I. Locator Information:
Course Number and Name: THEA 306 Fundamentals of Acting
Semester credit hours: 3 Class time: Room/Bldg:
Instructor’s name: Office location: Phone:
Office hours: Email: Web site:

FSU Policy on Electronic Mail: Fayetteville State University provides each student, free of charge, an electronic mail account (username@uncfsu.edu) that is accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries/requests from students pertaining to academic records, gradewbills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing use of FSU email are found at http://www.uncsfu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description: A study of the fundamentals and techniques of acting, including creative techniques in scene study from representative plays of the past and present. Work with FSU Theatre company productions is required.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.


V. Specific Course Objectives: Upon completion of this course, the student will be able to:
A. Create flexibility in voice and body
B. Score and interpret a scene
C. Identify and utilize ‘career speech’
D. Develop a character by applying improved scene study skills
E. Eliminate common vocal and physical habits and develop ‘stage presence’
F. Create a believable scene with blocking, character, stage business, etc.
G. Apply basic fundamental skills found in a variety of acting techniques
H. Strengthen concentration.
I. Expand imaginations.
J. Increase awareness of physical coordination
K. Create and sustain ‘contact’ with fellow actors by focusing the attention outside self.
L. Play objectives and actions instead of qualities on stage in order to complete assigned task(s).

VI. COURSE REQUIREMENTS AND EVALUATION CRITERIA:
Grading procedures and scale are as follows: A = 92 – 100 B = 84 – 91 C = 76 – 83 D = 68 – 75 F = 67-0

Class activity grades will be averaged for a grade total and may consist of any combination of the following:
Quizzes/tests Oral presentations/scenes/monologues Research paper Journal
Observation Project Peer Critique Final Exam

The evaluation of individual activities will be based on the criteria explained in your textbook, in lecture and developed in class discussions. Since this is a ‘performance’ class, grading will be subjective. The research paper will be evaluated according to the standards used in freshman English classes for research papers.

NO LATE WORK WILL BE ACCEPTED!

At the very minimum, students are required to do the following.
1. Have and use a copy of the textbook.
2. Wear loose clothing in which to move and possibly get dirty. Sweatshirts, soft soled shoes and socks ONLY.
3. Complete all practice exercises.
4. Complete a notebook/journal which contains comments, concerns, or celebrations of progress.
5. Fully participate in classroom activities with an open attitude.
6. Every class is a ‘test’ and as such each test will ultimately affect your overall grade.
7. Be on time for class and ready to begin work. If you are late, enter quietly and wait until you understand the activity in progress before you join.
8. Socialize outside of class. While we do expect to have fun, we are here to work. Give your work the serious attention it deserves.

Journals may be due before in-class presentations are made but may be called for at any time.
You will be graded on progress and willingness to experiment with various acting techniques, as well as how well you understand the basic underlying concepts of performance.
You will read and discuss various handouts dealing with concepts and techniques and then put them into practice.
You will be required to work on scenes outside of class both individually and with a scene partner. Remember that your grade may rely on someone else’s dependability. This class is an ensemble in that sense, much the same as any other production/performance. Learn to collaborate! Work with your partner(s). Your grade may depend upon it.
All scene work and monologue work is memorized. If you don’t have your work memorized on the day it is due, it’s an automatic 0 for the assignment. No exceptions.
Description of assignments:

1. Prepare a 10-page research paper that demonstrates in-depth knowledge and understanding of some basic theory of acting, developing a character physically and/or vocally, or scene scoring/analysis. Subject must be approved by instructor. No contractions are permitted. The student should reference a minimum of three outside sources and footnote those in the paper. Papers should be typed and double-spaced with bibliography included.

2. Perform 3-4 scenes as assigned from Greek, Elizabethan, comedy, drama, open scenes, and contemporary theatre.

3. Observation Project: Observe someone every day. Record their movements, body language, vocal patterns, speech habits, etc. in your journal. Imitate that person fully in class and turn in your journal with your comments about what you observed about their communication process.

4. Tests, quizzes, movement, pantomime, mask work, oral presentations, and/or special assignments.

5. You will turn in typed critiques of fellow classmate’s scenes or monologues.

NO LATE WORK WILL BE ACCEPTED!

FSU Policy on Disruptive Behavior in the Classroom (Optional)

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;

2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.

3. Use of cell phones and other electronic devices

4. Overt inattentiveness (sleeping, reading newspapers)

5. Eating in class (except as permitted by the faculty member)

6. Threats or statements that jeopardize the safety of the student and others

7. Failure to follow reasonable requests of faculty members

8. Entering class late or leaving class early on regular basis

9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.

2. Direct student to change seating locations.

3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.

4. Dismiss class for the remainder of the period. (Must be reported to department chair.)

5. Lower the student’s final exam by a maximum of one-letter grade.

6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe faculty has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VII. Academic Support Resources: There is no academic support resource available for this class. The library is a resource for research and scenes. Use your instructor, the library, and each other as a resource!

VIII. Course Outline: TBA

FINAL EXAM DATE:

IX. Teaching Strategies:
Teaching strategies include class discussions based on textbook readings, in class and out of class scene studies, oral presentations, and quizzes on key definitions. Also included will be student presentations and cooperative learning groups for exploration of various acting techniques.
Bibliography/Suggested reading:


**NOTE:** TURN OFF YOUR CELL PHONES IN CLASS! Nothing is more rude or distracting than a cell phone going off in the middle of a scene or oral presentation. Be considerate of your fellow actors, please! No one will be excused from class to respond to a page or cell call unless they a licensed medical or rescue employee. Apprise me of special instances or family emergencies if necessary.

_No food, tobacco, snuff, cigarettes, or chewing gum will be allowed in class._

My responsibilities…

You have invested a lot of time and money into getting the best education you can get at FSU. It's my responsibility to give you clear, accurate information and plenty of opportunities to ask questions as you try out your new skills.

It's also my responsibility to treat you with the respect to which you are entitled as an adult. I expect you to afford this course, your classmates, and me the same consideration.

In order to facilitate a positive learning environment for all students, a minimum level of mutual respect and decorum is necessary. One example is to turn off all cell phones. Another is to be prepared with your work when it is due. And finally it is to be honest in your feedback to each other. Telling someone how ‘wonderful’ they are to avoid hurting their feelings isn’t helping anyone to grow! But neither is saying “I didn’t like it.” Tell them WHY! Use specific examples.

Wishing or studying? Which will get you an A?