

COURSE OUTLINE		
<b>TERM:</b> FALL 2019	<b>COURSE NO</b> ACTR 200	
<b>INSTRUCTOR:</b>	<b>COURSE TITLE:</b> Acting III	
<b>OFFICE:</b> TBD <b>LOCAL:</b> TBD <b>E-MAIL:</b>	<b>SECTION NO(S):</b>	<b>CREDITS:</b> 3.0
<b>OFFICE HOURS:</b>		
<b>COURSE WEBSITE:</b>		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tseil-Waututh people on whose territories our campuses are located.

**COURSE PREREQUISITES:**

ACTR 100 with a minimum B+ grade and ENGL 100

**COURSE FORMAT:**

4 hours of instruction per week for 15 weeks, which includes 2 weeks for final exams.

**CALENDAR DESCRIPTION:** An intermediate scene study course focusing on text analysis and the performance of scenes and very short one-act plays.

**COURSE NOTE:**

For Acting for Stage and Screen and Musical Theatre program students only.  
 Prerequisite may be waived by permission of instructor by audition and interview.

**REQUIRED TEXTS AND/OR RESOURCES:**

Calderone, Marina, and Maggie Lloyd-Williams. Actions: The Actors' Thesaurus.  
 Hollywood: Drama, 2004.  
 Kohlhaas, Karen. The Monologue Audition: A Practical Guide for Actors.  
 Pompton Plains: Limelight, 2000.  
 O'Neill, Rosary. The Actor's Checklist: Creating the Complete Character. 3<sup>rd</sup> ed.  
 NY: Wadsworth, 2007.

**COURSE STUDENT LEARNING OUTCOMES:**

**On successful completion of this course, students will be able to do the following:**

- Critically discuss aspects of acting theory;
- Analyze a play for practical performance and process;
- Complete an actor's book that reflects their acting process;
- Perform scenes and monologues in a manner that reflects a clear, well developed understanding of the play's given circumstances.

**COURSE CONTENT:**

<b>Week</b>	<b>Content</b>	<b>Reading Due</b>	<b>Performances and Books Due</b>
1	Introduction to Given Circumstances	<i>The Actor's Checklist:</i> Read: Chapters 8, 1, 2	Exercises in Given Circumstances
2	The Book: analysis and process Introduction to Objective, verbs, beats, and use of the Actors' Thesaurus <b>Scene 1 Assigned</b>	<i>The Actor's Checklist:</i> Read: Chapters 3, 4, 6  <i>The Actors' Thesaurus</i>	Beginnings of the Score will be discussed.
3-7	Scene Study: Action, objectives, obstacles, images  <b>Choose Scene 2</b>	<i>The Actor's Checklist:</i> Read: Chapters 7, 5, 9  <b>Choose Scene 2</b>	<b><u>Scene Actor's books due on scene performance days. No exceptions.</u></b>  Perform and Workshop Scene 1: Weeks 4 & 5 Coach Scene 2: Week 6 and 7
7	Scene Spectacular Performance  <b>Choose Monologue 1</b>	<i>The Actor's Checklist:</i> Read: Full Score.  <b>Choose Monologue 1</b>	Scene 2 performance outside of class time  <b>Choose Monologue 1</b> <i>Solo moments assigned</i>
8	Solo Moments	<i>The Monologue Audition</i> Read Chapters 1 - 4 .	Perform solo moments
9-11	Monologue Study: Directing, acting and auditioning  <b>Choose Monologue 2</b>	<i>The Monologue Audition</i> Read Chapters 5 – 7  <b>Choose Monologue 2</b>	<b><u>Monologue Actor's books due on monologue performance days. No exceptions.</u></b> <b>Choose Monologue 2</b>  Week 10: Monologues 1 workshops Week 11: Monologue 2 workshops
12/13	The Audition Kit	Read Chapters 8 – 9.	Perform Monologues 1 & 2: Week 12/13 Audition protocol and workshop
14/15	Performance Exam:  Audition Kit Performance		Performance Exam:  Audition Kit Performance

<b>EVALUATION PROFILE:</b>	1. Scene Studies (2 @ 10%).....	20%
	2. Monologues (2 @ 10%) .....	20%
	3. Scene Books (2@5%) .....	10%
	4. Monologue Books (2 @5%).....	10%
	5. Scene Spectacular Performance .....	10%
	6. Audition Kit Performance .....	5%
	7. Professional Behaviour .....	<u>25%</u>
	<b>TOTAL .....</b>	<b>100%</b>

**ASSIGNMENTS:**

- 1. Scene Studies.** Students will learn how given circumstances, scene breakdown, action, objectives, character background and biography, imagery and relationships between characters are applied to performance and result in stronger performances. Students will demonstrate the comprehension of these concepts through workshops, and the preparation and performance of two scenes.
- 2. Monologue Studies.** As well as applying the concepts learned in scene study, monologue study will focus on how actors use both acting and directing techniques to produce consistently strong audition performances. Students will demonstrate the comprehension of these concepts through workshops, and the preparation and performance of two monologues.
- 3/4 Scene and Monologue Books** will contain the written preparation, process, and reflective practice for preparing each monologue and scene performance. If an actor's book is not submitted by the due date, the instructor will give no feedback on the performance, and the student will lose professional behavior marks.
- 5. The Scene Spectacular Performance.** Students will perform their second scene for an audience of their peers and guests.
- 6. Audition Kit Performance.** Students will demonstrate their preparation for auditions by having two monologues performance ready. At the Audition Kit Performance, the panel will select the monologue to be performed.
- 7. Professional Behaviour.** Students must demonstrate professional behaviour as outlined in the Theatre Department *Standards for Professional Behaviour*. Students will receive a mid-term progress report. In addition to forming part of the grade for this course, the end-of-term Professional Behaviour reports are reviewed by the Theatre Department audition committees.

## GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

### Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

### Late Assignments

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

### Missed Exams/Quizzes etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

### English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments. Students are expected in oral assignments to remain accurate to the text chosen.

### On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

### Attendance

Students are expected to be on time for classes, and to attend all classes and rehearsals. Attendance is essential for successful completion of the course. Students who miss more than 10% of classes will not receive credit for the course. Students are responsible for all material covered in class, even if absent, including announcements and day-to-day assignments.

## UNIVERSITY OPERATIONAL DETAILS

### Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

**Capilano University Security: download the [CapU Mobile Safety App](#)**

**Policy Statement (S2009-06)**

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

**Academic Integrity (S2017-05)**

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

**Academic dishonesty** is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

**Cheating:** Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

**Fraud:** Creation or use of falsified documents.

**Misuse or misrepresentation of sources:** Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

**Plagiarism:** Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

**Self-Plagiarism:** Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

**Prohibited Conduct:** The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);

- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

### **Sexual Violence and Misconduct**

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>).

**Emergencies:** Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

### **PROGRAM OPERATIONAL DETAILS**

#### **Class Participation**

Students must come prepared to contribute to all activities in a positive focused manner.

#### **Outside Productions**

Involvement in outside productions during the term affects a student's level of commitment and the quality of program work. The quality and pedagogy of outside productions cannot be guaranteed and may be detrimental to the progress of the student. For these reasons, the Theatre Department will not permit students to be involved with productions, which are not officially part of the program. Students who engage in outside productions will receive 0 for Professional Behaviour and may be asked to leave the program.

### **DEPARTMENT OPERATIONAL DETAILS**

#### **THEATRE DEPARTMENT**

#### ***Standards for Professional Behaviour***

Professional behaviour is essential in employment situations in professional theatre, film, and television. Professional behaviour, combined with professional craft skills are the essential components that casting directors, directors, and producers consider when deciding to cast an actor. Acknowledging this, the Theatre Department fosters professional behaviour by evaluating each student according to these standards.

In classes where professional behaviour forms part of the mark, students will be given interim reports in order to adjust behaviour that needs improvement. Students should be aware that directors

consider the actor's professional behaviour reputation when casting. These standards indicate the behaviour that is expected in class, in rehearsal and performance situations, and in all interactions in the Theatre Department environment.

The desired behaviours are described below as "outcomes" which are followed by a list of criteria against which the student's behaviour will be measured.

### 1. Outcome: Creative Integrity

#### Measurement Criteria: The student demonstrates

- exploration by showing a willingness to do exercises or take direction designed to increase the boundaries of known skills.
- commitment by participating in rigorous rehearsal and performance activities without sacrificing class and studio work.
- self-motivation by integrating and applying knowledge from all disciplines studied to the tasks at hand (e.g., skills learned in Acting class are applied to show rehearsal, skills learned in Movement and Voice classes are applied to Acting class)
- inspiration by bringing new ideas personal work and to the ensemble

### 2. Outcome: Good Work habits

#### Measurement Criteria: The student demonstrates

- punctuality
- regular attendance
- proper attire
  - **acting classes:** clothing that makes the body neutral: dark-coloured or grey stretchy pants, and dark or grey non-logo t-shirts or sweatshirts. Clothing must cover the entire body.
  - **movement, voice, and dance classes:** dance wear
  - **all studio classes:** footwear is dance or rehearsal shoes
  - **not allowed in studio courses:** jeans, skirts, revealing clothing, outdoor footwear, and jewellery (unless part of a required costume)
  - **tech classes:** work clothes that can be covered with dirt, dust or paint; sturdy shoes; work gloves.
- good personal hygiene
- preparation for the task by arriving with expected equipment/material
  
- effective listening skills
- effective note taking and rehearsal notation

### 3. Outcome: The Ability to work in hierarchal situations

Students must work in both hierarchal and collaborative situations and must develop the discretion to know the difference.

#### Measurement Criteria: The student demonstrates

- respect for authority
- appropriate response to direction
- respect for the work of others in supporting positions
- appropriate contribution to the work
- knowledge and use of the proper chain of authority

#### 4. Outcome: Ability to Work in ensemble groups

##### Measurement Criteria: The student demonstrates

- reinforcement of others by verbally or nonverbally encouraging and supporting others and giving recognition for contribution
- openness and acceptance of others' ideas
- team work by using constructive means to overcome differences of opinion by searching for common ideas and compromising one's own opinion to complete the task
- active participation by contributing to group work
- peer development by reflecting on the work of others and offering sensitive, constructive observation and challenges when called upon
- leadership by proposing goals and tasks, initiating discussion and keeping the group focussed and also leadership by example
- sensitivity to stigmas, multiculturalism, gender
- positive contribution to the energy of the ensemble

##### The student does not demonstrate:

- aggression, verbal or nonverbal, to behaviour perceived to be hostile or derogatory
- dominating behaviour, by assuming status speaking loudest and most frequently and interrupting
- distracting behaviour which draws attention from the task
- withdrawing behaviour
- defensiveness by overreacting to another member's challenge

#### 5. Outcome: Successful Time Management

##### Measurement Criteria: The student

- reads and follows schedules
- meets rehearsal deadlines such as line memorization
- has an organized approach to accomplishing tasks
- accomplishes tasks, assignments and projects on time
- respects the time of others by attending scheduled appointments, meetings, and rehearsals
- responds positively under high pressure demands

#### 6. Outcome: Self-awareness, Self-care, Self-learning

##### Measurement Criteria: The student demonstrates

- a reflective practice which allows the student to be aware of the student's own competence
- an awareness of internal and external factors in one's personal life and how they can affect professional performance
- responsibility toward physical well being
- self-motivation to identify gaps in one's own knowledge, skills and abilities, and to request assistance from the appropriate member of the department
- the ability to accept, evaluate and respond appropriately to professional criticism



**7. Outcome: Ethical standards****Measurement Criteria: The student demonstrates**

- honesty
- accountability
- integrity
- commitment
- respect for co-workers
- respect for privacy, confidentiality

**8. Outcome: Compliance with Safety Regulations and Respect of Work Space, Equipment & Materials**

This refers to technical equipment associated with theatre and film production as well as classroom materials, masks, costumes, set pieces and properties. It also refers to the Performing Arts Theatre, shop spaces and Rehearsal Hall, The Arbutus Studio, and their immediate environments.

**Measurement Criteria: The student demonstrates**

- compliance with all safety regulations in the workplace
- respect for equipment
  - by gaining permission to use restricted equipment
  - by learning the safe operation of equipment
  - by following directions when instructed on the use of equipment & materials
  - by respecting its value
  - by locking up appropriate equipment
  - by returning all borrowed materials
  - respect for working spaces
  - by helping to keep the workspace safe and clean
  - by following department policies on food and beverages

“Food and beverages are not allowed in the Performing Arts Theatre, in the rehearsal hall or Arbutus Studio. Water bottles are permitted. Occasionally, with permission of a stage manager, other beverages in closed containers may be allowed in rehearsals. These spaces are not to be used as lunchrooms.”