



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 X01
Credits: 3

Course Description

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 a strong 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: Elizabeth Golden

Student Learning Outcomes

1	Distinguish styles of performance through analyzing and enacting works of modern and classical playwrights
2	Incorporate and apply tools and approaches from various acting methodologies in performance
3	Effectively use intuition, vulnerability, and imagination while suggesting a moment-to-moment freedom during performance
4	Analyze and articulate effective performance choices in the work of others
5	Demonstrate the highest standards of performance and work ethic

Course Materials and Texts

- Textbook: *A Challenge for the Actor*, Uta Hagen, 1991, ISBN 0-684-19040-0
- Phone or other filming device (cellphone will work!)
- Computer
- YouTube Account
- Tripod for your filming device.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Assignments:

- **PERFORMANCE ASSIGNMENTS:** These are all described in detail in the assignments section of canvas.
- **LEARNING JOURNAL:** This is a document you will keep and add to throughout the semester reflecting what you are learning. More details are listed in the assignment.
- **OBSERVATIONS:** You will observe the performances of two of your classmates and answer questions about what you observe.
- **FINAL PERFORMANCE: 2 Contrasting Monologues**
 - - For your Final, perform two contrasting monologues, approximately 60-90 seconds each for a **TOTAL** of no more than **3 minutes**.
 - They must be active monologues – seeking an objective from another person not a reflective monologue telling a story.
 - Monologues will follow the Monologue Form, which is included in the assignment description.
 - **Two Play Scoring Sheets**
 - Do this assignment for each of your monologues.
 - Read the Play
 - Bullet Point all of the questions on page 134 of the text.
 - Submit it in Canvas
- **2 PAPERS FOR PLAYS SEEN:**
 - One page paper double spaced.
 - Title of Play
 - Playwright and Director.
 - ONE SENTENCE PLAY SYNOPSIS.
 - Pick at least one actor you observed and make a connection between their performance and a concept you have learned in class thus far.

EXTRA CREDIT: (YOU MAY EARN UP TO 25 POINTS IN EXTRA CREDIT)

- **Non-required Play Observation Reports** 5 points for student directed (at UVU these are called Platforms, SAST and TAG shows. 10 points for professional/faculty directed at another institution or theatre.
- **Auditions:** Submit a half page of the experience, connecting the content of this class that helped you in the audition. Include the name of the production company, the production title, director, and role, with a description of what you observed, tried, and/or learned. 5 points

Discussions:

WEEKLY CHECK-IN/Q&A discussions. Simply participate and check-in with the class once per week.

READING RESPONSE discussions. These discussion give you a chance to reflect on your reading and share and absorb the viewpoints and thoughts of your peers.

Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. Comments that do not add significantly to a discussion will receive no credit. It is okay to disagree in a discussion. In fact much learning happens when we disagree. However we need to be respectful and keep our online classroom a safe place to learn.

Assessments:

The monologue assignments are the summative assessments in the course. There are no tests.

The following grading standards will be used in this class:

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-

Assignment Categories

Activity		Points
Assignments	<ul style="list-style-type: none"> • Getting Started Checklists 	215 points

Activity		Points
	<ul style="list-style-type: none"> • Performance Observations • Learning Journals • Play Performance Critiques • Play Scoring Sheets • Do Your Homework Assignment • Monologue Proposals • Monologue Map 	
Discussions	<ul style="list-style-type: none"> • Call for Questions • Reading Response 	91 points
Presentations	<ul style="list-style-type: none"> • Ice Breaker • Acting Technique Performances • Monologues 	187 points

Required or Recommended Reading Assignments

See below

General Description of the Subject Matter of Each Lecture or Discussion

Module Week Assignments



Module 1 Jan 6 - 11, 2025

Module 2 Jan 13 - 18, 2025

Module 3 Jan 20 - 24, 2025

- Getting Started Checklist
 - Introduce Yourself Discussion
 - Ice Breaker Recording
 - Ticket Screenshots
 - Critique #1 (Due before the end of the term)
 - Critique #2 (Due before the end of the term)
 - Reading Response Discussion
 - Physical Destination Performance
 - Observation #1
 - Call for Questions! Discussion
 - Learning Journal
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Module 4

Jan 27 - Feb 1,
2025

- Reading Response Discussion
 - Changes of Self Performance
 - Observation #2
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Module 5

Feb 3 - Feb 8,
2025

- Call for Questions! Discussion
- Learning Journal
- Reading Response Discussion

- Physical Sensations & Endowed Objects Performance
 - Observation #3
 - Monologue Proposal
 - Call for Questions! Discussion
 - Learning Journal
 - Reading Response Discussion
 - Moment to Moment Performance
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Module 6 Feb 10- 15, 2025

Feb 17 - Mar 1,
Module 7
2025

- Observation #4
 - Call for Questions! Discussion
 - Learning Journal
 - Reading Response Discussion
 - Play Scoring Assignment - Monologue #1
 - Choose Feedback Preference - Coaching or Recording?
 - Monologue #1 "Rough Draft" Performance
 - Monologue #1 "Final Draft" Performance
 - Observation #5
 - Call for Questions! Discussion
 - Learning Journal - Rehearsal Log and Reflection
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Module 8 Mar 3 - 8, 2025

- Reading Response Discussion
 - Bringing the Outdoors Onstage Performance
 - Observation #6
 - Second Monologue Proposal
 - Call for Questions! Discussion
 - Learning Journal
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Spring Break Mar 10 - 15, 2025

Module 9 Mar 17 - 22, 2025

Mar 24 - Apr 12,

Module 10

2025

- Reading Response Discussion
 - Finding an Occupation While Waiting Performance
 - Observation #7
 - Call for Questions! Discussion
 - Learning Journal
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- Do Your Homework Assignment
 - Play Scoring Assignment - Monologue #2
 - Choose Feedback Preference - Coaching or Recording?
 - Second Monologue "Rough Draft" Performance
 - Second Monologue "Final Draft" Performance
 - Observation #8
 - Call for Questions! Discussion
 - Learning Journal - Rehearsal Log and Reflection
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Module 11

April 14 - May 3,

2025

- Monologue Transition Performance
 - Monologue Map
 - Two Monologues - Final Performance
 - Observation #9
 - Final Learning Journal
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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.