

## Introduction to Acting

**TA-20-01 – 5 Units Summer 2022**  
**Mon/ Wed**  
**1:00 p.m. – 4:30 p.m.**  
**Studio B100**

**Dor Atkinson**  
**Office: J111**  
**Meetings by appointment**  
**dcatkins@ucsc.edu**

### **COURSE OBJECTIVES**

This course is an introduction to the craft of acting for the stage. Our work (aka play!) aims to develop your skills in imagination, relaxation, observation, and concentration - engaging your voice, mind, and body. This includes solo work, work with a partner or small groups, and work as an ensemble. The class introduces analysis of text, character development, and scene study. Activities include discussions, acting games and warm-ups, improvisations, reading assignments, writing assignments, rehearsals outside of class with a partner, presentations, and in-class performances.

This is an experiential class in which your success depends greatly on your attendance and your active class participation. Show up on time and be prepared! By fully engaging in the class assignments and projects, you will gain access to skills and concepts that can be applied throughout your life and career in any field.

### **REQUIRED TEXTS**

Our class reader is available in digital form and in hard copy through the Bay Tree Bookstore.

You will also be required to read one play which will be assigned to you. The play will be available through the McHenry Library. After reading this play, you will memorize, rehearse, and present one scene.

### **REQUIRED MATERIALS AND CLOTHING**

- **JOURNAL.** We will journal daily in class through Canvas. Please bring a device that will allow you to access Canvas. Alternatively, you could write in a notebook and submit the entry via Canvas after class.
- **PEN, NOTEBOOK & FOLDER.** Always bring something to write with. Bring a folder for handouts.
- **COMFORTABLE CLOTHING TO MOVE IN.** Sweats or comfortable pants that cover the knees are great. We may be working on the outdoor stage or on the floor in the classroom. Skirts, short shorts, and tight jeans may not allow you to move freely. Remove loose jewelry and hats. You may want a hoodie or long sleeved shirt as an extra layer. Wear comfortable shoes; we may sometimes work barefoot.
- **WATER BOTTLE.** Have your own water available and take bottles out with you at the end of class.
- **NO CELL PHONES.** Please keep phones turned off and put away in backpacks, to reduce distractions. You may use a cell phone to do your Canvas journal entries, but please put them away after.
- **NO GUM...** but a snack bar, nuts, fruit, or other easy snack is a good idea for break.

### **PERFORMANCE ASSIGNMENTS**

Performance Assignments are rehearsed outside of class and performed in class.

- Personal Daily Activity (solo scene)
- Act Without Words (solo scene)
- Independent Activity (two person scene)
- A 1-2 minute monologue from a contemporary play (solo assignment with support from a partner)

### **WRITTEN ASSIGNMENTS**

Written Assignments are **due by 12 noon on Canvas** on the day of our next class meeting.

- Written Assignments – observations outside of class and responses to readings / play material
- Final Paper. This is a Personal Process Reflection paper.

## EVALUATION AND EXPECTATIONS

### Participation/ Attendance

Theatre is one of the most collaborative of the arts. Actors must be able to rely on each other or there is no performance. Those of you in team sports will be familiar with this. In class, student actors depend on each other's presence, energy level, and commitment. Therefore, **attendance and participation is mandatory**. You must make every effort not to be late or absent, especially on a day you are scheduled to perform.

Your attendance and participation grade will be based on your engaged class participation, active listening and contribution to discussion, punctuality and preparedness, visible commitment to the task and to your classmates, and growth in the areas of commitment, self-discipline, risk-taking, awareness, and emotional involvement.

That being said, there's COVID.

COVID considerations: If you have been exposed to COVID or have any symptoms / don't feel well, please stay home, take a test, notify Dor. The instructor reserves the right to ask you to go home if you have symptoms. This will keep us as healthy as possible. Masks are **STRONGLY** encouraged, especially when we are indoors. For exercises where we may be in close proximity to each other, masks will be mandatory. If COVID cases go up, or if the instructor experiences symptoms, we may hold class via Zoom as needed.

### Respect

#### **Respect the space.**

Whether we are indoors or outdoors, please respect the space by keeping it clean and quiet, like a yoga studio.

Enter quietly, turn phones off, put backpacks off to the side, and begin warming up.

Keep conversation to a minimum. Give yourself time to become present in the space.

When we work indoors, we will often work with shoes off.

#### **Respect each other.**

Be kind and respectful. Create a respectful environment. Make compassionate observations. Be good listeners.

We are here to help each other learn and grow. Speak in the first person when you give another actor feedback. Make statements like: "I observed..." "I felt..." "I noticed..."

Share your own pronouns and use others' proper pronouns. Avoid judgment or assumptions. Work collaboratively in a considerate and cooperative manner. Unkind/ unsafe language or slurs are never acceptable.

Physical contact: We may make physical contact in some exercises in this class, because actors must learn how to make physical contact safely and respectfully in scene-work. This contact must feel safe and respectful. We may potentially make contact with "safe areas:" legs, elbows, knees, arms, hands, feet, necks, shoulders, heads. If at any time physical contact occurs which does NOT feel safe and respectful, you the actor have the right to say so. Please let the instructor know as soon as you feel safe communicating the problem if this occurs.

You are responsible for keeping your acting partner physically safe at all times, in class and in rehearsal. If you are not feeling safe and respected, in class or outside of class, please let the instructor know as soon as possible.

## Honor System

Plagiarism is strictly prohibited either from a published source or from another student. Any assignment that includes plagiarized material from another source will receive a zero and academic sanctions may result.

## Summer Session Students with Disabilities

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me as soon as possible.

## **CLASS SCHEDULE:**

**Day 1 – NO CLASS, Mon June 20**

**Day 2 – Wed June 22**

HMWK:

Writing Assignment #1: Eye Contact with 3 people. Observations of 3 other people.

Writing Assignment #2: Daily Activity observations. Rehearse for class on Monday.

- View the Play, Author, Monologue assignment on Canvas. Look up plays through the library, read play, select a monologue. If you'd like suggestions, email Dor (early). Monologue selections due Wed July 6.

**Day 3 – Mon June 27**

### **Daily Activities**

HMWK:

Writing Assignment #3: Read *An Actor Prepares* by Constantin Stanislavski and take notes.

Writing Assignment #4: Read *Objectives* essay by William Ball and take notes.

**Day 4 – Wed June 29**

### **Act Without Words**

HMWK:

Writing Assignment #5: Read *Sanford Meisner* chapters and take notes.

On Wednesday July 6, bring in an Independent Activity (I'll explain in class)

**Day 5 – NO CLASS, Mon June 4**

**Day 6 – Wed July 6**

### **Independent Activities**

HMWK

Writing Assignment #6: Read *A Director Prepares* by Anne Bogart - Terror Essay – take notes.

Writing Assignment #7: Scene Score for your monologue. Rehearse monologues.

**Day 7 – Mon July 11**

### **Independent Activities Continued**

HMWK

Writing Assignment #8: Your Process of working on your monologue

Rehearse monologues

**Day 8 – Wed July 13**

### **Rough Monologues**

HMWK

Final Papers Due online Wednesday July 20; rehearse monologues

**Day 9 – Mon July 18**

### **Rough Monologues**

HMWK

Final Papers Due online Wednesday July 20; rehearse monologues

**Day 10 – Wed July 20**

### **Final Monologues**

**Final Papers Due**

Potluck/ Reflection

## GRADING (100 points total)

Class Participation and Active Engagement (40 pts = 5 points x 8 classes)	40%
Writing Assignments – 8 entries (5 pts x 8 entries) = 40 pts	40%
Daily Activity – 2 points, Act Without Words – 3 points = 5 pts	5%
Independent Activity (5 pts)	5%
Rough monologue – 2 pts/ Final Monologue – 3 pts = 5 pts	5%
Final Paper (5 pts)	5%

Acting assignment points are not based on skill / talent so much as commitment, effort, and focus; a demonstration that one has rehearsed outside of class time with full engagement; willingness/ openness to trying new approaches; and the gradual application of acting tools learned in class.

## **Late work policy:**

### Performances:

Performance assignments must take place in class on the day they are scheduled.

If you are out sick, we can try to schedule a make-up as time allows, but this is not guaranteed.

### Written assignments:

You may turn in a written assignment late on Canvas. However, any written assignments turned in on Canvas past the due date / time will lose 1 point per day of lateness.

Please email the instructor if you need to submit something late, so she can find and grade your work.

## **ACADEMIC INTEGRITY**

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

## ACCESSIBILITY

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu). For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.

- **DRC online:** <https://drc.ucsc.edu>
- **DRC Frequently Asked Questions for prospective and current DRC Students, faculty and Staff, and parents:** <https://drc.ucsc.edu/resources-and-forms/faqs.html>
- **Frequently Asked Questions regarding Service and Support animals:** <https://drc.ucsc.edu/services-and-accommodations/sa-overview/other-accommodations/service-animals-faqs.html>
- **UC Santa Cruz Service/Support Animal Policy:** <https://policy.ucsc.edu/policies/student-affairs/dss-0003.html>

## RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request the reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](#).

## ALL-GENDER RESTROOMS

UC Santa Cruz is committed to the well-being of all students and cares about all students feeling safe and welcome, regardless of their gender identity, expression, and/or embodiment. The [Lionel Cantú Queer Center](#) has worked with students and campus staff to create more safe and accessible restrooms for transgender and genderqueer students, staff, faculty, alumni, and UCSC visitors. A [complete list of all-gender restrooms](#) on campus was compiled and is maintained by the Cantú Queer Center.

## UC POLICY ON SEXUAL VIOLENCE AND SEXUAL HARASSMENT / RESOURCES

### TITLE IX/CARE ADVISORY

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as "confidential" employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or [care@ucsc.edu](mailto:care@ucsc.edu).

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can also report gender discrimination and sexual harassment and violence directly to the University's [Title IX Office](#), by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

## DIFFICULT CONVERSATIONS

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim

of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

## **REPORT AN INCIDENT OF HATE OR BIAS**

The University of California, Santa Cruz is committed to maintaining an objective, civil, diverse and supportive community, free of coercion, bias, hate, intimidation, dehumanization or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: [Hate/Bias Report Form](#).

## **GENERAL CONDUCT**

In this class we abide by the **UCSC Principles of Community**, so please familiarize yourself with these: <https://www.ucsc.edu/about/principles-community.html>.

## **STUDENT SERVICES**

### **Counseling and Psychological Services**

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

### **Student Success and Engagement Hub**

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

### **Tutoring and Learning Support**

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

### **Slug Support Program**

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

To get started with SLUG Support, please contact the Dean of Students Office at 831-459-4446 or you may send us an email at [deanofstudents@ucsc.edu](mailto:deanofstudents@ucsc.edu).

### **Slug Help/Technology**

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email [help@ucsc.edu](mailto:help@ucsc.edu).

### **On-Campus Emergency Contacts**

For all other help and support, including the health center and emergency services, Click here to go to UCSC's Emergency Services page. Always dial 9-1-1 in the case of an emergency.

## **MATURE COURSE CONTENT**

In university courses you may be assigned images, films or other material that could contain difficult ideas, uncomfortable language, or graphic depictions of sex or violence. You will be asked to treat these portrayals critically, to consider what is being expressed by the maker, or to examine the potential social impact, and to evaluate the works in a given context. Instructors are always happy to speak with you about the course content and/or your work, and might direct you to CAPS (Counseling and Psychological Services) at 831-459-2628 or the Disability Resource Center ([drc@ucsc.edu](mailto:drc@ucsc.edu), 831-459-2089) should you need additional support in order to participate and do your best work.

## **GRADE DISPUTES**

If you have questions about the grading of your work, please make arrangements to meet with your teaching assistant (TA) if the course has one. If the course does not have a TA, or if your questions are not resolved, please see the course instructor during office hours. If the matter still remains unresolved, you will be advised on further options.

## **ACADEMIC MISCONDUCT POLICY**

Academic misconduct includes but is not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty. Acts of academic misconduct during the course, including plagiarism, can and usually do result in failure of the course, at the sole discretion of the instructor of record. Your case will be reported to the College Provost as per the Academic Integrity guidelines found on the web at: [https://www.ue.ucsc.edu/academic\\_misconduct](https://www.ue.ucsc.edu/academic_misconduct)

#### **STUDENT EXPERIENCE OF TEACHING SURVEYS (SETs) (FORMERLY ONLINE COURSE EVALUATIONS/OCEs)**

The Theater Arts Department collects feedback from students at the end of each course in the form of Student Experience of Teaching Surveys (SETs). You will receive an email when the evaluation/survey is available. The email will provide information about the evaluation as well as a link to it online. When you receive the email, please click the link, log in, and complete the evaluation. Student submissions are anonymous and confidential. Instructors cannot identify which submissions belong to which students and will only be able to review the data collected after all grades have been submitted. Please give serious thought to your comments. This survey will become part of the instructor's personnel file to be reviewed by colleagues and administration when considering the instructor's future teaching assignments and promotions. Your comments will be available by the instructor only after grading your work and may be used to improve future offerings of the course.

#### **LAPTOP COMPUTERS AND MOBILE DEVICES:**

Laptops can be a useful tool in the service of teaching and learning when used productively and respectfully.

A few common sense rules:

1. Always set up your laptop before the beginning of class. Setting up the computer and booting it up can take a few minutes depending on what applications are set to open at startup. Turn off all other mobile devices before lecture begins.
2. Disable sound.
3. During lecture and classroom discussion, you should not be connected to network resources. Being online invites many distractions - web surfing, email, chats, etc. Chatting or emailing during class is no more acceptable than talking on a cell phone during class time. Additionally, your networked screens are distracting to those sitting near and behind you.

If you are found to be doing anything other than note-taking (or sanctioned network activity) you will be asked to leave the class immediately and will be marked as absent for that day. Your instructor reserves the right to further limit laptop use in their classes. For example, you may be asked to close your computer during screenings or be asked to sit in a certain area of the room if you are actively using your laptop.