



Master Course Syllabus

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

Semester: Spring

Year: 2025

Course Prefix: THEA

Course and Section #: 4122 001

Course Title: Speaking Shakespeare

Credits: 3

Course Description

Increases the actor's command of operative language, complex syntax, imagery, figures of sound, and rhythm to fulfill the demands of classical acting. Involves rigorous textual analysis of the verse and prose of Shakespearean texts followed by practice in vocal/physical interpretation and performance.

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: Steven Rimke

Student Learning Outcomes

1	Analyze the rhythm, poetry, rhetoric, and imagery of Shakespeare's language;
2	Perform Shakespearean texts intelligibly and engagingly;
3	Integrate use of body and voice in fulfilling the interpretation of classical texts;
4	Integrate criticism into Shakespearean performance.

Course Materials and Texts

Pritner, Cal & Colaianni, Louis. *How to Speak Shakespeare*. Santa Monica Press, 2001

Required Course Materials:

Movement clothing.

Any required texts chosen throughout class.

Pencil and paper.

Journal.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Course Assessment:

1. Attendance, Participation and Professional Practice	25 points
2. Reflecting on Acting Shakespeare video	5 points
3. Performing a Sonnet	15 points
4. Reflection on your Sonnet	2.5 points
5. Text work on your Sonnet	2.5 points
6. Performing a Scene	20 points
7. Reflection on your Scene	2.5 points
8. Text work on your Sonnet	2.5 points
9. Performing a Monologue	20 points
10. Reflection on your Monologue	2.5 points
11. Text work on your Monologue	2.5 points
12. Filling out an SRI for the class	2 points
13. See a play (extra credit)	2.5 points each

Assignment descriptions:

Attendance and Participation and Professional Practice (25 Pts)

This is evaluated throughout the semester.

Please come in comfortable, movable clothes. Please bring a pencil and notepad to every class. As the course is experiential and sequential, students are permitted no more than two (2) absences without penalty. Any more than two absences will result in a lowered letter grade for each absence. The Department policy on late arrival to class is that three (3) “tardies” will equal one (1) absence. More than four absences and you will be unable to pass this course. Arriving more than 15 minutes late is considered an absence and up to the instructor as to whether you will receive attendance credit. I do my best to change absence markings to tardies, however it is not my job to disrupt class to mark you tardy and there is a chance I will forget. **It is the student's responsibility to make sure a late arrival is changed to a tardy and not left as an absence.**

If you have to miss class due to illness: If you are too ill to attend class, please notify the instructor in writing (via email) prior to the class meeting. Clear and timely communication will help increase the likelihood of being able to excuse you from class or to Teams you into a class when possible. If you go about this with this protocol, you will likely find compassionate faculty who are willing to excuse an absence for illness.

You are required to practice for 15 to 30 minutes a day. On days when you do not have class you are still expected to practice. The class time spent in class is not enough to effect a change without daily practice. Practice may include but not limited to practicing straw phonation work (SOVT), warmup exercises, memorizing text, and reading materials.

Professional practice: (Included in the 25 pts above)

Professional practice is the practice of what is expected behavior in the professional world. This practice includes classes, auditions, rehearsals, and performance. We practice this here, so it becomes a habit.

1. Arrive on time and a manner where you can engage in the work at hand. This means that you have done your homework, are open and willing to be focused on the work at hand and ready to change and redirect your focus as the tasks develop.
2. Careful listening to your classmates is an important part of learning and the work of an actor. You can learn a lot by trying to understand what is or isn't working for your classmates. Please do not talk while another actor is asking a question or performing, or while the instructor is giving feedback or instruction.
3. If you know you are going to miss a class, it is professional to let the instructor know ahead of time. If you are going to be absent or miss a class, it is up to you to gain the missed information. If you miss a performance or a day where an assignment is due, it is expected that you discuss this with the instructor as soon as possible.
4. Silence your cell phone. Don't check it in class. If you need to check it for a specific reason such as an emergency, tell the instructor before class.
5. Your class is an ensemble. Be generous and patient with others growth, struggle, process and journey. If you can help, do so! The "real world" you are training for is very competitive. Help and support each other now.
6. Acceptance and respect of everyone in the class.
7. Willingness to explore vulnerability.
8. Please take out your headphones/air pods at the beginning of class.
9. No chewing gum in class. We will be doing work that is like singing.

Reflecting on a video about Acting Shakespeare (5 points)

This is due **JANUARY 24th**

We will watch the following video IN CLASS. You are asked to write a 200-word response on your take aways from the video. <https://www.youtube.com/watch?v=w6ezyfrWo8>

Text work on your Sonnet (2.5 points)

This is due **FEBRUARY 14th**

You will submit a copy (either in-person or online via a picture) of your homework on the sonnet. This can include looking up words that you might not know, highlighting the nouns and verbs, paraphrasing sections, scanning the sonnet, highlighting antitheticals and parentheticals, along with circling or underlining alliteration and assonance.

Performing a Sonnet (20 points)

This is due **FEBRUARY 20th**

Each student will have practiced and memorized a sonnet of their choosing. No two students should have the same sonnet. You will have your sonnet chosen by January 23rd. You must be memorized for the presentation of your sonnet. The presentation of the sonnet will be in front of the class using vocal techniques learned throughout the semester. You will be graded on your participation, progress, and presentation of your sonnet, not just the presentation alone.

Reflection on Sonnet (2.5 points)

This is due **FEBRUARY 21st**

Each student will write a 200-word response detailing elements they have learned leading up to the sonnet. This may include exercises and or observations you enjoyed, elements you would like to continue practicing, and any questions you might have on next steps. Focus on your growth, struggle, process, and what you want to practice. You may also include a reflection on your final performance that may include successes and what you would like to focus on next time.

Text work on your Shakespearean scene (2.5 points)

This is due **MARCH 21st**

You will submit a copy (either in-person or online via a picture) of your homework on the Shakespeare scene. This can include looking up words that you might not know, highlighting the nouns and verbs, paraphrasing sections, scanning the sonnet, highlighting antitheticals and parentheticals, along with circling or underlining alliteration and assonance.

Performing a Shakespearean Scene (20 points)

This is due **APRIL 1st and APRIL 3rd**

We will collectively agree on one Shakespearean play from a preselected list, precast scenes from this show in a role that excites and challenges you and perform it to an invited audience the week of finals for your final exam. You must be memorized by March 25th. You will be graded on your participation, progress, and presentation of your scene, not just the presentation alone.

Reflection on Shakespearean scene (2.5 points)

This is due **APRIL 4th**.

Each student will write a 300-word response detailing elements they have learned leading up to the scene. This may include exercises and or observations you enjoyed, elements you would like to continue practicing, and any questions you might have on next steps. Focus on your growth, struggle, process, and what you want to practice. You may also include a reflection on your final performance that may include successes and what you would like to focus on next time.

Text work on your Monologue (2.5 points)

This is due **APRIL 18th**

You will submit a copy (either in-person or online via a picture) of your homework on the monologue. This can include looking up words that you might not know, highlighting the nouns and verbs, paraphrasing sections, scanning the sonnet, highlighting antitheticals and parentheticals, along with circling or underlining alliteration and assonance.

Performing a Shakespearean Monologue (20 points)

This is due **APRIL 29th from 9:00AM – 10:50AM.**

Each student will have practiced and memorized a monologue of their choosing. You must be memorized for the presentation of your monologue. You will be graded on your participation, progress, and presentation of your monologue, not just the presentation alone.

Reflection on Monologue (2.5 points)

This is due **APRIL 25th**

Each student will write a 300-word response detailing elements they have learned leading up to the scene. This may include exercises and or observations you enjoyed, elements you would like to continue practicing, and any questions you might have on next steps. Focus on your growth, struggle, process, and what you want to practice.

Filling out an SRI (2 points)

Please fill out an SRI for this course to earn full points. Submit a screenshot into Canvas of the completed SRI form.

Play Attendance (Extra Credit): 2 points each show for a total of 6 possible points

Please consider watching our productions. The cost of tickets may be seen as additional "textbook" costs. You can purchase tickets [here](#) or at the box office in the Noorda lobby. Show your student ID to get \$2 tickets!

Exact dates and times for the productions can also be found at the school of the arts website or on your Canvas Calendar.

Shows and dates are as follows:

The Whole Story: February 21 – March 1

Little Women: April 4 – April 12

Scaredy Cat: March 21 – March 22

Grading Policy

A	95-100	W = Withdrawl I = Incomplete AU = Audit CR = Credit Granted NC = No Credit Granted T = In Progress
A-	90-94	
B+	87-89	
B	83-86	
B-	80-82	
C+	77-79	
C	73-76	
C-	70-72	
D+	65-69	
D	60-64	
E	0-50	

Required or Recommended Reading Assignments

See below

General Description of the Subject Matter of Each Lecture or Discussion

*This schedule is subject to change according to the needs and progress of the students.

Week 1 : Introduction

Tuesday, January 7th

Thursday, January 9th

Course Outline, Looking up words, *Women's Voice*

Paraphrasing, Vowels and Consonants, Punctuation

Week 2 : Alliteration, Assonance, Onomatopoeia

Tuesday, January 14th

Thursday, January 16th

Watch Ian McKellen's Acting Shakespeare (online?)

Alliteration, Assonance, Onomatopoeia (58 How to Speak Shakespeare)

Week 3 : Antithesis

Tuesday, January 21st

Thursday, January 23rd

Nouns and verbs (Pick your sonnets), Breath work
Sonnet selection, work through weeks 1-3, Scansion

Response to Acting Shakespeare DUE Jan 24th

Week 4 : Language

Tuesday, January 28th

Thursday, January 30th

Antithesis / Thee's, Thou's and You's

Puns and Bawdy language – Little big words doc

Week 5 : Sonnets

Tuesday, February 4th

Verse and Prose/Iambic Pentameter (pg 33 of How

Thursday, February 6 th	to Speak Shakespeare) – Shakespeare’s text doc Thinking on the line, Sonnet Coaching
Week 6 : <u>Sonnets</u> Tuesday, February 11 th Thursday, February 13 th	Sonnet Coaching Sonnet Coaching **Textwork on Sonnet DUE February 14th**
Week 7 : <u>Sonnet Presentations</u> Tuesday, February 18 th Thursday, February 20 th	Presidents Day: NO CLASSES Sonnet Presentations **Paper on Sonnet DUE February 21st**
Week 8 : <u>Scenes</u> Tuesday, February 25 th Thursday, February 27 th	Watching a Shakespearean performance The Givens & Shakespeare’s Text document Different versions of R&J Breaking down Hamlet’s direction to players
Week 9 : <u>Scenes</u> Tuesday, March 4 th Thursday, March 6 th	Scene work – How to Speak Shakespeare Working through weeks 1 – 8 with scenes
Week 10 : <u>SPRING BREAK</u> Tuesday, March 11 th Thursday, March 13 th	SPRING BREAK – NO CLASSES SPRING BREAK – NO CLASSES
Week 11 : <u>Scenes Coaching</u> Tuesday, March 18 th Thursday, March 20 th	Scene coaching Scene coaching **Text work on Scene due March 21st**
Week 12 : <u>Scenes Coaching</u> Tuesday, March 25 th Thursday, March 27 th	Scene coaching Scene coaching
Week 13 : <u>Scene Presentations</u> Tuesday, April 1 st Thursday, April 3 rd	Scene Presentations Scene Presentations **Paper on Scene due April 4th**
Week 14 : <u>Monologues</u> Tuesday, April 8 th Thursday, April 10 th	Monologue selection Working through weeks 1-8
Week 15 : <u>Monologues</u> Tuesday, April 15 th Thursday, April 17 th	Monologue coaching Monologue coaching **Text work on Monologue due April 18th**
Week 16: <u>Monologues</u>	

Tuesday, April 22nd

Monologue coaching

****Paper on Monologue due April 25th****

Week 17: Final

Tuesday, April 29th 9:00 – 10:50

Performance of Monologues

Bibliography for Shakespeare document

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.