

TPP 3103 - Acting 2: Analysis & Application
12:50 p.m. - 2:45 p.m. M,W,F*
Spring 2022

Instructor: Catron Booker

Office Hours: Monday and Wednesdays 3PM-5PM: Also generally available by Appointment via ZOOM

Email: bookerc@ufl.edu

Course Description:

A pillar of Acting 2 is experimentation with scripted material. We will build upon what you learned in Acting 1, and use the basics of the craft of acting as a springboard to establish a deeper, fuller examination of the text. We will uncover the complexity of our characters, approaching scene study and script analysis with a fresh perspective. A command of script analysis will be a new tool in your actor toolbox. To that end, our goal is to craft nuanced performances with clarity of thought and intentional actions. We will engage in exercises that develop physical awareness, concentration, imagination, and trust. We will devote part of our class to developing individual processes to analyze the script, using the methods and approaches explored in class as a launching pad.

Course Objectives:

- A) To experiment with scripted material in a thoughtful and intentional way
- B) To examine a piece of dramatic text to uncover the myriad ways it can be played
- C) To develop an understanding of the discipline required of the actor and refine the skills needed to maintain said discipline
- D) To explore both the broad and meticulous approaches an actor may employ to scrutinize scripted material
- E) To develop an individualized script examination regiment that honors the students' own creative process

Required Text:

A Challenge for the Actor. Hagen, Uta. (Macmillan, 1991, ISBN: 0-684-19040-0)

Published plays and reference materials, both of which may be obtained from the campus libraries, will be utilized in class. Handouts will be distributed as well.

Course Journey:

Our goal in this course is to harness that primal knowledge base, trust it, build upon it, and develop a repeatable, sustainable method of script analysis. Our primary goal is to develop a process that *serves* your work as an actor. We (you and I) are equal partners in this goal. I will bring my full self to every class. I expect you to come to this space with a willing and open heart, with (or developing) a strong sense of self-awareness, a vibrant imagination, and a basic understanding of the mechanics of staging.

Finally, all performances must demonstrate thorough prep-work and analysis, *strong/active* objectives and tactics, a solid grasp of the given (and not so “given”) circumstances, and be fully memorized.

Grading:

Students may have varying degrees of experience and “talent” in acting. Therefore, doing good scene work is not enough. TIME, EFFORT, and COMMITMENT are the crux of your grade. Full *participation* is crucial in grading - i.e., participation in and/or leadership of exercises, willingness to participate in class discussions, full participation with your scene partner outside of class, etc. Each assignment will be awarded a specific point value. Points will be tallied at the end of the semester to determine your final grade.

300-270	A	225-239	C+	180-194	D
255-269	B+	210-224	C	193 and below	E
240-254	B	195-209	D+		

“Acting/Self Analysis” Paper	15pts
Monologue	25 pts
Monologue Analysis	20 pts
Reaction Paper*	20 pts
Scene #1	25 pts
Scene #1 Analysis	20 pts
Scene #2	25 pts
Scene #2 Analysis	20 pts
Final Scene	30 pts
Final Scene Analysis	30 pts
Participation	70 pts
TOTAL POINTS = 300	

For information on current UF grading policies for assigning grade points, please visit the [link to the university grades and grading policies](#).

Attendance at UF Productions:

You are required to see all UF mainstage shows and be prepared to discuss them in class. For one production, you will submit a 2-page (*double-spaced, 1 inch margin, name & section number in page header*) commentary (see timetable for due dates). The critique *should not be* a synopsis of the play.

Rather, attention should be paid to the actors’ creative imagination, physical awareness, vocal technique, and overall character development. Draw parallels between what you observe and your work in class. For fun, identify a character in the play, and articulate how *you* would play that role.

Diversity, Equity, Inclusion, Access and Teaching Practice:

As your instructor of Acting II, I will work to advocate and show commitment and transparency. I will strive to construct an open and democratic environment for us to grow as a community. I acknowledge differences. And for this reason, I encourage open discussions with no judgement in which I aim to promote understanding, empathy, critical thinking and creativity. You are important to me. I promise to respect you as a person and celebrate your artistic and intellectual abilities. As a teacher, I am committed to teaching and also see this process as one of collaboration. I hope to inspire, foster innovation, curiosity, and create a rigorously creative community together.

It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, (dis)ability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

I would also like to acknowledge that what we are experiencing as a community is a challenging time. And I value our emotions around these sometimes difficult and constantly changing circumstances that we face. Starting from the global pandemic to the acts of violence based on racial, ethnic, gender, and socioeconomic discrimination makes us vulnerable and angry. All are valid emotions considering the severity of the situation. The pressure of being present, checking emails, Zooming in, and maintaining academic rigor during these uncertain times can feel redundant. I can share my practice around it and what I am learning from my mentors on an ongoing basis. I encourage you to slow down and be generous to yourself.

I look forward to practicing this together this semester amidst all the chaos and ambiguity. Let us be each other's support system, work together to transmit knowledge—be kind to each other, and keep the ball rolling—focus on your tasks and yourself. As a classroom, we are an ensemble, we are a community and I look forward to facilitating a collective experience of creative growth, leadership development and artistic excellence.

Late Assignment Policy:

1. Late assignments will not be accepted. I know this is a tough pill to swallow. Professional actors who show up late get fired. Keep track of due dates. Keep the lines of communication open if you are having a challenge.
2. You are allowed one unexcused absence. However...**** THERE ARE NO MAKE UP DAYS FOR WORKSHOPS OR PERFORMANCE DAYS**** In other words, you cannot elect to take your unexcused absence on your *assigned* workshop or performance day. That is wholly unfair to your scene partner. Only in *extreme* cases will scenes be rescheduled (see attendance policy).

Attendance Policy:

Students are expected to stay home and seek medical help for COVID-19 symptoms or exposure (persistent cough, fever 100.4+, new loss of taste or smell, muscle pain/headaches, shortness of breath, sore throat, chills, diarrhea, or feeling generally ill). The culture of hiding illness or the “show must go on” mentality must be avoided. Students who are medically required to quarantine will have documentation from a medical provider. Students who self-quarantine must communicate with the instructor and “attend” courses remotely synchronously, when available, or asynchronously if approved by the instructor.

Barring the above circumstances, students are expected to be in attendance (either remotely or in-person, as assigned) daily and to be on time. Students are allowed 1 “unexcused” absence that does not require documentation and does not conform to the UF “acceptable reasons for absence.” Any other “unexcused” absence will result in a penalty of a full

letter grade (10%) from the final grade per “unexcused” absence. To be considered “excused” an absence must be accompanied by appropriate official documentation. Religious observances do not require documentation.

Any absence from class for the following reasons must be supported by official acceptable documentation to avoid a grade penalty:

- Illness—doctor's note must be on official letterhead with address and phone number, noting the date and time of visit and diagnosis verifying that an absence from class is warranted, doctor name and signature
- Serious family emergencies
- Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Participation in official university activities such as music performances, athletic competition or debate
- Court-imposed legal obligations (e.g., jury duty or subpoena)

To help organize accommodations, students should inform the instructor by the end of the second week of classes of religious observances of their faith that will conflict with class attendance this semester.

Any student that acquires 3 absences (either excused or unexcused) will be required to meet with this course's instructor and/or area faculty to discuss the student's continued participation in the course. For Majors: Failure to attend this meeting will result in Artistic Probation.

Due to the participatory nature of the course that includes in-class collaboration along with partner and ensemble work, if a student acquires more than 2 unexcused absences, the student may be prohibited from participation in partner/group exercises which will affect the student's final grade.

*NOTE: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Additional Course Fees:

\$98.84 *included in your course payment

Accommodations for Students with Disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#)

COVID Related Practices:

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are

vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Hand sanitizing stations will be located in every classroom.

- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

- If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

Privacy Statement Related to the Online Component of this Course:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image.

Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

RECORDING:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited

to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. **A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.**

Course Evaluations:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Honesty Policy:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

Academic Honesty Policy:

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Campus Resources:

Health & Wellness

1. *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.
2. *Counseling and Wellness Center*: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.
3. *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.
4. *University Police Department*: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
5. *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

Academic Resources

1. *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
2. *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

3. [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
4. [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
5. [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
6. *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
7. *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process](#).

Final Business:

Acting is *ACTION*. Acting is not about attitude, or being clever. It's not about your ability to conjure up or manufacture a feeling or emotion. Acting is about the *TASK*. To get forgiveness, to get them to love you, etc., etc., etc. Be deliberate. Be direct. Be fearless. Learning how to do the aforementioned is the function of this class.

TENTATIVE TIMETABLE

This timetable is subject to change at the instructor's discretion

WEEK 1:

Orientation, syllabus/Exploration of script analysis methodologies/Accountable Spaces/Theatrical Intimacy
Friday, January 7: Brief Personal Readings/Presentations

WEEK 2:

Monologue workshop and critiques

Individual Inventory: Body Awareness and Vocal Awareness

***DUE Wednesday, January 11: 2-3 page paper - Why Acting?**

Who are you? Where do you call home? Of all of the possible majors, why did you choose Acting? What do you hope to take away from this class? Papers must be submitted via Canvas.

WEEK 3: NO CLASS Monday January 17, Dr. Martin Luther King Jr. Observance

(Ongoing assignment for the semester: Begin *A Challenge for the Actor*. I will be checking-in with your progress on this reading as the semester continues, and applying your knowledge from this text to in-class work and exercises.)

READ Chapter 2 in the Hagen book (The Actor's Goals) Goals/Obstacles/Discoveries/Tactics

Exercises in exploring character/text and "finding the answers"

***DUE Wednesday, January 26 MONOLOGUE ANALYSIS**

WEEK 4:

Audition Workshopping/Working with Sides

Monologue Presentations

Introduction of Scene #1

The Acting Space—in class workshops and exercises in exploring the actor's instrument

WEEK 5:

Read: Chapter 4 in the Hagen Book (The Self) Continuing Explorations in "finding the answers"

Finding the Action—working with Scene #1

WEEK 6:

Crafting and researching a character using an imagined backstory and actual historical facts

WEEK 7:

Scene #1 performances

***DUE February 16: SCENE ANALYSIS #1**

WEEK 8:

Introduction of Scene #2

Feedback on scenes and continuing explorations

READ Chapter 6 in the Hagen book (The Physical Senses)

WEEK 9:

Explorations in "the physical senses" Scene #2 - Unpacking the text

WEEK 10: SPRING BREAK MARCH 10-12!

WEEK 11:

READ Chapter 7 in Hagen book (The Psychological Senses)
Scene study for Scene #2: continuing exploration and exercises
Raising the stakes: continuing the development of your skills

WEEK 12:

Scene #2 workshops
Feedback and further explorations of Scene #2
Review of skills and vocabulary up to this point—in class explorations using scenes and/or monologues

WEEK 13:

Scene #2 performances and feedback
Review and preparation for Vocabulary/Terms Exam

***DUE: March 23: SCENE ANALYSIS #2**

***WEEK 14:**

READ Chapter 24 in Hagen book (Scoring the Role) Introduction of Final Scene

***WEEK 15:**

TBD: April 15 or April 18: Final Scene Presentations - Last Day of Class

***DUE Wednesday, April 13: FINAL SCENE ANALYSIS**

This syllabus is a good approximation of what this course will be like this semester. The instructor reserves the right to make reasonable additions or subtractions to the syllabus or to allow more or less time for certain sections based on how the work progresses this semester.
