </ul> <p>Most current laptops will have a built-in webcam, speaker and microphone.</p>
Prerequisites	N/A
Course description	This course is an introduction to creative resources and practices for the actor. Through investigating theory, practical experiential learning and self-driven creation students will be introduced to the craft of acting. Students will develop a sense of confidence in performance, learning critical skills that will aid in making strong choices, and commanding the attention of their audience as well as developing a critical eye towards practice.
Course learning outcomes	By the completion of this course, successful students will be able to: <ol style="list-style-type: none"> <li>1. Apply introductory skills to prepare for live performance, such as a physical and vocal warm up to develop basic skills in the art of acting.</li> <li>2. Demonstrate, through the analysis of simple texts structural dynamics inherent in theatrical scripts; how an actor prepares for rehearsal and performance.</li> <li>3. Craft a performance applying basic acting theories to scenes through script analysis such as character development, given circumstances, objectives, tactics and obstacles.</li> </ol>

	<p>4. Work as part of an ensemble to create a dynamic performance as a group.</p> <p>5. Demonstrate greater confidence in presenting in front of a group, while applying the techniques learned in class.</p>
Course schedule	<p><b>Unit 1:</b> [September] <i>Presence</i> - Open Scene work</p> <ul style="list-style-type: none"> <li>- Acting skills and theories are cumulative; therefore, the work that is begun in September will continue and be built upon throughout the semester.</li> <li>- Basic physical and vocal warm up techniques will be introduced, to aid in understanding Presence and the energetic body and vocality of the actor.</li> <li>- On-going improvisation and acting exercises to engage in the process and techniques we will be examining.</li> <li>- Keeping a journal of all exercises to document the cumulative nature of the process, to record questions and to begin crafting a practice that encourages risk taking and making strong choices in the scene work.</li> <li>- Working with Open Scenes to develop character, make choices, connect to a scene partner and develop relationship, develop a critical eye when witnessing the work of our scene partners as well as the work of other colleagues, and how to make offers to move the work forward.</li> <li>- Various readings, rehearsals, discussions, and on-going practice will continue via Zoom for the web-based portion of the course. This will include watching performances for the purposes of learning how to view work with a constructive, critical eye .</li> </ul> <p><b>Unit 2:</b> [October] <i>Acting Theory – Research and Practice</i></p> <ul style="list-style-type: none"> <li>- We will continue to build on the processes we began in Unit 1, including on-going improvisation work</li> <li>- Students will be placed in groups and given the name of an Acting Pioneer – an individual who has made a significant contribution to contemporary forms of acting practice. Each group will study this individual, their process and impact on current acting theories. They will present their findings to the class and have their peers try some of the individual’s applications.</li> <li>- Research time will be allotted during the Zoom meetings in breakout sessions. <b>Groups may require separate Zoom meetings to continue the research and analysis of the topics</b></li> <li>- <b>In-class time will be spent rehearsing the presentations</b></li> <li>- Each student will be required to record the process in a journal fashion, and will include a critique on the performances/research the class viewed to further develop and articulate their constructive, critical point of view.</li> </ul> <p><b>Unit 3:</b> [November-December] <i>The Myth Project</i></p> <ul style="list-style-type: none"> <li>- The focus of this unit is on applying the work of the previous units to the project for presentation</li> <li>- Groups will choose a <b>myth, fairytale, creation story or parable</b> to work from, creating a presentation using the techniques covered thus far. Students will study, research, analyze and create a 5 minute piece, based on the story of their choice, which demonstrates a culmination of the theories, practices and ideas explored throughout the semester</li> </ul>
Assessment components	<p><b>Assignment 1: The Open Scene/Introduction to Text Analysis</b>  <b>Value: 10%</b>  <b>Due Date: October 6, 2020</b></p> <p>Assessment Method: Presentation / written analysis</p>

Description: In pairs, students will begin to apply the techniques being covered in class, demonstrating how they analyze, breakdown and score their script. Students will be applying the primary elements of acting technique, following each character's objectives and intentions. Students will be 'off book' (have their script memorized) half-way through the process and present their scenes to the class. Each student's script will be handed in to demonstrate how each script has been scored. [Further details outlined on D2L]

**Assignment 2: Oral Presentation - based on research of Acting Pedagogy**

**Value: 20%**

**Due Date: November 10, 2020**

Assessment Method: Presentation / written analysis

Description: Groups will choose an acting theory, method, pedagogy to study, disseminate and demonstrate to the class via scene work and practice. Each group will create a scenario to reveal the method as well as teach a technique to the class [Further details outlined on D2L]

**Assignment 3: The Myth Project**

**Assessment Method: Presentation / written analysis and script**

**Weight: 20%**

**Due Date: December 8, 2020**

Description: **A)** In different groups from the Oral Presentation, students will choose a myth, fairytale, creation story or parable as a base for creating a devised **5-minute** presentation, incorporating all the techniques covered and explored throughout the semester. Students will analyze and breakdown the myth to its essential storytelling, using variety of techniques, potentially incorporating ideas from the pedagogies covered in the Oral Presentation assignment, including but not limited to movement, vocal techniques (including moments of movement only, perform or sound only), can include puppetry and small props [built by the group] to illuminate the moral of the tale. **B)** In the second part each group will retell their myth from the first part incorporating short self-written monologues. Each character will write a personal monologue, no longer than **30 seconds**, to reveal character. [Further details outlined on D2L]

**Assignment 4: Play Critique**

**Weight: 20% (10% each)**

**Due Date: TBA**

Assessment Method: Written

Description: Students will write two critique of viewed performances, chosen by the Instructor, to demonstrate how they are developing their critical eye. [Further details outlined on D2L]

**Assignment 5: Journal and Personal Reflection essay**

**Weight: 10%**

**Due Date: December 8, 2020**

Assessment Method: Written

Description: A) Students will keep a detailed journal of the processes, questions and exercises covered in each class, including the Zoom discussions. B) The journal

	<p>becomes the basis for the personal reflection essay, reflecting upon the student’s experience and growth throughout the semester. [Further details outlined on D2L]</p> <p><b><u>Assignment 6: Participation / Growth and Development</u></b>  <b>Value: 20%</b>  <b>Due Date: On going</b></p> <p>Description: An evaluation of an individual student’s focus, concentration and effort in class – demonstrating concern and accountability toward the objectives and exercises presented to the group. This grade stems from an individual ‘s demonstrated ability and is gauged on the arc of improvement throughout the entire class, but also the singular investment in the progress of the ensemble.</p> <ul style="list-style-type: none"> <li>- <b>Participation</b> includes but is not limited to the power of observation when others are working and the ability and willingness to offer feedback and critical response. In addition to these assessed components the student’s attendance in class will also fall under this criterion – see below for further definition of this.</li> <li>- <b>Growth and Development</b> includes an evaluation of an individual student’s focus, concentration and effort in class – demonstrating concern and accountability toward the objectives and exercises presented to the group. This grade stems from an individual ‘s demonstrated ability and is gauged on the arc of improvement throughout the entire class, but also the singular investment in the progress of the ensemble.</li> <li>- <b>Preparation</b> is connected to work outside of class in regard to learning lines and working scenes – this is your homework and research necessary to actively engage in the work of your group for projects and presentations. This includes the understanding and learning of text.</li> </ul> <p><i>Please note – cell phones, iPad and computers are not permitted in class in any form, or manner, even during breaks. If a cell phone is needed during a break the student must leave the class. Any cell phones seen in class will be confiscated and returned at the end of class – this event will negatively impact the Growth – Participation – Preparation grade. Please come with a writing instrument and a journal in which to take notes.</i></p>
<p>Assessment expectations</p>	<p><b><u>Guidelines for Submitting Assignments:</u></b></p> <ul style="list-style-type: none"> <li>- Students will hand in hard copies of their journal and script analysis [ see each assignment description for details] at the end of class on the due date.</li> <li>- Critiques and the Personal Reflection Essay are to be emailed to the Instructor and in a Word.doc format.</li> </ul> <p><b><u>Missed or Late Assignments:</u></b>  No late work will be accepted, aside from the case of extenuating circumstances that have been brought to the attention of and agreed upon by the Instructor well in advance of the due date. Grade deduction will be at the discretion of the instructor based upon the circumstances.</p> <p><b><u>Expectations for Writing:</u></b>  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</p>

of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.

Grading scale

For the course as a whole, letter grades should be understood as follows, as outlined in the section on the Grading System and Transcripts of the Calendar: <https://www.ucalgary.ca/pubs/calendar/curriculum>

Grade	Grade Point Value	Description
A+	4.00	Outstanding performance
A	4.00	Excellent performance
A-	3.70	Approaching excellent performance
B+	3.30	Exceeding good performance
B	3.00	Good performance
B-	2.70	Approaching good performance
C+	2.30	Exceeding satisfactory performance
C	2.00	Satisfactory performance
C-	1.70	Approaching satisfactory performance.
*D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
*D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	0.00	Failure. Did not meet course requirements. Several Faculties utilize an F grade that does not carry weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.
**I	0.00	Incomplete. Sufficient work has not been submitted for evaluation, unable to adequately assess. May also be used when a final exam is not submitted.
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable

**Notes:**

- A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations.
- The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty policy.  
The following numerical rubric will be applied to arrive at the letter grade:  

A+ 97.6-100	A 92.6-97.5	A- 90-92.5
B+ 87.6-89.9	B 82.6-87.5	B- 80-82.5
C+ 77.6- 79.9	C 72.6-77.5	C- 70-72.5
D+ 67.6-69.9	D 62.6-67.5	
F 0-62.5		

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

	<p>The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the <a href="#">Code of Conduct</a>). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g <a href="#">Student Non-Academic Misconduct Policy</a>). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <a href="https://elearn.ucalgary.ca/guidelines-for-zoom/">https://elearn.ucalgary.ca/guidelines-for-zoom/</a>.</p> <p>Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).</p> <p>Recording Zoom class sessions is at the discretion of the instructor; missing a Zoom class is equivalent to missing an in-person class. The instructor <i>may</i> record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session – but this is not a requirement. Should an instructor choose to record a class session, students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.</p>
Academic Accommodation	<p>It is the student’s responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <a href="https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations">https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations</a>.</p> <p>Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<a href="https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf">https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf</a> ). 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>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 <a href="http://www.ucalgary.ca/access/">www.ucalgary.ca/access/</a> .</p>
Academic integrity, plagiarism	<p>Academic Misconduct refers to student behavior which compromises proper assessment of a student’s academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor’s expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.</p> <p>For information on the Student Academic Misconduct Policy and Procedure please visit: <a href="https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf">https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf</a> and <a href="https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf">https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf</a>. Additional information is available on the Academic Integrity Website at <a href="https://ucalgary.ca/student-services/student-success/learning/academic-integrity">https://ucalgary.ca/student-services/student-success/learning/academic-integrity</a>.</p>

Internet and electronic communication device	The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at <a href="https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf">https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf</a>
Intellectual Property	Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.
Copyright	All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ( <a href="http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf">www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf</a> ) and requirements of the copyright act ( <a href="https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html">https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html</a> ) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <a href="https://www.ucalgary.ca/pubs/calendar/current/k.html">https://www.ucalgary.ca/pubs/calendar/current/k.html</a> .
Freedom of Information and Protection of Privacy	Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.
Student Support	Please visit this link for important information on UCalgary's student wellness and safety resources: <a href="https://www.ucalgary.ca/registrar/registration/course-outlines">https://www.ucalgary.ca/registrar/registration/course-outlines</a>