IOWA STATE UNIVERSITY
ACTING I Course Syllabus – Fall 2020

Course Title: ACTING I
Credits: 3
Meeting Times: M/W/F 9:55-10:45 or 11:00-11:50
Classroom: Carver 308
Instructor: Tiffany Antone (She/Her/Hers)
Email: TLAntone@iastate.edu
Office: CARVER 0328
Office Hours: Virtual Office Hours Wednesdays from 1-3 and by apt

COURSE FORMAT

- This is a HYBRID class. Students will meet synchronously with the professor on our regularly scheduled days/times (M/W/F 9:55-10:45 or 11:00-11:50) in person or via Zoom.

CONTACTING ME:

- I make every effort to respond to email within 24 hours, Mon-Fri.
- Make sure you email with assignment questions well before the assignment is due. I’m “old” and go to bed early. If you have a concern about something due the next day, don’t wait till midnight to email me about it because I’ll probably already be asleep…
- When emailing me, please address me by name. (Never begin professional/academic emails with “Hey” or “Yo”)
- If you have problems with Canvas, please contact the IT department for assistance. (If something is due, but Canvas isn’t working, please email me the assignment along with an explanation about why you aren’t using Canvas)
- I am available for virtual office hours! Just email me with a few days/times that work for you and we will make it happen :-)

REQUIRED TEXT: The Actor and The Target, by Declan Donnellan

COURSE DESCRIPTION:

This is an introductory course in the theory and practice of acting for the stage. Using the techniques of the actor, the class is designed to help you develop communication skills and confidence that you can carry with you into everyday life whenever appearing before others, whether personally or professionally.

The course will include fun and challenging physical and vocal exercises, creative group work and various performance activities such as monologues and scene-work.

IMPORTANT: Acting I is an introductory course designed for anyone to explore performance and build/improve their performance skill set. Experience and “talent” are far less important than hard work, risk-taking, and enthusiastic participation. Grading policies follow this philosophy.

COURSE OUTCOME GOALS:

Upon completion of this course, students will be able to:

- Identify and effectively apply fundamental acting vocabulary, techniques, and processes in practical acting situations.
• Use and integrate acting skills, including control of the actor’s instrument (voice and body), collaboration, play instinct, imagination, flexibility, courage, focus, discipline, and communication.
• Build effective collaborations through creativity, self-awareness, confidence, and sensitivity to self and others.

COURSE OBJECTIVES
• To develop the students’ observational skills toward life, its experiences, toward artistic sensibility and toward becoming a more informed audience member.
• To offer the student a basic knowledge of theatrical terms.
• To explore various approaches to creating honest relationships on stage.
• To utilize fundamental acting terminology and techniques in character analysis and performance.
• To expand the student's spectrum of trust, relaxation, and imagination.
• To introduce the student to various live performances.
• To identify and practice better physical and vocal control, expression, and projection techniques
• To develop in the student an ability to objectively critique their own work and the work of their classmates.
• To introduce to the student a beginning approach to rehearsing scripted scenes.
• To work as an artistic community to understand the collaborative and cooperative nature of acting.

CONSIDERATIONS FOR WORKING ONLINE:
This is a hybrid class. We will have most of our class meetings online in a synchronous format - so no matter HOW we meet, we will always meet during our regularly scheduled class times!

Space: Working online creates unique challenges to an acting class. Because we will each be working from different locations, it will be important for everyone to consider the following when setting up their workspace for class:

1. Make sure you have room (we will be doing activities that require exploration and movement!
2. Make sure you are working in a space where you can HEAR and where you can MAKE NOISE. We will be doing a variety of exercises when we meet virtually. It will be important for you to feel comfortable moving/shouting/laughing and otherwise engaging with physical and vocal work.
3. Bring your sense of adventure! Although we will be working in virtual space, our classes will remain experiential. This means there will be very little “sitting and listening”, and a lot of “getting up and doing!” There will be moments when our work is thrilling and super successful, but there will also be times when we try something new only to see it fail miserably - that’s part of the adventure! Let’s work together to cultivate grace and patience and an unwavering commitment to the “Yes, and…” tenet!

Pick Your Track:

We WILL have an in-person track this semester, which means students will CHOOSE which track they want to complete. NO matter which track you select, everyone will attend the In-Person classes, either in person or virtually!

In Person: Students will attend a set # of in-person classes and complete in-person projects
OnLine: Students will observe the in-person classes and complete alternate filmed projects.
FEEDBACK: Each student will be expected to not only receive, but also give constructive feedback. Emotionally and socially prepare yourself to enter into a space in which all constructive feedback has a place and is encouraged. Listening to/working with feedback is a fundamental part of our personal evolution, both as artists and as human beings. Don’t be afraid to ask questions when feedback is confusing & remember that feedback in this class is always designed to help you progress through the material.

COLLEGIALITY:
It is VITAL that students display respect towards one another in this class. Creative work does not flourish in harsh, negative, or overly critical environments. In this class we will practice outstanding audience skills and hone the art of giving/receiving creative feedback. Students who do not give their attention to/respect their peers’ work will lose points.

Students are responsible for living the tenets established in ISU’s Principles of Community: Respect, Purpose, Cooperation, Richness of Diversity, Freedom from discrimination, and the Honest and respectful expression of ideas. Visit ISU’s Principles of Community website (http://www.diversity.iastate.edu/principles-of-community)

ATTENDANCE:
This is a performance-based class; attendance for our synchronous class time is mandatory. Theatre is a collaborative art. To learn to perform, you must be here and participate. Much of the process of learning about acting involves interacting with your peers in class. Please make sure you log in on time with a positive attitude, and take an active role in all course activities.

GRADING:
Acting is a creative skill, but also a technical one. This is a participation-based and individualized growth-oriented class. While performing is the goal of an actor, a class in acting can benefit other aspects of your life, both professionally and personally. Students will be graded on completing each assignment’s required creative and technical elements as well as each student’s growth and progress as a performer.

**It is very important to remember that since this a performance based course, grading is often subjective. Do not seek perfection in regards to your performances. Your progress/process is more important than a final, “perfect” product.**

GENERAL ETIQUETTE REQUIREMENTS:
• ABSOLUTELY NO CELL PHONES or TEXTING during class.
• A creative environment is one in which all artists feel safe to fail – recordings of any kind (audio, visual, live-stream, etc.) are strictly prohibited and any student found to be in violation of this rule will be dropped one letter grade for the first offense, and dismissed from the class for the second. **The only exception to this is on performance days IF (AND ONLY IF) an actor asks to have their performance recorded.**
• Theatre is a collaborative art, and this class is no exception. We will be working collaboratively every day and you should think of your peers as fellow members of this artistic community. We will engage in class discussions, exercises, improvisation, and other theatre games/activities – which will help you build self-confidence as you find new ways to
express yourself.

- No eating during class
- Plays written for theatre often contain strong language and mature content: profanities, violence, sexual terms, religious references and other mature themes/elements may be presented in this class. Theater provides us an opportunity to explore the human condition, and the human condition is not always pretty. Expect to examine material that challenges you as both an actor and as an audience member. **It is a violation of copyright law to alter/change/omit dialogue from a play. Keep this in mind when you select material, as you will NOT be permitted to change the text in any way.**
- Perfect costumes/props are not required for monologues and scenes; however, you should always dress appropriately for a role and bring in props that suit your basic performance needs.
- When attending theatre performances (both for those taking place in-person and online) arrive on time, and be attentive & respectful.

UNIVERSITY POLICIES

LAND ACKNOWLEDGEMENT: As a land–grant institution, we are committed to the caretaking of this land and would like to begin this event by acknowledging those who have previously taken care of the land on which we gather. Before this site became Iowa State University, it was the ancestral lands and territory of the Baxoje (bah-kho-dzhe), or Ioway Nation. The United States obtained the land from the Meskwaki and Sauk nations in the Treaty of 1842. We wish to recognize our obligations to this land and to the people who took care of it, as well as to the 17,000 Native people who live in Iowa today.

ACCESSIBILITY: Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to meet with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes. Eligible students will be provided with a Notification Letter for each course and reasonable accommodations will be arranged after timely delivery of the Notification Letter to the instructor. Students are encouraged to deliver Notification Letters as early in the semester as possible. SAS, a unit in the Dean of Students Office, is located in room 1076, Student Services Building or online at www.sas.dso.iastate.edu. Contact SAS by email at accessibility@iastate.edu or by phone at 515-294-7220 for additional information.

COVID-19 HEALTH AND SAFETY REQUIREMENTS: Students are responsible for abiding by the university’s COVID-19 health and safety expectations. All students attending this class in-person are required to:

* properly wear a face covering and/or face shield, covering the nose and mouth, while in classrooms, laboratories, studios, offices, and other learning spaces. It is important to remember that a face covering and/or face shield is required to be worn whenever you are on campus, in the presence of others, and unable to maintain physical distance.
* practice physical distancing to the extent possible;
• assist in maintaining a clean and sanitary environment;
• not attend class if you are sick or experiencing symptoms of COVID-19;
• not attend class if you have been told to self-isolate or quarantine by a health official;
• follow the faculty member’s guidance with respect to these requirements. Failure to comply constitutes disruptive classroom conduct. Faculty and teaching assistants have the authority to deny a non-compliant student entry into a classroom, laboratory, studio, conference room, office, or other learning space.

These requirements extend outside of scheduled class time, including coursework in laboratories, studios, and other learning spaces, and to field trips. These requirements may be revised by the university at any time during the semester.

Faculty may refer matters of non-compliance to the Dean of Students Office for disciplinary action, which can include restrictions on access to, or use of, university facilities; removal from university housing; required transition to remote-only instruction; involuntary disenrollment from one or more in-person courses; and such other measures as necessary to promote the health and safety of campus.

It is important for students to recognize their responsibility in promoting the health and safety of the Iowa State University community, through actions both on- and off-campus. The university's faculty asks that you personally demonstrate a commitment to our Cyclones Care campaign. Iowa State University's faculty support the Cyclones Care campaign and ask you personally to demonstrate a commitment to our campaign. Your dedication and contribution to the campaign will also protect your classmates and friends, as well as their friends and families.

HEALTH AND WELLNESS: Please know that the following on-campus services are available for assistance regarding your physical, intellectual, occupational, spiritual, environmental, financial, social, and/or emotional needs:

• Student Wellness call (515) 294-1099 or via website (http://studentwellness.iastate.edu)
• Thielen Student Health Center call (515) 294-5801 (24/7 Medical Advice) or via website (http://www.cyclonehealth.org)
• Student Counseling Services call (515) 294-5056 or via website (https://counseling.iastate.edu)
• Recreation Services call (515) 294-4980 or via website (http://recservices.iastate.edu).
• Students dealing with heightened feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may contact the ISU Crisis Text Line (Text ISU to 741-741) or contact the ISU Police Department (515) 294-4428.

CHEATING AND PLAGIARIZING: Plagiarism is defined as copying or paraphrasing the ideas of others and passing them off as your own. Cheating and plagiarism are very serious issues. Anyone caught cheating or plagiarizing in this class will automatically receive a “0” on the assignment and be turned into the Academic Dishonesty Committee. Please see the student handbook for more information. If you have any question about whether you are plagiarizing an assignment, please ask me about it before you turn it in. The class will follow Iowa State University’s policy on academic
dishonesty. Anyone suspected of academic dishonesty will be reported to the Dean of Students Office: http://www.dso.iastate.edu/academic/misconduct.html

WRITING AND MEDIA CENTER ASSISTANCE: The Writing and Media Center (WMC) helps students become effective, confident communicators by supporting students during all stages of the writing process, from brainstorming to revising, as well as with oral, visual, and electronic communication. The WMC offers one-on-one and group consultations online—to register and schedule an appointment, see https://iastate.mywconline.com/. For more information, visit our website at https://www.wmc.dso.iastate.edu or emailwritectr@iastate.edu.

FREEDOM OF SPEECH AND EXPRESSION: Iowa State University supports and upholds the First Amendment protection of freedom of speech and the principle of academic freedom in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

RELIGIOUS ACCOMMODATION: If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and your instructor or supervisor will review the request. You or your instructor may also seek assistance from the Dean of Students Office or the Office of Equal Opportunity and Compliance.

PREP WEEK: This class follows the Iowa State University Pead Week guidelines as outlined in http://catalog.iastate.edu/academics/#examinationstext

CLASSROOM DISRUPTION: At the discretion of the instructor, disruptive conduct includes a single serious incident or persistent conduct that unreasonably interrupts, impedes, obstructs, and/or interferes with the educational process. Disruptive conduct may be physical and/or expressive in nature and may occur in person or in a virtual setting. Examples of disruptive conduct may include, but are not limited to, the following: speaking without being recognized, interrupting, or talking over others; arrival to class late or leaving early without instructor permission; the use of technology, such as cell phones, computers, or other devices, without instructor permission, particularly in uses unrelated to course content; creation of loud or distracting noises either carelessly or with intent to disrupt; eating, sleeping, or carrying out other personal activities in class that are unrelated to course content without instructor permission; non-protected malicious or harassing or bullying speech or actions directed at instructors or students, such as personal insults, ad hominem attacks, name-calling, other abusive or ridiculing comments, or threats; gratuitous use of cursing/expletives or other speech that is not relevant to class discussion; inappropriate physical contact or threats of inappropriate physical contact directed at instructors or students; refusal to comply with instructor’s request for appropriate conduct.

HARASSMENT AND DISCRIMINATION: Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual
orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, Student Assistance at 515-294-1020 or email dso-sas@iastate.edu, or the Office of Equal Opportunity and Compliance at 515-294-7612.

**CONTACT INFORMATION:** If you are experiencing, or have experienced, a problem with any of the above issues, email academicissues@iastate.edu

**ASSIGNMENTS:**
Each assignment will be covered in class with detailed guidelines given for each. It is the student’s responsibility to make sure they are completing each assignment as outlined in order to earn full points. All written assignments will be posted in Canvas. Please make sure you have this course bookmarked in Canvas, with course notifications turned ON

<table>
<thead>
<tr>
<th>Weekly Process Reports/Discussion Boards</th>
<th>220</th>
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</thead>
<tbody>
<tr>
<td>Attend and Respond – ISU play response assignment (two virtual performances worth 75 pts each)</td>
<td>150</td>
</tr>
<tr>
<td>Read/Respond/Discuss - Read a Play Assignments (3 x 50ps each)</td>
<td>150</td>
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<tr>
<td>Create a Mood</td>
<td>50</td>
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<tr>
<td>Object Exercise</td>
<td>50</td>
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<tr>
<td>Mask/Character Study</td>
<td>100</td>
</tr>
<tr>
<td>Personalized Performance</td>
<td>75</td>
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<tr>
<td>Monologue (there are several parts to this assignment)</td>
<td>200</td>
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<tr>
<td>In-Person OR Online Track Assignments</td>
<td>100</td>
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<tr>
<td>Final Scene (there are several parts to this assignment)</td>
<td>200</td>
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<td><strong>TOTAL</strong></td>
<td><strong>1295</strong></td>
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**Things to Remember About Coursework**
- Attendance and Participation: The participation and enthusiasm of each member in this class contributes to the success of the whole. Show up (on time), engage with class discussions, invite one another into the conversation, and be present for one another!
- You will engage in a few partner/group projects in this class - be prepared to schedule outside (digital) rehearsal time*
- Every week you will complete either a Process Report or Discussion Board Post. Both assignments offer an opportunity to reflect on the week’s readings/lessons/work, and to track your progress over the course of the semester/stay in touch with peers. These assignments are worth 20 points every week. **Do NOT overlook/skip this assignment.** Reflection and introspection are important skills for us to cultivate as both actors and as human beings—this assignment is intended to inspire healthy reflective/critical
thinking habits. (Your first and last week’s Process Reports are worth more points, as they ask more of you)

- Please turn everything in via Canvas. I will not accept emailed assignments unless there is a technical error and you absolutely cannot upload your assignment to Canvas. If this happens, it is your responsibility to email the assignment to me before the posted deadline along with an explanation of why you are emailing the assignment to me in the body of the email.

  *This policy exists to best serve you, as emails can/do get lost and overlooked. Canvas is the most secure way to ensure assignments are documented/receive full credit.*

- Performance days are scheduled ahead of time and are non-negotiable. If you are called to perform your scene and are not prepared or present, it will result in a 0 or an “F” for the assignment.

  - NOTE: This class requires you to schedule some rehearsals outside of class!

- You must attend at least two ISU productions and write a short critique of the shows (Guidelines will be provided) All ISU Theatre productions this semester will take place VIRTUALLY. More details will be provided as production dates/times are announced.

  ★ STUDENT FRINGE FEST - FEB 25-28
  ★ FACING OUR TRUTH - March 25-28
  ★ SONGS FOR A NEW WORLD - April 22-25

  *You can attend and write a response to all three productions for 50 pts extra credit!*

  *If you are involved in a production, you will write about your experience from within the project for this assignment!

**LATE WORK POLICY**

I understand that even in the best of times, students get overwhelmed and can fall behind. This semester will undoubtedly include challenges for some of us. If you encounter challenges (health related or otherwise) please message me so that I can do my best to help you stay on track. In general:

- Late work turned in up to 7 days past due date is eligible for 50% credit
- This policy ONLY applies to written assignments.
- This policy DOES NOT apply to in-class performances. If you are not in attendance on your scheduled performance day, you will receive a 0 on that assignment. Exceptions will only be made under extenuating circumstances (medical/family emergencies)
- In certain circumstances, some assignments can be made up through the CYOAA Project menu option.

If you start to fall behind in this class, the best thing you can do is talk to me! I want everyone in this class to be successful - but I can only help if you let me know when you’re having trouble.

**KEEP IN MIND:** Late work is only eligible for up to 50% credit. That means that if you do an outstanding job on the assignment, but it is late*, you can still only earn 50%. If you do a poor job on the assignment and turn it in late, you will most likely earn less than 50%. If you take advantage of this policy on too many assignments, it WILL negatively impact your grade and you may not pass the course.
*Don’t Panic - Assignments coming in an hour or two past the due date/time will NOT be penalized. IF you have an EXCUSED absence for a performance day, it is your responsibility to communicate with the professor & your scene partner(s) a time to make up the performance before we move to the next assignment.

**FLEXIBILITY:** As theatre artists, learning to be flexible—both physically and in life—is an asset. During this time of global uncertainty, it is important that we remember this and lean into it when necessary. Although the course syllabus has been carefully laid out, it is entirely plausible that we will need to be adaptive/responsive to circumstances outside our control. Changes will be clearly communicated. Let us foster a culture of grace and understanding in this class, so that we may overcome any challenges together.

**COURSE SCHEDULE**

**WEEK 1 - How We Begin - ONLINE**

<table>
<thead>
<tr>
<th>Jan 25</th>
<th>Jan 27</th>
<th>Jan 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Expectations</td>
<td>Introductions</td>
<td>Cultural Mapping/Getting to Know You</td>
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</tbody>
</table>

**ASSIGNMENT:** Discussion/Process Report due by 11:59pm, Sunday
Write your “Personal Intro” - due in class 2/1
Read Ritual Article before 2/3 discussion
Complete Syllabus quiz by 2/7

Looking ahead… Exploration and Ensemble

**WEEK 2 - Ensemble and Ritual - ONLINE**

<table>
<thead>
<tr>
<th>Feb 1</th>
<th>Feb 3</th>
<th>Feb 5</th>
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<tbody>
<tr>
<td>Warm-ups, Personal Intros, and Entrances</td>
<td>Intro to Ritual - discussion and play</td>
<td>Ritual cont. Intro to Create a Mood project</td>
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</tbody>
</table>

**ASSIGNMENTS:** Read Ritual Article before 2/3 discussion
Discussion/Process Report due by 11:59pm, Sunday
Read pgs 1-10 in Target

Looking ahead… The search for monologues and first presentation.

**WEEK 3 - Ensemble and Ritual Cont - ONLINE**

<table>
<thead>
<tr>
<th>Feb 8</th>
<th>Feb 10</th>
<th>Feb 12</th>
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<tbody>
<tr>
<td>Discuss Target 1-10 Intro Ensemble Work <strong>Might get Sweaty!</strong></td>
<td>Create a Mood due at start of class Intro to Object Exercise (due Sept 2/17)</td>
<td>Guest Artist</td>
</tr>
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</table>

**ASSIGNMENT:** Discussion/Process Report due by 11:59pm, Sunday
Read pgs. 11-29 in Target
Create a Mood assignment - due in class Sept 10

Looking ahead… Facing fear, the search for monologues and intro to text
### WEEK 4 - Beginning with Text - ONLINE & IN-PERSON

<table>
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<tr>
<th>Feb 15</th>
<th>Feb 17</th>
<th>Feb 19</th>
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<tbody>
<tr>
<td><strong>ONLINE:</strong> Discuss Target 11-29 Intro to Monologues - What are they/how do I find a good one?</td>
<td><strong>ONLINE:</strong> Object Exercise assignment Due Intro to Masks/Character Study</td>
<td><strong>IN-PERSON:</strong> Physical Exploration</td>
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</table>

**ASSIGNMENT:** Discussion/Process Report due by 11:59pm, Sunday  
Read pgs. 30-48 in Target  
Read THE FLICK & complete quiz before 2/24  
Find a monologue! Monologue selections due Sept 21

Looking Ahead… The Stakes, a busy week: Digging into your monologue & Object Exercise

### WEEK 5 - What Makes a Play? ONLINE & IN-PERSON

<table>
<thead>
<tr>
<th>Feb 22</th>
<th>Feb 24</th>
<th>Feb 26</th>
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<tbody>
<tr>
<td><strong>ONLINE:</strong> Discuss Target 30-48, Improv Play</td>
<td><strong>ONLINE:</strong> Discuss THE FLICK</td>
<td><strong>IN PERSON:</strong> Masks</td>
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</table>

**ASSIGNMENT:** Discussion/Process Report due by 11:59pm, Sunday  
Read pgs 49 - 64 in Target  
Work on your masks/Character Study (due 3/5)  
Find your monologue! Due via Canvas Feb 28  
Attend Student Fringe Fest 2/25-2/28

Looking Ahead… Action & Reaction + Text and The Body

### WEEK 6 - Working with Words

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<th>March 1</th>
<th>March 3</th>
<th>March 5</th>
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<tr>
<td><strong>ONLINE:</strong> Discuss Target 49-64 Text Analysis/Intro to Given Circumstances</td>
<td><strong>IN-PERSON:</strong> Masks Cont.</td>
<td><strong>ONLINE:</strong> Masks/Character Study due in class</td>
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</table>

**ASSIGNMENT:** Discussion/Process Report due by 11:59pm, Sunday  
Set You Intention! CYOAA Plans due 3/7  
Given Circumstances due 3/7

Looking Ahead… Identity, Persona & The Mask
**WEEK 7 - Putting it all together…**

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<tr>
<th>March 8</th>
<th>March 10</th>
<th>March 12</th>
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<tbody>
<tr>
<td><strong>ONLINE:</strong> Introduction to Tactics/Action Verbs &amp; Subtext</td>
<td><strong>IN-PERSON:</strong> Monologue Games &amp; Intro to Personalized Performance</td>
<td><strong>IN-PERSON:</strong> Rasa Boxes</td>
</tr>
</tbody>
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**ASSIGNMENT:** Discussion/Process Report due by 11:59pm, Sunday
Schedule interviews for Personalized Performance!
Tactics/Action Verbs due 3/14
Rehearse/memorize your monologue

**WEEK 8 - Rehearsing and Performance**

<table>
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<tr>
<th>March 15</th>
<th>March 17</th>
<th>March 19</th>
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<tr>
<td><strong>IN-PERSON:</strong> Monologue Workshop</td>
<td><strong>ONLINE:</strong> Monologue Workshop</td>
<td>TBD</td>
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</table>

**ASSIGNMENT:** Discussion/Process Report due by 11:59pm, Sunday
Complete interviews for Personalized Performance!
Read APPROPRIATE & complete quiz before class 3/22

**Looking Ahead… Monologue Performance**

**WEEK 9 - Monologues!**

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<tr>
<th>March 22</th>
<th>March 24</th>
<th>March 26</th>
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<tr>
<td><strong>ONLINE:</strong> Discuss APPROPRIATE &amp; Intro to In-Class &amp; Long Distance Scenes</td>
<td><strong>IN-PERSON:</strong> Monologues Performed</td>
<td><strong>ONLINE:</strong> Monologues Performed</td>
</tr>
</tbody>
</table>

**ASSIGNMENT:** Discussion/Process Report due by 11:59pm, Sunday
Work on Personalized Performances (due Oct 22)
Attend FACING OUR TRUTH 3/25-3/28
Start your Scene Search!

**Looking Ahead… Performing for one!**

**WEEK 10 - Personalized Performance & Respecting Your Audience**

<table>
<thead>
<tr>
<th>March 29</th>
<th>March 31</th>
<th>April 2</th>
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<tbody>
<tr>
<td><strong>ONLINE:</strong> Catching up…</td>
<td><strong>IN-PERSON/ONLINE:</strong> Personalized Performances due</td>
<td><strong>ONLINE:</strong> Guest Artist</td>
</tr>
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**ASSIGNMENT:** Discussion/Process Report due by 11:59pm, Sunday
Scene Search! Selected Scenes Due 4/9

**Looking Ahead… Scenes!**
### WEEK 11 - Making a Scene

<table>
<thead>
<tr>
<th>April 5</th>
<th>April 7</th>
<th>April 9</th>
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<tbody>
<tr>
<td><strong>ONLINE:</strong> Improv &amp; Catching up</td>
<td><strong>IN-PERSON:</strong> Group Improv</td>
<td><strong>IN-PERSON:</strong> Intro to Meisner &amp; Repetition</td>
</tr>
</tbody>
</table>

Assignment: Discussion/Process Report due by 11:59pm, Sunday
Begin work on Given Circumstances/Subtext (Due 4/14)
Complete Meisner rehearsals BEFORE 3/14

**Looking Ahead… Rehearsal is Your Best Friend!**

### WEEK 12 - Rehearsal

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<thead>
<tr>
<th>April 12</th>
<th>April 14</th>
<th>April 16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ONLINE</strong> Group Improv</td>
<td><strong>ONLINE:</strong> Scenework Games</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Assignment: Discussion/Process Report due by 11:59pm, Sunday
Given Circumstances/Subtext (Due 4/14 in Canvas)
Read MR. BURNS: A POST ELECTRIC PLAY and complete quiz before class 4/19

**Looking Ahead… Rehearsal Makes Awesome!**

### WEEK 13 - Putting it all together…

<table>
<thead>
<tr>
<th>April 19</th>
<th>April 21</th>
<th>April 23</th>
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</thead>
<tbody>
<tr>
<td><strong>ONLINE:</strong> Discuss MR. BURNS: A POST ELECTRIC PLAY</td>
<td><strong>TBA:</strong> Checking in and Catching up!</td>
<td><strong>IN-PERSON:</strong> Scene Workshop</td>
</tr>
</tbody>
</table>

Assignment: Discussion/Process Report due by 11:59pm, Sunday
Finish up any CYOAA projects! They are due 4/28!

**Looking Ahead… Getting ready for performance!**

### WEEK 14 - Wrapping Up…

<table>
<thead>
<tr>
<th>April 26</th>
<th>April 28</th>
<th>April 30</th>
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</thead>
<tbody>
<tr>
<td><strong>IN-PERSON:</strong> Scene Workshop</td>
<td><strong>ONLINE:</strong> Scene Workshop</td>
<td><strong>ONLINE:</strong> Scene Workshop</td>
</tr>
</tbody>
</table>

Assignment: Discussion/Process Report due by 11:59pm, Sunday
Rehearse!
CYOAA project due via Canvas 4/28

**Looking Ahead… Rehearsing and More Rehearsing**

### WEEK 15 - Applause Time!

**FINAL:** watch Final scenes & CYOAA Projects together!
Turn in final self analysis via Canvas