Instructor: Jennifer Malmberg
Email: malmbergjn@sfasu.edu
Phone: 936-468-1057
Office: Griffith Fine Arts Building 223
Office Hours: Monday/ Friday 1:00 p.m.- 3:00 p.m.
Wednesday 11:00 a.m.-12:00 p.m.
OR by appointment.
Department: School of Theatre
Classroom: GFN 100 (Downstage)
THR -221: Tuesday & Thursday 9:00 a.m.-11:15 a.m.

Course Description: Beginning Acting (TR 221.002 & THR 221L.221)- Three Semester hours. Emphasis on the understanding and exploration of the actor’s tools and the application of the actor’s basic skills through the creative process.

In addition to regular class meetings and individual preparation (traditional “homework”) time, this course requires a substantial amount of audition and rehearsal time that must be arranged with student directors, and in lieu of a traditional final exam, a performance of a scene that must be scheduled to accommodate student directors and multiple faculty members. To facilitate this process, every student must be prepared to accept scheduling mandated by the instructor and the School of Theatre faculty, including evening and weekend work times.

Program Learning Outcomes (PLO’s) Supported in this Course:
1. The student will be able to analyze a script in ways that are necessary to a theatre practitioner or scholar/critic. (All degree plans)
2. The student will demonstrate collaborative and/or leadership competencies appropriate to participate or take a leadership role in an effective theatrical production. (All degree plans)
3. The student will demonstrate an understanding of the component areas of theatrical creation, process, production performance, and study and their interrelationships. (All degree plans)
4. The student will demonstrate intermediate to advanced competence in one or more theatre specialization(s). (BA)
5. The student will be able to complete and document a major project as a stage manager, as a designer or technician, or as an actor or director, demonstrating advanced competence in the student’s specialty. (BFA)
6. The student will be able to present an effective presentation appropriate to the student’s specialization. (BFA)
Student Learning Outcomes (SLO’s) for this course (supported PLO’s):

Students who successfully complete this course will be able to:

1. Understand vocabulary of the theatre  
   (PLO’s 3,4, & 5)
2. Create a performance and analyze a text  
   (PLO 1)
3. Utilize and comprehend modern acting theory  
   (PLO’s 2, 3, 4, & 5)
4. Effectively collaborate on a performance project with a scene partner(s) and a director  
   (PLO’s 2, 3, 4, & 5)
5. Describe the principles of an actor’s process  
   (PLO’s 3, 4, 5, & 6)

Materials

*Acting in Person and in Style 5th Edition*

Jerry L. Crawford, Catherine Hurst, and Michael Lugering

Students will be required to maintain a journal with entries made during every class period. This journal is not private and will be turned in periodically for review by the instructor.

General Notes

- There are rehearsal and performance dates outside of the scheduled class time. Please look at the schedule now. If this pose a problem, you MUST inform the instructor by the second week of class.
- Assignments are due on the date listed. If absent and emailing a written assignment, it but be sent by the START TIME of class in order to receive full credit.
- Theatrical scripts may contain strong language that might be considered offensive to some: profanities, violence, sexual terms or references to religious deities. Please see me privately by the end of the first week if you would like to discuss these in relation to you and this course.
- Physical contact may occur from time to time with fellow students in class. I may also have to adjust parts of your body for proper alignment and to release tension while working. Please see me privately as soon as possible if this presents a problem or if you feel uncomfortable.
- If you have a disability or physical injury that hinders you from participating in class activities, please see me privately as soon as possible so we can make arrangements to accommodate you.
- The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.
Course Requirements

- Students are required to wear **ALL BLACK** clothing and shoes in which they can move freely. If a student’s attire does not permit the execution of in-class exercises due to movement restriction or concerns of modesty, the student will be sent home to change which will result in an absence from the classroom that could penalize the student’s final grade as detailed in the below sections regarding tardiness and unexcused absences. If there is any question about the appropriateness of attire, the student is obliged to inquire ahead of time.
- Unauthorized use of mobile phones, PDA’s, digital media players, tablets, laptops, etc. during class for any reason will result in the student being marked absent (unexcused) and asked to leave class. Phones may be checked on break times.
- Students will be expected to rehearse scenes in collaboration with classmates outside of class.
- Unauthorized tardiness, early departure, or any other unauthorized absence from the classroom for less than half the class period will result in a penalty to the student’s final grade per incident.

Grading Policy

**Class Participation**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Consistent, active, productive, collaborative participation. To succeed in this course you must be alert and engaged, willing and able to participate in class exercises, cooperative, supportive and respectful of your fellow students in every class session. You may request a mid-term assessment of your participation. Attendance issues may negatively affect your grade.</td>
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</table>

**Quizzes**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Covering lecture, discussion and reading material. If you miss a quiz because of an unexcused absence you will receive no credit (a score of 0, a grade of F); if you miss a quiz because of an excused absence, you must make an appointment for an oral make-up quiz (which will be at least as difficult as the written quiz).</td>
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</table>

**Production Critiques**

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<thead>
<tr>
<th>Points</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>40</td>
<td>Two written <strong>Critiques</strong> (also called “reviews”) describing and analyzing the acting in <em>Sweat</em> and <em>Oklahoma!</em>! Each critique should be two and a half pages minimum and four pages maximum. If you miss one of these productions, you will receive no credit (a score of 0, a grade of F) for that critique. Each critique is due on the class immediately following the closing performance.</td>
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Beginning Acting - THR 221.002 Lab 221

Homework 30 Points
You will be assigned homework. Each assignment will have special instructions. You will be responsible for turning in all assignments on the dates listed in the schedule.

Performance 80 Points
These points will be split between four performances. Throughout the multiple performances in this course, growth and retention is expected. You will be given special instructions and a rubric for each performance.

Rehearsal Process 20 Points
Each student will be cast in a student director’s final scene. The directors will receive rubrics to assess your 1) professionalism 2) reliability 3) effort and 4) preparedness.

Final Performance 40 Points
Each student will be cast in a student director’s final scene. A rubric will be provided later in the semester. You will be assessed on your research, playing your GOTE, and additional basic acting techniques as discussed in class.

Total Points for Course 300 Points

Grading Policy/ Rubric

270-300 A
240-269 B
210-239 C
190-209 D
189 or below F
## Course Calendar (Subject to Change):

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Description</th>
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<tbody>
<tr>
<td>8/28</td>
<td>School of Theatre Fall Auditions</td>
</tr>
<tr>
<td>8/30</td>
<td>Course Overview, Introductions, Expectations, Academic Dishonesty, G.O.T.E. Introduction, Chapters 6 &amp; 7 Reading Assignment Started</td>
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</tbody>
</table>
| 9/4   | **G.O.T.E. Homework Due**  
**Warm-Up Exercises**  
**G.O.T.E Review Continued** |
| 9/6   | **Discuss Chapters 6 & 7 in *Acting In Person and In Style*** |
| 9/11  | **D2L Quiz over Chapter 6 & 7**  
**G.O.T.E. Review Continued**  
**Start Reading Chapters 1 & 2** |
| 9/13  | **Chose Scene for Scene #1 Performance** |
| 9/18  | **Discuss Chapter 1 & 2**  
**Play Research**  
**Start Reading Chapter 3 & 4** |
| 9/20  | **Journals Due**  
**In Class- Scene Work**  
**Scoring your Scene**  
**Homework: Block Scenes** |
| 9/25  | **Discuss Chapter 3 & 4**  
**In Class- Scene Work**  
**Homework: Block Scenes** |
| 9/27  | **Online Class Day**  
**D2L Quiz over Chapters 1-4**  
**You should still meet with your scene partners today before you perform next class.** |
| **Mandatory Mainstage Production:** *Sweat* October 2-6 @ 7:30 p.m. Turner Auditorium |
| 10/2  | **SWEAT Performances this week (Tuesday-Saturday)**  
**Perform Scene #1 (blocked)** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Description</th>
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<tbody>
<tr>
<td>10/4</td>
<td>SWEAT Performances this week (Tuesday- Saturday)</td>
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<td></td>
<td>Scene Feedback</td>
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<td></td>
<td>In Class Scene Work</td>
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<tr>
<td>10/9</td>
<td><strong>SWEAT Critique due on D2L</strong></td>
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<td></td>
<td>Discuss the acting in SWEAT</td>
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<td></td>
<td>In Class Scene Work</td>
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<tr>
<td>10/11</td>
<td><strong>Perform Scene #1 Off Book</strong></td>
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<tr>
<td>10/16</td>
<td>Library Day (Find 5 new Monologues)</td>
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<td></td>
<td><strong>D2L Scene #1 Reflection Assignment Due</strong></td>
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<tr>
<td></td>
<td>Start Reading Chapter 8 &amp; 9</td>
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<tr>
<td>10/18</td>
<td>Lecture: Selecting Monologues and Making Audition Piece Decisions</td>
</tr>
<tr>
<td>10/23</td>
<td>Entrance, Prepare, Slate, Monologue, Ending, Re-Slate, Exit</td>
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<tr>
<td></td>
<td><strong>Journals Due</strong></td>
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<tr>
<td>10/25</td>
<td>Monologue Coaching</td>
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<tr>
<td>10/28</td>
<td><strong>Beginning Directing Auditions</strong></td>
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<td></td>
<td>- Bring your 60 second monologue</td>
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<td></td>
<td>NOTE: This is a SUNDAY</td>
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<tr>
<td>10/30</td>
<td>Discuss Auditions with Feedback</td>
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<tr>
<td>11/1</td>
<td>Lecture: Working with Directors</td>
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<td></td>
<td><strong>Mandatory Mainstage Production: Oklahoma! November 6-10 @ 7:30 p.m. Turner Auditorium</strong></td>
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<tr>
<td>11/6</td>
<td>OKLAHOMA! Performance (Tuesday- Saturday)</td>
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<td></td>
<td><strong>D2L Quiz : Chapters 8 &amp; 9, Selecting Monologues, Working with Directors</strong></td>
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<tr>
<td></td>
<td>Start Reading Chapter 5, Foreword, Preface, and Special Note</td>
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<tr>
<td></td>
<td>Research your Beginning Directing Play</td>
</tr>
<tr>
<td>11/8</td>
<td>OKLAHOMA! Performance (Tuesday- Saturday)</td>
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<tr>
<td></td>
<td>Scoring your Beginning Directing Scene</td>
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<tr>
<td>11/13</td>
<td><strong>OKLAHOMA! Critique due on D2L</strong></td>
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<td></td>
<td>Discuss the Acting in Oklahoma! &amp; Chapter 5</td>
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<tr>
<td>Date</td>
<td>Class Description</td>
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<td>-----------------------------------------------------------------------------------</td>
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<tr>
<td>11/15</td>
<td>Online Class Meeting Today&lt;br&gt;D2l Quiz over Chapter 5</td>
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<tr>
<td>11/20</td>
<td>No Class: THANKSGIVING BREAK</td>
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<tr>
<td>11/22</td>
<td>No Class: THANKSGIVING BREAK</td>
</tr>
<tr>
<td>11/27</td>
<td>Rehearse Directing Scenes</td>
</tr>
<tr>
<td>11/29</td>
<td>Journals Due&lt;br&gt;Rehearse Directing Scenes</td>
</tr>
<tr>
<td>12/3</td>
<td>Beginning Directing Scene Performance (Serves as your final)&lt;br&gt;NOTE: This is not a normal class day</td>
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<tr>
<td>12/4</td>
<td>Dead Week&lt;br&gt;Directing Scenes Reflection</td>
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<tr>
<td>12/5</td>
<td>Beginning Directing Scene Performance (Serves as your final)&lt;br&gt;NOTE: This is not a normal class day</td>
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<tr>
<td>12/6</td>
<td>Dead Week&lt;br&gt;Final Class Meeting and Course Review</td>
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<tr>
<td>12/7</td>
<td>Beginning Directing Scene Performance (Serves as your final)&lt;br&gt;NOTE: This is not a normal class day</td>
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<tr>
<td>12/11</td>
<td>FINAL EXAMS WEEK</td>
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<tr>
<td>12/13</td>
<td>FINAL EXAMS WEEK</td>
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Policies

Diversity and Inclusion Statement
This class engages material covering a diverse range of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation and disability. While I encourage you to formulate and express your thoughts and opinions throughout the semester, discriminatory remarks will not be tolerated and may constitute disruptive behavior under the student code of conduct.

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of this course for your personally, or for other students or student groups.

Important Note:
Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.
Late Work Policy:
When an assignment’s scheduling affects other students (scenes with student actors and/or student audiences for example) it is never accepted late if the change of schedule might inconvenience or affect the work of others. Written work that must be completed in sequence to build for success on a complex project is never accepted late. Individual written assignments, such as critiques, may be accepted late at the instructor’s discretion, but the grade on the assignment will always be affected negatively (the later it is, the larger the penalty), and the instructor will always make it her top priority to be fair to students that submitted their work on time.

Guidelines for Written Work:
Except where otherwise instructed, whenever it is reasonable to expect it, written work such as critiques, play analysis and casting breakdowns should be word-processed using Microsoft Word or Apple Pages software and submitted in the appropriate dropbox of the course management system. It should be printed in black ink on regular white copier/printer paper in a widely-used, high readable font such as Times New Roman, in 12-point size, with margins of approximately one inch. In other words, it should look much like this document except that it should be double-spaced. It should have your name word processed on the front page (no title page is necessary). (For more details on standards for college papers in the arts and humanities, consult the *MLA Handbook for Writers of Research Papers*). Unless otherwise specified, due dates refer to the scheduled class start time.

SCHOOL ATTENDANCE POLICY (School of Theatre):
A career in the fine arts demands dedication and discipline; preparation for this career requires conscientious development of effective work habits. To this end, regular and punctual attendance is expected for all classes, laboratories and other activities for which a student is registered or assigned.

1. It is University policy to excuse students from class attendance for certain reasons related to health, family emergencies, student working the University Series, and other situations of similar importance. Excused absences from theatre classes will only be granted upon presentation of written documentation from the teacher, sponsor or physician involved upon the first day of the student’s return. In the case of absences caused by university-sponsored events, inclusion in the university's public listing of such absences will constitute an official excuse. It is the student's responsibility to inform the instructor that he/she has scheduled the planned official absence.
II. A total of seven excused and/or unexcused absences in Tuesday - Thursday classes or 10 excused and/or unexcused absences in Monday - Wednesday - Friday classes will result in the student receiving a failing grade. Excessive unexcused absences will affect a student’s grade.

III. The student will be allowed a maximum of two unexcused absences in Tuesday - Thursday classes or three unexcused absences in Monday - Wednesday - Friday classes.

IV. In the case of missed classes, the student will be held responsible for the successful completion of assigned work and/or projects. University Attendance Policy (excerpt): “…students are responsible for notifying their instructors in advance, when possible, for excusable absences… Students with acceptable excuses may be permitted to make up work for a maximum of three weeks’ worth of absences during a semester… depending on the nature of the missed work. Make up work must be completed as soon as possible after returning from an absence in accordance with the course syllabus.

Class Attendance Policy:
Missing more than half of a class period will be considered an unexcused absence. Unexcused absences in excess of what is permitted by the School Attendance Policy (above) will result in final grade penalties. If a pattern is established there will be a negative effect on your participation grade. Only religious holidays, sponsored school events, and documented medical or personal issues may qualify as excused absences upon the instructor’s discretion. It is the student’s responsibility to obtain any missed notes from a dependable classmate. It is the responsibility of the student to check in with the instructor after class if s/he is tardy or arrives after attendance is taken.

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.