



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring
Course Prefix: THEA
Course Title: Acting I

Year: 2025
Course and Section #: 1033 001
Credits: 3

Course Description

This course is for theatre arts majors and anyone interested in developing acting skills. Covers basic acting terminologies and definitions, techniques of movement, voice, and script analysis with an emphasis on performance ethics.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Laurie Harrop-Purser

Student Learning Outcomes

- Distinguish styles of performance through analyzing and enacting works of modern playwrights
 - Incorporate and apply tools and approaches from various acting methodologies in performance
 - Effectively use intuition, vulnerability, and imagination while suggesting a moment-to-moment freedom during performance
 - Analyze and articulate effective performance choices in the work of others
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Course Materials and Texts

A Challenge For The Actor by Uta Hagen; Scribner Publishing, ISBN 0-684-19040-0

- Notebook or paper
- Writing utensils
- Folder to keep handouts and notes in

Course Requirements

Course Assignments, Assessments, and Grading Policy

- 1. Performance Assignments:** These are all described in detail in the assignments section of canvas.
- 2. Observation Forms:** These forms are to be filled out while you are in observance of your classmates and turned in for each performance assignment.
- 3. Contemporary Scene:** This is described in detail in the assignments section of canvas.
- 5. Partner Evaluation:**
 - You will be graded for your work ethic, by your scene partner in your Contemporary Scene.
 - You are encouraged to be reasonably available to rehearse.
 - Do be on time to rehearsals.
 - You must be memorized.
 - **Please do not direct your scene partner or be difficult to work with.**
- 6. Final Monologue Performances:**
 - For your Final, perform 2 monologues one minute in length.
 - It must be active monologues – seeking an objective from another person not a reflective monologue telling a story.
 - Monologues will follow the Monologue Form.
- 7. Play Scoring Sheets:** You will do this assignment for your Contemporary Scene and for each of your monologues.
 - Read the Play –
 - Bullet Point all of the six steps (questions).
 - Hand it in on canvas.
- 8. UVU Play Response Papers:**
 - One page paper double spaced.
 - Title of Play
 - Playwright and Director.
 - **ONE SENTENCE PLAY SYNOPSIS.**
 - Pick at least one actor to comment about:
 1. How was this actor's use of props.
 2. Did this actor have a clear objective? Did they EXPECT to get it?

3. Did they use multiple tactics and were they bold choices?
4. Did they let obstacles heighten the conflict?.
5. Did they use Physical Destination?
6. Had they done their homework? Did they “believe” in their situation.

9. Final Paper: “Why I Am Unique and Amazing.”

EVALUATION PROCEDURE:

Attendance/Participation/Citizenship	100
10 Performance Assignments	100
10 Observation Sheets	40
3 Play Response Papers	30
"I Am Unique and Amazing" paper	20
Contemporary Scene	30
Play Scoring Sheets (3)	30
Final Monologues	50
Total	400

Grading Scale:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percent	93-100	90-92	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	0-

Required or Recommended Reading Assignments

See below

General Description of the Subject Matter of Each Lecture or Discussion

COURSE SCHEDULE SUBJECT TO CHANGE

<u>Week</u>	<u>Day</u>	<u>Date</u>	<u>In-Class Activities</u>	<u>Assignments</u>	<u>Due Today</u>
1	M	1/6	Introductions / Syllabus / Viewpoints – <u>Tempo</u> , Shape – Sculpting, <u>Gesture</u> – Expressive and Behavioral / Chekhov (<u>Weight</u>) Float, Fly, Mold, Radiation	Monologues Contentless Scene	
	W	1/8			
2	M	1/13	Introductions / Syllabus / Viewpoints – <u>Tempo</u> , Shape – Sculpting, <u>Gesture</u> – Expressive and Behavioral / Chekhov (<u>Weight</u>) Float, Fly, Mold, Radiation		

<u>Week</u>	<u>Day</u>	<u>Date</u>	<u>In-Class Activities</u>	<u>Assignments</u>	<u>Due Today</u>
	W	1/15	Warm-Up – Viewpoints, Chekhov, Sculpting (Weight – flying/falling – Molding) Stimulus – Reaction – Response / MOVE FIRST -Exercise -Line (Reaction-Movement) Line	Physical Destination Exercise Talk about the exercise and what we will do so they can start thinking of things they might want to do. Rehearse Outside of Class	
3	M	1/20	HOLIDAY		
	W	1/22	Warm-Up – Viewpoints, Chekhov, Sculpting (Weight – flying/falling – Molding) Stimulus – Reaction – Response / MOVE FIRST -Exercise -Line (Reaction-Movement) Line -Tactic Walk - Improv Scenes Made Easy -Moment Before (With Weight and Time – Silent Tension) Warm-Up – Viewpoints, Chekhov, Sculpting, Tactic Walk Physical Destination Exercise	Physical Destination Improv Scenes	Monologue - memorized
4	M	1/27	Warm-Up – Viewpoints, Chekhov, Sculpting, Tactic Walk Physical Destination Exercise		#1 Physical Destination Exercise

<u>Week</u>	<u>Day</u>	<u>Date</u>	<u>In-Class Activities</u>	<u>Assignments</u>	<u>Due Today</u>
	W	1/29	Warm-Up – Sensations: Falling/Flying Tactic Walk Tactic Walk with Physical Destination 1-practice Moment Before. Give it weight and time. 2-practice your tasks and focus on where you are -and where you are going next. 3-Practice Falling or flying and the emotion you feel in the scene.		Tactic Walk with Physical Destination
5	M	2/3	Listening to the Room	Improv Phone Call with Fourth Wall – Telephone Conversation plus Listening to the Room.	
	W	2/5			#2 Improv Phone Call with Fourth Wall – Telephone Conversation plus Listening to the Room.
6	M	2/10			#3– Silent Tension – Focus Scene
	W	2/12		Contentless Scenes with Moment to Moment and Listening to the Room	#4 Improv with Objectives and Tactics.
7	M	2/17	HOLIDAY		
	W	2/19	Physical Endowment		#5 Contemporary Scene with Objectives and tactics
8	M	2/24	Warm-Up: Sculpting and Move First		#6 Improv Moment to Moment
	W	2/26	Warm-Up: Sculpting and Move First		#7 Improv Physical Endowment
9	M	3/3	Warm-Up: Sculpting and Move First		#8 Contemporary Scene with Physical Endowment
	W	3/5	Warm-Up: Sculpting and Move First		#9 Improv with Secrets
10	M	3/17	Warm-Up: Sculpting and Move First		Rehearsal Of Contemporary Scene

<u>Week</u>	<u>Day</u>	<u>Date</u>	<u>In-Class Activities</u>	<u>Assignments</u>	<u>Due Today</u>
	W	3/19	Warm-Up: Sculpting and Move First		#10 Final Performance of Contemporary Scene
11	M	3/24	Sculpting and Move First		Scoring paper for Both Monologues
	W	3/26	Sculpting and Move First		
12	M	3/31	Warm-Up – Sculpting and Move First Monologue with Monologue Form		
	W	4/2	Warm-Up – Sculpting and Move First Monologue with Monologue Form		
13	M	4/7	Warm-Up – Sculpting and Move First Monologue with Monologue Form		
	W	4/9	Warm-Up – Sculpting and Move First Monologue with Monologue Form		
14	M	4/14	Warm-Up – Sculpting and Move First Monologue with Monologue Form		Paper on <i>Little Women</i>
	W	4/16	Warm-Up – Sculpting and Move First Monologue with Monologue Form		
15	M	4/21	Warm-Up – Sculpting and Move First Monologue with Monologue Form		Paper on “I Am Unique and Amazing” Paragraph on a “Hot Tea Improv” performance
	W	5/1 1:00- ?	FINAL – Monologue with Monologue Form		FINAL

Required Course Syllabus Statements

Generative AI

AI Statement

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. *AI statement from Hilary Hungerford. Adapted from Temple University statement on AI in classes*

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.