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<https://new.tamuc.edu/coronavirus/>

THE 461/THE 561: Meisner Acting I
COURSE SYLLABUS: FALL 2021 (First Sub-term)
T/R 4:30 p.m. – 7:10 p.m.; Performing Arts Center #100

Please note that as of the writing of this syllabus, per university direction, this is planned to be an entirely face-to-face class with no scheduled virtual attendance option. Students, faculty, and staff are strongly encouraged to get vaccinated, wear a mask in public indoor settings, and wash hands frequently. These actions can reduce the spread of COVID-19. Review the whole of the university's Fall 2021 COVID-19 Management and Guidance Plan thoroughly and be prepared to strictly adhere to it.

Instructor: Dr. Carrie Klypchak, Associate Professor of Acting and Directing

Office Location: Performing Arts Center #129

Office Hours: TBA

Office Phone: 903-886-5344

Office Fax: 903-468-3250

University Email Address: Carrie.Klypchak@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: Under normal circumstances, within 24 hours.

Acting is living truthfully under imaginary circumstances. ~Sanford Meisner

You are more interesting than the greatest actor who ever lived. ~Constantin Stanislavsky

Who you truly are is magnificent and totally unique. ~Larry Silverberg

COURSE INFORMATION

Required Textbook:

As the bulk of this course will be focused on practical application, there is no required textbook. You will be given access to Course Reader materials by the instructor.

Required Special Supplies:

Throughout the course, you will be required to bring in materials for activities that are “physically difficult” in nature. Additional information regarding parameters will be outlined during the semester for these activities, but please plan for these minimal expenses now.

Suggested Outside Reading:

The Sanford Meisner Approach (Four-book Workbook Series) by Larry Silverberg

*The activities in this class will primarily intersect with Workbooks One and Three of the above series. These texts may be ordered online for a nominal fee.

*This syllabus/schedule subject to change.

Course Description:

Through exercises, performance activities, and presentations, this course provides a practical introduction to Sanford Meisner's approach to actor training. This is a class that will be challenging, invigorating, and participatory. Please consider yourself to now be a part of a workshop rather than a classroom as it is usually understood.

Although there is a lecture/discussion component to this course, by nature actor training requires substantial studio work – both inside and outside of the classroom. Please consider yourself to be part of a learning community where members support one another with suggestions and constructive criticism. Learning, observing, and sharing are central to this course. *Attitudes of awareness and openness are essential to your development and your contribution to the development of the other members of this class.* Please leave your worries, frustrations, competitiveness, and negativity outside the classroom door as much as possible.

Active participation in discussion and presentation of projects within the class is not only welcome, it is an essential requirement. Positive, helpful and constructive attitudes are also required! Presentations must be well prepared and shared with the understanding that questions and discussion will follow. The ongoing critique of performance is crucial to everyone's learning process and will be impossible without *an atmosphere of mutual respect and mutual responsibility.* You should be aware that the vast majority of class time is composed of activities in which you are *required* to actively participate. *If you have no plans or interest in sincerely exploring Sanford Meisner's approach to actor training, fully dedicating yourself to the process, and accomplishing significant growth as a performer, this is not the class for you.*

Please understand that each "activity" in this course will require one element of actor-chosen "personalization." While Meisner's approach does not require or allow the actor to "re-live" real experiences and promotes the concept of "living truthfully under imaginary circumstances," this work will require that you "bring yourself" to the activities/presentations. Thus, it is imperative that you approach this work with maturity, a firm understanding of your personal boundaries, and an ability to communicate those boundaries in a respectful way. Again, you will choose your elements of "personalization," and you are required to choose elements that you can deal with emotionally. In other words, this is a course introducing a specific approach to actor training and not a therapy session. You should learn to develop an understanding of "leaving what happens in the work. . . in the work."

I serve as your "Observer" in this course – a term in Meisner training that means that I am your necessary guide and outside eyes/ears. So, if you will just trust me and approach the work with an open mind, an open heart, and a willingness to try new things, then we can work through our artistic challenges together.

Student Learning Outcomes: By the end of this course, the student will be able to:

1. demonstrate understanding and practical proficiency in executing the foundation exercises and theoretical concepts of Sanford Meisner's approach to actor training.
2. maintain connections with others during practical activities and presentations.
3. determine artistic challenges and practically negotiate those challenges during activities and presentations.
4. *Additional Student Learning Outcome for Graduate Students: write critically using analytical thinking skills about Meisner Acting activities.*
5. *Additional Student Learning Outcome for Graduate Students: synthesize information about Meisner Acting in quality, graduate-level scholarly writing.*

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COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments (tentative):

PARTICIPATION AND GROWTH (undergraduates – 50%; graduates – 30%): *Note that attendance alone does not constitute participation.* Participation and Growth is a *huge* portion of your grade in this course – for good reason! As mentioned above, participation is vital in this class. This is an interactive environment and students must not only attend, but must also actively contribute to each class. The class activities and some homework regularly require performance-based partner work as demanded of Meisner Acting training; *as such, wearing masks and appropriately maintaining distance from others is highly encouraged and highly recommended in any of those face-to-face interactions.* This class will strictly adhere to the university's COVID-19 safety guidelines.

The completion of any miscellaneous homework assignments will also be considered part of your participation grade. There may be quite a few of these short assignments; they are all important to your success in this course. So please make sure you understand what is expected of you. Engaging in daily journal notations throughout the semester in THE BOOK is expected and considered part of your participation grade as well. You must bring THE BOOK with your journal entries to class each day. Should it appear that a student is not making journal notations at the end of each class, the instructor reserves the right to ask to see the journal entries at any point during the semester; if journal entries are not completed at that time, appropriate points will be deducted from the student's participation grade.

Positive, respectful and helpful attitudes are mandatory. *I would like to make this very clear: I will make every effort to treat you with the respect that I believe you deserve. You are also expected to treat your peers and myself with that same respectful attitude.* If I believe that a student is disrespectful, I will ask that person to leave the classroom. In this event, the student will receive a zero for any activities conducted that day in class and receive a zero for his/her participation grade for the day (no matter how long you have been in class). Disrespect, rudeness, or negative attitudes will *substantially* lower the student's participation grade. The following are other reasons you would be asked to leave the class and receive a zero for the day's activities: sleeping in class, reading the newspaper, working on other assignments, coming to class under the influence of any mind-altering substances not medically prescribed, or otherwise causing disruption or distraction during class (this includes cell phones going off in class – turn them off when you come into the classroom and don't turn them on again until you leave). Late arrivals and/or early departures will also impact your participation grade. Finally, it should go without saying that refusal to participate in any activity or part of an activity during class will result in a substantial and appropriate loss of participation points for the student; COVID-19 concerns will of course be respected, however, during your participation in class and adaptations can be made to activities as necessary in such instances.

Previous acting experience will not earn you a good grade in this course. Significant growth and a genuine attempt within the class will. This is a class that regards self-competition as a goal. You and your peers will arrive at various levels, and you will leave at different levels. However, growth from the beginning to the end of the semester can be evaluated. I challenge you to push yourself to grow and succeed. This class is concerned with developing *your* skills to the best of *your* ability. The community in the class is here to help all of us grow and expand our abilities.

Participation and Growth grades will be calculated daily and tabulated at the end of the semester. *Each student will begin with a Participation and Growth mid-point passing grade of*

80. Exceptional effort or lack of effort during each class and over the course of the semester as a whole will either raise or lower that grade.

**Graduate Student Additional Requirements: Throughout the semester, graduate students may be required to prepare and offer additional exercise presentations in class or in a virtual format outside of class. As well, graduate students may also be asked to serve as the Observer for other students' presentations in either of these forums at points in the semester. More information regarding parameters will be offered at a later date.*

**Measures Course Learning Outcomes 1, 2, and 3.*

REPETITION/REHEARSAL LOGS (20%): Each student will be required to submit four Repetition/Rehearsal Logs over the course of the semester. Each Log will count as 5% of the student's overall grade in the course. You should realize the vital importance of daily repetition/rehearsal in order to achieve proficiency in Meisner training. Unless otherwise announced in class, each student is required to document at least five hours of practical repetition/rehearsal time outside of class per Log submission (aka: two and one-half hours per week; while some of this may be able to be conducted virtually with a partner, it is encouraged that you work with different people for less than 15 minutes at a time to achieve the Repetition and Rehearsal requirements if conducted in a face-to-face format). The Log should be typed, document specific repetition/rehearsal dates and times and include a short and specific explanation of the work during each time period (one-five complete sentences per explanation). *Note: "Activity" preparation time is considered part of your participation grade and does not count as Log time – so please do not include it in your submissions here.* The Log should include appropriate terminology as learned in this course. The Log should include your name and the total time logged for the week at the top of the page. This assignment will be largely based on the "honor system." However, if in-class performance suggests evidence that the student has not completed the documented logged times, there will be an appropriate deduction of the student's Repetition/Rehearsal Log grade. You will be graded on completing the minimum log times with appropriate foci and the construction of the document. So, please use your very best writing skills.

**Measures Course Learning Outcomes 1 and 2.*

REFLECTIVE ESSAYS (graduate students only – 20%): Each graduate student will submit four formal reflective essays during the semester in which s/he will write critically using analytical thinking skills about Meisner Acting activities – each worth 5% of the overall grade. For each submission, the student will write a two-page reflective essay focused on the work undertaken and individual responses to the course activities during the two-week period in question. These essays should not include simple documentation of activities outside of class time (that will occur in your Repetition/Rehearsal logs). These responses can include individual successes and challenges faced throughout the week, goals for yourself and a justification for those goals, reflections about the work in response to the disciplines of acting and theatre as a whole, etc. Please avoid knee-jerk responses (keep those responses for your personal journal entries). Really reflect in great depth and try to see the work in this course from both theoretical and practical standpoints in your essays. Please remember to use appropriate terminology as covered in this course. Use very specific examples to support your claims in the essays. Your daily journal notations in class should help you in composing the formal essays – although again, those journal notations will be immediate, daily, and personal responses to the work. These essays will be formally written reflections about the weeks in question after you have had time to consider broader perspectives. The essays should be typed, double spaced, utilize one-inch

**This syllabus/schedule subject to change.*

margins, and a 12 point acceptable scholarly font. Each individual essay should include the student's name and the dates of the week under review at the top of the first page. Please staple the pages in the top left-hand corner for submission. Graduate students will be graded on the depth of thought and the content of their essays, as well as the formal construction of the documents – so please use your very best writing skills.

**Measures Course Learning Outcomes 1, 3, 4, and 5.*

SCENE PERFORMANCES (30%): With a partner, each student will memorize, develop, and perform an assigned acting scene for the class using the principles of Sanford Meisner's acting approach. The scene will be presented in three "showings" during class – with improvement evidenced in each of the latter "showings" (the first presentation counting 5%; the second presentation counting 10%; and the final performance counting 15%). More specific criteria regarding scene performances will be outlined at a later date.

**Measures Course Learning Outcomes 1, 2, and 3.*

Grading:

SEMESTER GRADING SCALE: The following grading scale will be used to determine all individual grades as well as the student's overall grade in the course:

A=90%-100% (Exceptional Quality Work); B=80%-89% (Good Quality Work); C=70%-79% (Average Quality Work); D=60%-69% (Below Average Quality Work); F=0%-59% (Fails to Meet Acceptable Expectations in Quality of Work)

Note: Numerical correlations for individual assignments receiving awarded letter grades in this class may be calculated as follows: A 95%; B 85%; C 75%; D 65%.

TECHNOLOGY REQUIREMENTS

Leomail:

It is a course expectation that you have a working leomail email address that you check daily. There will be times that I need to contact you with important information and email is the speediest and easiest way of doing so.

Saving of Assignments:

Be aware that it is a course expectation that you keep copies of your original and graded assignments until you receive your final grade for the semester.

Minimal Technical Requirements:

LMS: All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements.

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

*This syllabus/schedule subject to change.

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Access and Navigation:

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

The above will be of great importance in this class if the class ever has to flip to unanticipated Zoomed modality for any period of time – due to university mandate or otherwise – as a result of necessary COVID restrictions. In such an instances, you must find a very secure internet connection that doesn't regularly freeze to attend classes. Please pre-plan for this situation accordingly in case it becomes necessary.

COMMUNICATION AND SUPPORT

Interaction with Instructor:

Please feel free to schedule a virtual meeting with me anytime during the semester. I am here to help! Communicate, communicate, communicate! Should you need to meet with me in a face-to-face format, masks and appropriate distancing are requested. If something is occurring that is presenting you with difficulties in this class, let me know. Don't be intimidated. I am here to assist you in success and will do my best to help you achieve it. Talk to me! The easiest and most reliable way to contact me is via email. I check it frequently. Please do not leave a message for me on my office phone or in the main department office during Fall 2021.

Student Resources:

Department of Theatre

Performing Arts Center (PAC) #101
Phone: 903-886-5346 (Main Office)

Communication Skills Center

Talbot Hall #103
<http://www.tamuc.edu/litlang/CSC/index.htm>

Counseling Center

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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TAMUC Actor's Lab (virtual by advance appointment via Zoom during Fall 2021)

Private thirty minute acting coaching sessions with Dr. Klypchak: Open to all declared Theatre Majors and Minors. Important note: in order to participate in Actor's Lab, a student must bring a memorized piece and schedule an appointment via email at least twenty-four hours in advance. Please be advised that in Actor's Lab, we promote the highest level of professional standards. Thus, under normal circumstances, if a student makes an appointment for Actor's Lab and fails to keep their appointment without significant advance notice to the instructor, the student revokes the privilege of Actor's Lab for the remainder of the semester.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

ATTENDANCE: *Students are expected to attend every class meeting, unless they are ill and/or required to quarantine from exposure to a communicable disease.* I have designed this advanced course for those serious students of the theatre who are committed to the process of developing as artists and generating an exceptional product. With that said, serious students of the theatre do not skip class unless there is an *absolute* emergency. Meisner training is based on "building blocks" of learning/doing that take place in a progressive way via each class session; so missing a class can significantly impede your development.

If you must be absent due to COVID related issues, or for any other emergency purposes, *you must contact both me and any assigned partners for the class period in question well in advance* to notify us of the situation. If a student acquires excessive absences, they will be encouraged to drop the class and take it at a later date, as it will prove impossible to achieve the learning outcomes of the course and successfully undertake the final graded presentations in the class.

*for more information on the university attendance policy please go to the following link:
<http://www7.tamuc.edu/registrar/attendance.asp>.

LATE ARRIVALS: To further foster a high level of commitment – and because the work we will be doing this semester will involve intensive focus – the class will adopt the following late entry policy. Students must be on time for every class. Entering a class late or leaving early is disruptive to the flow of the class and indicative of a less-than-disciplined/committed artist. Please be on time out of consideration to your learning process and the processes of others. If you are late for class, your participation grade will reflect this. The class will begin promptly at 4:30 p.m.! If you arrive after 4:40 p.m., please do not enter the classroom (you will be marked absent regardless). If you arrive within the ten minute grace period, please do so discretely in order to avoid disrupting the class activities/discussions. Also, you are expected to stay until you are dismissed from class.

SUBMISSION OF ASSIGNMENTS: All assignments must be submitted in hard copy or via D2L to the instructor as outlined by the instructor in class for particular assignments.

CELL PHONES AND LAPTOPS: Please turn off all cell phones upon entering the classroom. Please do not check messages or engage in text messaging during class. This is disruptive to the flow of the course. Further, I request that you do not use laptops during this class as the sound of typing is disruptive during others' presentations.

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LATE WORK: “Activities,” Performances, and Presentations – *Under normal circumstances, a missed “activity,” performance, or presentation may not be made up.* Late Written Work – *Late written work will not be accepted from graduate students.* For undergraduates, late written work will be deducted a full letter grade each weekday after the assigned due date. This means that if you have to be absent for some reason on the day a written assignment is due, you must give your assignment to one of your classmates to hand in for you if it is requested in hard copy format, or you will receive a grading deduction. All assignments are due within the first ten minutes of the class period unless I specify otherwise. At 4:40 p.m. on the day that the assignment is due, your assignment will receive one letter grade reduction in credit; at 4:30 p.m. the following day another letter grade will be reduced, and so on. No late assignments will be accepted after one week past the original due date.

EXTRA CREDIT: As a general rule, there is no other extra credit offered in this class – please, do not even ask. Exception: practicing appropriate masking throughout the semester may lead to some extra credit for students. More will be discussed in class about this opportunity.

FOOD, DRINK, AND GUM: Please do not eat or chew gum at any time during the activities of the class. You may bring bottled water into class, but must clean up after yourself.

CLOTHING: Students should come dressed for activity each day. Avoid tight clothing or clothing that inhibits your freedom of movement – come dressed to move! No hats will be worn during any exercises, activities, or performances. No one will be excused from class activities due to clothing concerns. *Also, please keep your hair securely away from your face during all exercises, activities, and performances in class.*

INCOMPLETES: Under normal circumstances, an Incomplete (X) will not be given for a final grade in this course.

SYLLABUS CHANGE POLICY: The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Policies and Procedures:

STUDENT CONDUCT: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum if this proves necessary during the semester:
<https://www.britannica.com/topic/netiquette>

TAMUC ATTENDANCE: For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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ACADEMIC INTEGRITY: Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

STUDENTS WITH DISABILITIES – ADA STATEMENT: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

NONDISCRIMINATION NOTICE: Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

CAMPUS CONCEALED CARRY STATEMENT: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Schedule: (tentative; subject to change at the discretion of the instructor)

Tuesday, Aug. 31

Introduction to the Course: "Acting is Living Truthfully under Imaginary Circumstances"

Presentations: Joyous Objects

Discussion/Exercises: "The Reality of Doing" – Circle Stories

Homework: Get to know *The Book*

Thursday, Sept. 2

Exercises: "Mechanical Repetition" – Taking the First Thing and Repeating What You Hear;

Repetition "Into Language" – What's Happening and Truthful Point of View; "The Three Moment Game" – Behavior

Homework: Taking the First Thing in Daily Life, Repetition "Into Language," and Repetition with "The Three Moment Game."

Tuesday, Sept. 7

Repetition

Exercises: Advance "The Three Moment Game" – Working Off and Really Talk and Really

Listen; "The Pinch and Ouch" – Something is Not Only over There, It is Also over Here

Homework: "The Three Moment Game" and "The Pinch and Ouch." Continue Repetition.

Thursday, Sept. 9

Repetition

Activities: "Coming to the Door" – Actor's Faith and Being Right Here, Right Now; "Doing Fully" – Working for Mastery

Introduce: "Physically Difficult Activity/Genuine Task" Requirements

Homework: Bring in Physically Difficult Activity/Genuine Task – Must be Simple and Specific.

Continue Repetition.

Due: Log #1

Tuesday, Sept. 14

Repetition

Activities: "Genuine Task" – Coming to the Door Activities

Introduce: "A Little More Important"

Homework: Bring in an activity with a reason being "A Little More Important." Continue Repetition.

Due: Graduate Reflective Essay #1

*This syllabus/schedule subject to change.

Thursday, Sept. 16

Repetition

Activities: “A Little More Important” – Coming to the Door Activities

Introduce: “In the Extreme”

Homework: Bring in an activity with reason being “In The Extreme” (and create a simple and specific reason that brings you to the door). Continue Repetition.

Tuesday, Sept. 21

Repetition

Activities: “In the Extreme” – Coming to the Door Activities

Introduce: The reason for the person coming to the door must now be “A Little More Important” and “Expectancy” for the person with the activity.

Homework: One partner brings in the activity which is extremely meaningful along with “Expectancy.” The other person brings in a reason that is “A Little More Important” which brings him/her to the door. Continue Repetition.

Thursday, Sept. 23

Repetition

Activities: “In the Extreme” with “Expectancy” and Partner’s “A Little More Important” and “In the Room” – Coming to the Door Activities

Introduce: Person coming to the door “In the Extreme,” “Relationship,” and “Urgency.”

Homework: Decide on a simple & specific relationship. Then, one partner brings in the activity which is extremely meaningful along with “Expectancy” and “Urgency.” The other person brings in a reason that is “In The Extreme” which brings him/her to the door. Continue Repetition.

Due: Log #2

Tuesday, Sept. 28

Repetition

Activities: “In the Extreme” with “Expectancy” and Partner’s “In the Extreme” adding “Relationship,” “Urgency,” and “Extremely Meaningful.”

Introduce: Scene Work (Improvisation with Words and “Canoe on the River”)

Homework: Homework: Read assigned scene in a relaxed place and try not to make any conclusions or start to consider “results” for the scene.

Due: Graduate Reflective Essay #2

Thursday, Sept. 30

TBA

Tuesday, Oct. 5

Scene Work: “Mechanical Readings” (syllable by syllable)

Introduce: Circumstances/Comparison to Activities

Homework: Do Mechanical Readings. Write scene. Come in ready to talk about the circumstances of the scene from your character’s point of view and compare the scene to an “exercise” – Who is in the room? Who is coming to the door? Does anyone have an activity? What are the extreme reasons?, etc.

Thursday, Oct. 7

Scene Work: Working Readings (really talk and really listen – following impulse)

Homework: Continue working readings and get up on feet. Have all of the words learned by next class. Bring in rehearsal clothes for the remainder of the course.

Due: Log #3

*This syllabus/schedule subject to change.

Tuesday, Oct. 12

Exercise: "Line Rehearsals"

Scene Work: Acting Working Readings ("Where Are You Coming from Emotionally?" "Exploring Circumstances.")

Homework: Line Rehearsals. Work on the scenes on their feet and bring in activities for the scenes to next class and for the remainder of the course.

Due: Graduate Reflective Essay #3

Thursday, Oct. 14

Scene Work: Showing #1 (Enhanced Circumstances.)

Homework: Line Rehearsals. Work scenes on feet.

Tuesday, Oct. 19

Scene Work: Showing #2 ("What is at Stake?")

Homework: Line Rehearsals. Work scenes on feet.

Thursday, Oct. 21

Scene Showing #3

Due: Log #4 (*No late work accepted on this assignment*) and Graduate Reflective Essay #4