

**ACTING FOR MAJORS 3**  
**THEA 4307**  
**T/TH 10:30-11:50am**  
**Fall 2020**

Professor: Kim McKean  
Email: [kamckean@utep.edu](mailto:kamckean@utep.edu)

Office: Worrell 114  
Zoom Virtual Office Hours: Wednesday 10:30-11:30  
(or by appointment)

### **Course Description**

This is the third course in a three-course sequence which focuses on deepening your understanding of building a character throughout the rehearsal process and into performance. Coursework includes: awakening the actor's curiosity and attention, developing your own personal action pallet, developing a character's personal action pallet, turning script analysis into playable action, analyzing acting choice of others, personalizing and having a deep emotional connection with your partner and the text.

### **Learning Goals**

Upon successful completion of this course you should have a method for creating an authentic, three-dimensional character that can be applicable to any role or any acting medium.

- Creating three unique, fully authentic and realized characters across a myriad of periods and styles.
- Articulating your own personal action pallet.
- Investigating and analyzing acting choices of others and articulating what makes them "work."
- Responding to your scene partner and let him/her *personally* affect you.
- Employing an authentic *need* to say the text driven by action.
- Demonstrating a technique in how to approach a scene including: research, preparation, character development and rehearsal.
- Using your full expressive range on heightened text.

### **Recommended Texts**

*Sanford Meisner on Acting* by Sanford Meisner and Dennis Longwell  
*True Acting Tips* by Larry Silverberg  
*The Great Acting Teachers and Their Methods* by Richard Brestoff  
*The Intent to Live* by Larry Moss  
*An Actor Prepares* by Stanislavsky  
*Exercises for Embodied Actors* by Scott Illingworth

### **Required Texts**

There are no required text books for our class, but there will be a number of required plays and scenes to read throughout the semester. All will be available on the New Play Exchange and/or our class Blackboard page.

## COURSE REQUIREMENTS

- Complete assigned reading on time. Take notes and be prepared to discuss the text.
- **Prepare** and memorize all assigned texts.
- Attend two performances throughout the semester of either: Reunion Revolucion Radio, ITBN, Frontera, or a Dinner Theatre show.
- Perform two scenes and one monologue that demonstrates a thorough understanding of course concepts.
- Complete and upload all assignments for our work in: Action, Scene 1, *Doll's House*, and *Spoon River*
- Come to class ON TIME and ready to work. **Work with positivity and respect.**
- Meet scheduled deadlines and turn in assigned work on time. Late assignments will not be accepted.
- Be prepared to participate in all classroom discussions and exercises.

## ATTENDANCE POLICY

Due to the nature of this course, attendance at every session is mandatory. You will be allowed **TWO** “unexcused” absences during the semester. **Each absence after TWO lowers your overall grade a whole letter grade. For example, a ‘B’ becomes a ‘C.’ Three tardies are equivalent to one absence.** If there is an emergency or illness, I will review options for making up the work, but you must document the reason for the absences prior to the review

## EVALUATION CRITERIA

All paperwork must be typed, double spaced, and printed.

1. UTEP Show Attendance and Paragraph Responses .....	5%
2. Action Assignments.....	10%
3. Scene 1 Assignments.....	10%
4. Doll's House Assignments.....	10%
5. Scene 1 Performance .....	20%
6. Doll's House Performance .....	20%
7. Spoon River Monologue Performance .....	25%

## EVALUATION CRITERIA BREAKDOWN

### 1. UTEP SHOW ATTENDANCE/PARAGRAPH RESPONSES

You must attend at least two of the radio or virtual productions produced by the Department of Theatre and Dance this fall, including Reunion Revolucion, ITBN, Frontera, and/or a Dinner Theatre show. A paragraph response for each show you attend is due by Dead day, Friday, December 3<sup>rd</sup>.

### 2. Action Assignments

When we are working on “Action” for the first four weeks of the semester, you will be required to turn in and upload the following in BB: Short Monologue Take 1, Short Monologue Take 2 along with list of actions observed in Take 1, Action Response to *Get Out*, Physical Action Journal

### **3. Scene 1 Assignments**

When we are working on Scene 1, you will be required to turn in and upload the following in BB: 5 Big Questions, Action Pallet and Socialized Action Pallet for Character in BB.

### **4. Doll's House Assignments**

When we are working on "Dolls House," you will be required to turn in and upload the following in BB: Emotional Prep--Coming Home to be Alone, 5 Big Questions, Facts and Questions,, Action Pallet, Provocative Statement/Key Fact List

### **5. Scene 1 and Doll's House Scene**

Upon the final performance of Scene 1 and the *Doll's House* scene, an evaluation rubric will be provided and growth over the course of the semester will be taken into consideration, along with application of course concepts. **For all work done outside of class, if a student misses a scene rehearsal or group meeting with another student or students, that student's grade drops by 25% for the first missed meeting or rehearsal; and receives a 0 (zero) on the assignment for a second missed meeting or rehearsal.**

### **6. Spoon River Monologue Performance**

Your Spoon River monologue will serve as your final for this class. An evaluation rubric will be provided and growth over the course of the semester will be taken into consideration, along with application of course concepts. Written work will accompany the final and will be turned in on BB the day of the final.

## **COVID-19 PRECAUTIONS**

Due to current conditions in El Paso and to the nature of this course being physically active, this course will begin as a Synchronous Zoom course. I will continue to monitor the situation, and if conditions improve and I feel that we can safely do our work in person, we will move to a hybrid in-person model for class.

If we move to a hybrid model, you must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at [screening.utep.edu](https://screening.utep.edu). If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to [COVIDaction@utep.edu](mailto:COVIDaction@utep.edu). For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website ([screening.utep.edu](https://screening.utep.edu)) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5

*Disruptions* in the UTEP Handbook of Operating Procedures. (*classes with on-campus meetings*). Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

## **TECHNOLOGY REQUIREMENTS**

Course content is delivered via the Internet through Zoom. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. You will need to have access to a computer/laptop, scanner, a webcam, and a microphone.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

### **Course Communication:**

- **Office Hours:** We will not be able to meet on campus, but I will have virtual office house. My office hours will be held on Wednesday from 10:30-11:30am.
- You can login to office hours the same way you do for our zoom class: <https://utep-edu.zoom.us/j/86338610651?pwd=NjNxB3BbUjVZmdhbW85VllGMlBodz09>
- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt.

## **ZOOM SESSIONS**

This class requires that you participate in scheduled Zoom sessions. Students are expected to participate in these sessions with a webcam and microphone. Students should not record the sessions and post them to any sites outside of Blackboard.

Join Zoom Meeting

<https://utep-edu.zoom.us/j/86338610651?pwd=NjNxB3BbUjVZmdhbW85VllGMlBodz09>

Meeting ID: 863 3861 0651

Passcode: 641741

## **CLASSROOM ATTIRE**

Please wear clothing that is appropriate for movement. Your clothing must allow you to participate in class fully, with ease and without inhibition. We will be moving in this class.

## **SUBJECT MATTER**

The scripts and scenes studied in this course deal with mature subject matters. Consequently, some of the discussion in class will require discussion of adult subject matter and language. If you have concerns, please see me as soon as possible to discuss possible accommodations. All classroom discussions must be held in a respectful and professional matter.

## **RESPECT**

The work in this class may elicit a strong emotional response. In order for this work to be done respectfully, it is crucial that the classroom be a SAFE PLACE. Absolutely no bullying, gossiping, or judgement will be tolerated. Any student who is not contributing to a safe, creative, work environment will be asked to leave class and receive an absence for that class period. *Any student who engages in conduct that is harassment of any University community member, including sexual harassment as defined in Section VI. in the UTEP Handbook may be subject to discipline.*

## **INCLUSIVE LEARNING AND ANTI-RACIST CLASSROOM**

In this class, we disavow all racism, xenophobia, homophobia, sexism, Islamophobia, anti-Semitism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and degrade others. We will work together to develop a learning community that is inclusive and respectful for all people.

## **PARTICIPATION**

Active participation is vital to your growth as artists and to your success in this class. You will be expected to come to class on-time and fully prepared, actively engage in class discussions, and give your all to class exercises. Share your voice! We only get better by asking questions and taking risks.

## **EXTRA CREDIT**

Extra credit is available for attending and completing a 1-page reflection on one of the Dean's Speaker series or workshops offered throughout the semester or attending an additional show from the list provided.

## **ACADEMIC INTEGRITY**

Any incident of academic dishonesty will result in a grade of zero on the assignment. This includes cheating and plagiarism. Please visit <http://sa.utep.edu/osccr/academic-integrity/> for more information. Cheating may involve copying from or providing information to another student or possessing unauthorized materials during a test. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action.

## **CLASS RECORDINGS**

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. I will not share the recordings of your class activities outside of course participants. **You may not share recordings outside of this course.**

## **MAKE-UP WORK**

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

## **COPYRIGHT STATEMENT FOR COURSE MATERIALS**

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

## **ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES**

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

## **ACCOMMODATIONS POLICY**

The University is committed to providing reasonable accommodations and auxiliary services to students with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

## **COVID-19 Accommodations**

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus and our class has moved to in-person, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.

### Grading Scale

A = 90%-100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

“**A**”—indicates exceedingly high quality work. Masters all assigned work, completes work on time, shows originality and initiative, does more than required, and makes quality contributions in class.

“**B**” —indicates good progress, above the average, masters portions of the work, is alert and shows an interest in the work, completes work on time, and offers good discussion points in class.

“**C**” —indicates a quality of work acceptable at this level. Satisfactorily completes most assigned work under normal conditions and direction, shows interest in work, and completes work on time.

“**D**” —indicates that although most assignments may be completed there is a need for greater effort to meet the expected level of work for this course, student is hesitant to engage in the work or at times shows little interest, and seldom responds in class.

“**F**” —indicates failure to produce an accepted quality of work for this course.

### Schedule of Classes & Assignments

*(subject to change)*

*\*the reading and assignments are due the day they are listed*

Week	Date	IN CLASS	Assignment(s) Due
1	T 8/25	Intro Curiosity & Attention Environment Repetition Exercises <b>ALL in Zoom Class</b>	
	TH 8/27	Curiosity & Attention Partner Repetition Exercise <b>ALL in Zoom Class</b>	<b>Reading:</b> <ul style="list-style-type: none"><li>• ‘Curiosity’ and ‘Attention’ article in BB</li></ul>
2	T 9/1	<b>Action and Naming Action Exercise</b> <b>All in Zoom Class</b>	<b>Reading</b> <ul style="list-style-type: none"><li>• ‘Action’ article in BB</li></ul>
	TH 9/3	<b>Hybrid/Asynchronous work (No Zoom Class)</b>	<b>Hybrid Reading/ Writing Assignment:</b> <ul style="list-style-type: none"><li>• ‘Translating Physical Language’ in BB</li></ul>

			<p><b>Upload Short Monologue due on Mon. 9/7 at 5PM.</b></p> <p><b>Hand out Scene 1 and Assign Partners</b></p>
3	T 9/8	<b>Action Palate Exercises All in Zoom Class</b>	<ul style="list-style-type: none"> <li>• Begin physical action journal for one week, starting after class today</li> </ul>
	TH 9/10	<b>Hybrid/Asynchronous work (No Zoom Class)</b>	<p><b>Hybrid Reading/Writing Assignment:</b></p> <ul style="list-style-type: none"> <li>• ‘The physical Action’ article in BB</li> </ul> <p><b>Upload Action Response to Get Out in Blackboard</b></p> <p><b>Watch back short monologue from last week. Write down what actions you played. Are they part of your primary actions pallet?</b></p> <p><b>Upload Short Monologue take 2 with different actions due on Mon. 9/14 at 5PM.</b></p>
4	T 9/15	<p><b>Action Palette Watch and Respond in Class with Partner</b></p> <p><b>Socialized Action—Family, Partner, Best Friend, Boss, Ex, Trusted Teacher, Etc. in Breakout Rooms</b></p>	<p><b>Reading</b> ‘Creating Palettes article in BB’</p> <ul style="list-style-type: none"> <li>• Physical Action journal turned in on</li> </ul>

		<b>All in Zoom Class</b>	BB
	TH 9/17	<p>Role Analysis—5 big questions</p> <p>What do we do when we first approach a role without having access to entire script as is common for auditions and film/tv?</p> <p>Work Time with Partner in Breakout Rooms</p> <p><b>All in Zoom Class</b></p>	<ul style="list-style-type: none"> <li>• <b>Scene 1 work</b></li> <li>• <b>Have read scene 1 through several times.</b></li> </ul>
5	T 9/22	<p>Embodied Moment Before into Page 1 and 2 of Scene</p> <p>Embodied Non Text Events</p> <p><b>All in Zoom Class</b></p>	<p><b>Have First Page of Scene Memorized</b></p> <p>Have 5 Questions Uploaded in BB</p>
	TH 9/24	<b>Hybrid/Asynchronous work (No Zoom Class)</b>	<p>Upload Action Pallet and Socialized Action Pallet for Character in BB.</p> <p><b>Rehearse with Partner at once twice on own time. Contact me if you need help facilitating this.</b></p>
6	T 9/29	<p>Work Scene 1</p> <p><b>Groups 1, 2, 3 Synchronous Zoom</b></p>	<p>Rehearse with Partner on Day you aren't meeting this week (meet them at least twice outside of synchronous class)</p>
	TH 10/1	<p>Work Scene 1</p> <p><b>Groups 4,5 Synchronous Zoom</b></p> <p>(Possible Class Time change, TDB)</p>	<p>Rehearse with Partner on Day you aren't meeting this week (meet them at least twice outside of synchronous class)</p>
7	T 10/6	<p>Work Scene 1</p> <p><b>Groups 1, 2, 3 Synchronous Zoom</b></p>	<p>Rehearse with Partner on Day you aren't</p>

		(Possible Class Time change, TDB)	meeting this week (meet them at least twice outside of synchronous class)
	TH 10/8	Work Scene 1 <b>Groups 4, 5 Synchronous Zoom</b> (Possible Class Time change, TDB)	Rehearse with Partner on Day you aren't meeting this week (meet them at least twice outside of synchronous class)
8	T 10/13	PRESENTATION SCENE 1—Midterm  <b>All in Zoom Class</b>	<b>Formal Critiqued Presentation of Scene 1</b>
	TH 10/15	Emotional Prep Intro Emotional Prep Coming Home to Be Alone <b>All in Zoom Class</b>	<b>Have Read Doll's House Once</b>
9	T 10/20	<b>Hybrid/Asynchronous work (No Zoom Class)</b>	<ul style="list-style-type: none"> <li>• Response to Doll's House Due on BB by Wed 10/21 at 5pm—What surprised you? What did you expect to happen? What questions do you have?</li> <li>• Emotional Prep Coming Home to Do by Wed at 5pm Uploaded in BB</li> </ul>
	TH 10/22	Share Emotional Prep coming home to do in breakout room with a partner <b>All in Zoom Class</b>  Dolls House Analysis In Class Key Facts and Questions  Read Thru Scenes with Partner in Breakout Rooms	<b>Have read Doll's House a Second Time</b> <ul style="list-style-type: none"> <li>• Kim will hand out Scene 2 (Doll's House scene)</li> </ul>

10	T 10/27	Provocative Statement, Key Fact Work <b>All in Zoom Class</b>	<b>5 Big Questions/Facts and Questions due for Doll's House by 5:00PM on Wed. 10/28</b>
	TH 10/29	Dolls House Scene Work Emotional Prep Groups 1-3	Rehearse with Partner on Day you aren't meeting this week (meet them at least twice outside of synchronous class), be sure to rehearse embodied moment before with partner
11	T 11/3	Dolls House Scene Work Groups 4-5	Rehearse with Partner on Day you aren't meeting this week (meet them at least twice outside of synchronous class), be sure to rehearse embodied moment before with partner
	TH 11/5	Dolls House Scene Work Action Pallet Groups 1-3	<b>Action Pallet Due by Wed. 11/4 at 5:00PM</b> Rehearse with Partner on Day you aren't meeting this week (meet them at least twice outside of synchronous class).
12	T 11/10	Dolls House Scene Work Groups 4-5	<b>Action Pallet Due by Wed. 11/4 at 5:00PM</b>  Rehearse with Partner on Day you aren't meeting this week (meet them at least twice outside of synchronous class).
	TH 11/12	Doll's House Scene Work Provocative Statement and Key Fact Groups 1-3	<b>Provocative Statement/Key Fact due by Wed. 11/11 at 5PM</b> Rehearse with Partner on Day you aren't meeting this week (meet them at least

			twice outside of synchronous class.  <b>Provocative Statement/Key Fact due by Wed. 11/11 at 5PM</b>
13	T 11/17	Doll's House Scene Work Provocative Statement and Key Fact Groups 4-5	Rehearse with Partner on Day you aren't meeting this week (meet them at least twice outside of synchronous class).
	TH 11/19	NO CLASS—HAPPY THANKSGIVING!	
14	T 11/24	Doll's House Final Performance	<b>Have Spoon River Monologue Decided On</b>
	TH 11/26	NO CLASS—HAPPY THANKSGIVING!	
15	T 12/1	Putting it all together-- Spoon River Monologue  Person 1-5	Be very comfortable with Spoon River monologue and have the 5 big questions answered
	TH 12/3	Putting it all together-- Spoon River Monologue  Person 6-10	Be very comfortable with Spoon River monologue and have the 5 big questions answered
	F 12/4		Paragraph Response to 2 shows due (one paragraph for each show).
<b>FINAL</b>	TH 12/10	<b>FINAL SPOON RIVER PERFORMANCE</b>	<b>Action Pallet Provocative Statement/Key Facts/ Embodied Moment</b>

		<b>Thursday, December 10<sup>th</sup>, 10am-12pm</b>	<b>Before/Emotional Prep/5 big questions Due</b>
--	--	--	--