

# Course Syllabus

Theatre Production IV - Acting Lab | LMC 3662 - A (CRN: 24203) | 1 Credit Hour

## General Information

### Course Description

Students will learn the fundamentals of acting. The course is broken into two sections. Online lectures will provide foundational information that will be necessary to participate in the practical lab section of the course.

### Course Goals and Learning Outcomes

*Textual/Visual Analysis:* Students will learn to read, analyze, and interpret not only cultural projects such as film, literature, art and new media, but also scientific and technical documents

*Interpretive Frameworks:* Students will become familiar with a variety of social, political, and philosophical theories and be able to apply those theories to creative and scientific texts, as well as to their own cultural observations.

*Literary/Film/Narrative Art Inquiry:* Students will be aware of the traditions and conventions of literature, film, and other forms of narrative art, and they will be able to analyze those traditions and conventions in specific cultural contexts.

## Course Requirements and Grading

### Track One - Acting in a DramaTech Production

Assignment	Due Date
Rehearsal Journal	January 18
Preparation for Acting/Rehearsal Week 1 Journal	January 25
Goal and Obstacle/Rehearsal Week 2 Journal	February 1
Character Analysis Paper - DT Production	February 8
Monologue Rehearsal #1	February 9 - 15
Beginning to Act/Rehearsal Week 3 Journal	February 15
Tactics/Rehearsal Week 4 Journal	February 22

<b>Expectations/Rehearsal Week 5 Journal</b>	March 1
<b>Extra Credit for Edith Can Shoot Things and Hit Them</b>	March 1
<b>GOTE/Rehearsal Week 6 Journal</b>	March 8
<b>Monologue Rehearsal #2</b>	March 9 -15
<b>Preparing a Role/Rehearsal Week 7 Journal</b>	March 15
<b>Rehearsing/Rehearsal Week 8 Journal</b>	March 22
<b>Staging the Scene/Rehearsal Week 9 Journal</b>	March 29
<b>Choices/Tech Week Journal</b>	April 5
<b>Monologue Rehearsal #3</b>	April 6 - 12
<b>Final Performance Reflection Paper - DT Production</b>	April 19
<b>Extra Credit for Spring Awakening</b>	April 22
<b>Final Monologue Performances</b>	April 28 - May 1

**KEY**

Monologue Group

DramaTech Production Group

Both Groups

Extra Credit (Optional Work)

## Extra Credit Opportunities

You can receive extra credit for going to see the shows DramaTech offers (that you are not cast in, if you are in track one) during the semester and writing a 2 - 3 page review of the production. There are two productions per semester. Each review can count for one written assignment.

For the review, discuss the production as a whole, select the acting of one or two actors, and discuss the following elements:

- Relaxation
- GOTE
- Acting with a Partner
- Use of Tactics
- Making Choices
- Use of Body

- Use of Voice

Support your opinions with examples from the production.

### Description of Graded Components

## TRACK ONE

**Journal entries** - Over the course of each week starting with auditions, you are asked to keep an online journal using the discussion section of Canvas. This should include a reflection on your work that week, notes you received, challenges you faced, etc.

**Character Analysis Paper** - Write a 3 - 5 page character analysis paper for your character regardless of size. This paper should look at your character's backstory, character traits, physical description, objective, and tactics.

**Process Reflection Paper** - Write a 3 - 5 page paper that discusses your process from auditions through to performance. Talk about where you started, what you learned during the rehearsal process, how you think you did during the performance, and what you'd like to keep working on if you had the time.

## TRACK TWO

**Padlet Assignments** - Each Padlet assignment asks you to review part of the text and try out an exercise. They are short responses where you might be asked to provide an image with a short caption or five short answers. It will vary each week. **It is also expected that you respond to other class members' postings each week to get full credit (if there are other class members).**

**Monologue Rehearsals** - Schedule a time to come in and meet with me for about 45 minutes to an hour to work on your monologues. During this time, we will talk about the GOTE of your monologues, characterization, rhythm and tempo, and other things about the performance as you prepare for your final presentation at the end of the semester.

**Final Monologue Performance** - Present your two monologues as a final performance for a grade using the strategies you learned from the text and the work that we did during our sessions together.

### Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

### Course Materials

#### Course Text

The required text for this class is:

Cohen, Robert. Acting One (Second Edition). ISBN: 1-5593401190X

#### Additional Materials/Resources

Scripts for this semester's productions:

[Edith Can Shoot Things and Hit Them](https://gatech.instructure.com/courses/423814/files/57885295?wrap=1)

(<https://gatech.instructure.com/courses/423814/files/57885295?wrap=1>)

[Spring Awakening](https://gatech.instructure.com/courses/423814/files/57885301?wrap=1) (<https://gatech.instructure.com/courses/423814/files/57885301?wrap=1>)

#### Course Website and Other Classroom Management Tools

This course uses two primary websites - Canvas and Padlet. DramaTech does most of its communication through Slack. You can join DramaTech's Slack. Please talk to your instructor or a DramaTech member to gain access.

## Course Expectations and Guidelines

### Lab Policies

The lab portion of your class takes place in a functioning theatre space where there are power tools and other dangerous objects. There are some requirements for you when you come into the space.

You agree to:

- Dress in clothing that you don't mind getting dirty.
- Wear closed-toed shoes at all times. No flip-flops or sandals are allowed.

### Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodations, [contact the Office of Disability Services](#) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

### Attendance and Participation

The majority of the class happens online. However, you are expected to schedule a time with me to work on your monologues three times during the semester and to come in during the last week of classes to perform your monologues for your final grade. Please schedule those times using this link:

<https://bit.ly/ScheduleMelissaFoulger> → <https://bit.ly/ScheduleMelissa>

When you schedule these appointments, please try to be on time. If something comes up and you can't make it, please notify me via email as soon as possible.

### Collaboration and Feedback

Theatre is collaborative. We work as a team. My job is to give you feedback to make your performance better. I am always rooting for you. Please be ready to work for each monologue rehearsal with your script and a pencil, so you can write down any notes I give you and try to synthesize those notes into the next run of your monologue during the rehearsal. Working together, you will see improvement in your monologue.

### Extensions, Late Assignments, and Re-Scheduled/Missed Exams

I am willing to be flexible with assignments if you let me know in advance that you have some kind of issue going on. You must communicate with me early and often. Typically, there will be a 10% deduction per week for late work.

### Student Use of Mobile Devices in the Classroom

You are welcome to have your cell phones in the lab as long as they do not become a distraction to getting your work done or your safety. You may use them to take notes when you are working on your monologue, but they should not be how you are performing your monologue. You should have it printed on paper so that you are not distracted by notifications or other things on your phone.

### Additional Course Policies

#### **Accommodations for Religious Observances**

I respect your right to observe your religion and will do what I can to accommodate your needs. With this in mind, you are permitted to be absent from class to take part in religious observances. For planning purposes, I ask that you provide me with written notice of your upcoming absence as soon as possible.

#### **Food and Drink in Lab**

You are welcome to have a water bottle in the lab with you. If you have food or drink of any kind, please keep those in the lobby area for the cleanliness of your food and the theatre. Throw away all food in the garbage can outside of the front doors of the theatre since Facilities does not service the building on the weekend. We don't want to draw bugs!

#### **Institute Approved Absences**

As per Georgia Tech policy, you are permitted to be absent from class to participate in athletic events, official field trips, and religious observances. For planning purposes, please provide me with written notice of your upcoming absence as soon as possible. When I receive this notice, you and I will discuss opportunities to make up work you will miss in your absence.

To learn more about receiving official notice from the Registrar about the nature and timing of your upcoming Institute-approved absence, visit

<http://catalog.gatech.edu/rules/4> ➞ [.\(http://catalog.gatech.edu/rules/4\)](http://catalog.gatech.edu/rules/4).

### Additional Syllabus Components

#### Statement of Teaching Philosophy

I believe access to quality education is a human right. I am an educator because I want knowledge to open your minds and spark curiosity and creativity. I want to support you in developing critical thinking skills in order to question and create your own stories in relation to others. I want to help you wield the power of your voices. I use teaching strategies that will give meaning to your education and to inspire you into action and give you the foundation that empowers you to shape your future opportunities.

I believe that you learn best by getting the information in small doses and then use that information in real, practical situations. I also believe learning should be fun. It is important to find the balance of hard work and fun in whatever you choose to do. Theatre provides you the opportunity to do many of the same things you will do in a corporate job without thinking about it - working in groups, building relationships, communicating effectively, planning and organizing, - and have a good time while doing it. Together, I believe we can go on this learning journey in a safe, supportive, and productive experience. Join me!

#### Statement about Student Mental Health and Well-Being

Success in this course program depends heavily on your personal health and wellbeing. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. Your instructors and I strongly encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the term, before the demands of exams and projects reach their peak. Please feel free to reach out to me about any difficulty you may be having that may impact your performance in your courses or campus life as soon as it occurs and before it becomes too overwhelming. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you. You can find a list of mental health and well-being resources on the [Help](#)

[and Support Page \(https://gatech.instructure.com/courses/397090/pages/help-and-support\)](https://gatech.instructure.com/courses/397090/pages/help-and-support).

### **Diversity Statement**

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.