

THFM-4137-001 (4 credit hours)

ADVANCED VOICE 1

Fall/Winter 2018/2019
M/W/F: 2:30-3:20 pm
Room 0T19

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Office Hours: M/W 12:30-1:30 & by app't

COURSE DESCRIPTION

This course covers anatomy and physiology of voice, which informs a progressive curriculum of embodied vocal skills including breath responsiveness, ease of phonation (vibration), forward placement of tone, resonance, range, freedom of articulation, and awareness of speech action. Other areas covered include vocal health/hygiene, application of voice work connected to thought/acting through various texts, and performance support and coaching. Students will explore their vocal habits and build a repertoire of vocal technique in studio classes, and will gain experience in applying new skills to their acting work in performance.

This course aims to:

1. help the actor recognize and identify personal strengths and challenges in his or her vocal and speech choices, as well as to develop a working method that encourages full and free vocal usage.
2. develop a level and quality of participation that nurtures a classroom environment conducive to personal growth and good work.
3. introduce the speaker to a variety of exercises that connect thought and impulse to a free range of vocal expressivity.
4. help the actor apply vocal technique to his/her acting work by connecting specificity of thought with impulse and action.

In addition to the above objectives, this course specifically aims to enable you to:

VOICE

- have a cognitive and experiential understanding of how the voice works physiologically
- have the knowledge to care for your voice, including how best to develop it (warm ups and ongoing development) and how to protect it
- express thoughts and emotion without tightening the body
- employ a forward placement of tone and have the ability to both isolate and blend various resonances.

TEXT AND LANGUAGE SKILLS

- The ability to delve into and understand the thoughts of a text, and to communicate them with specificity. This includes a knowledge of the structure of language and of various writing styles in prose and poetry.
- Knowledge of all of the tools of vocal communication (pitch, inflection, pause, volume, intensity, rate, duration, phrasing, etc) and a beginning ability to use these tools effectively.
- A growth in personal vocabulary and demonstration of clear language use for personal expression.

METHODS

- Daily warm-ups and exercises in voice and speech. You are responsible for knowing and **practicing** all the exercises learned in class. Good daily practice/review sessions outside of class, and detailed journal notes are essential to help you learn and receive full benefit from the exercises, and to help your body to learn these new patterns and ways of communicating.
- A class journal/notebook is required for daily notations. Make note of: exercises done in class that day, personal observations on progress, discoveries, and outside observations of vocal behaviour. Students are expected to complete the day's journal entry for homework.
- Students will hand in 5 Progress Reports each term, on a bi-weekly basis

TIME

Students are expected to come to class prepared and **ready to work when class begins**. This includes having fulfilled all personal requirements of eating and using the washroom. Exceptions will of course be made should the need arise, but **it is the expectation that students will remain present throughout the 50 minute class**. A bottle of water is highly encouraged, please drink freely!

EVALUATION**Fall Term**

Studio Work.....	15%
Voice Collage.....	10%
Application of voice/speech/text work to assigned texts (end of 2nd quarter).....	10%
Progress Reports (5 x 2%).....	10%
End of Term Process Paper.....	5%

Winter Term

Studio Work.....	15%
Application of voice/speech/text work in rehearsal and performance (Honours Production).....	10%
Application of voice/speech/text work to assigned text (end of 4th quarter).....	10%
Progress Reports (5 x 2%).....	10%
End of Term Process Paper.....	5%

Fall Term Advanced Voice 1

Week 1 Sep 5, 7		<i>Classes begin September 4</i>	-7 Word Story Assignment Handout -Sound Story Assignment Handout, -Voice Collage Assignment Handout -Personal Voice Paper Assignment Handout
	1	C/O What is voice work? 4 Stages of Learning (any new skill)	
Week 2 Sep 10, 12, 14	2	7 Word Story Presentations Voice Collage Assignment Intro	
	3	Personal Voice Papers Due , Picture Sharing	
	4	Experiencing How the Voice Works: Silence to Sound (Knight Thompson Speechwork)	
Week 3 Sep 17, 19, 21	5	Sound Story Presentations Continue Silence to Sound progression	
	6	Progress Report #1 Due Alignment and breath awareness	
	7	Breath Responsiveness and Breath Capacity	
Week 4 Sep 24, 26, 28	8	Breath into releasing voice	
	9	Breath work with partners	
	10	Jaw release: external release work	
Week 5 Oct 1, 3, 5	11	Jaw release: internal pterogoid muscle work	Texts for Q2 assigned
	12	Progress Report #2 Due Poem choice due SOVT Straw Phonation work (before & after)	
	13	Body, Breath, Voice: Partner work; spine	
Reading Week	14	Presentation of Voice Collage: 10%	
Week 6 Oct 15, 17, 19			Text memorization due date
	15	Text memorization due date Building a voice warm up (1)	
	16	Building a voice warm up (2)	
Week 7 Oct 22, 24, 26	17	Building a voice warm up (3)	
	18	Progress Report #3 Due Body, Breath, Voice: Partner work: releasing the head (1)	
	19	Body, Breath, Voice: Partner work: releasing the head (2)	
Week 8 Oct 29, 31, Nov 2	20	Body, Breath, Voice: Tongue root	
	21	Body, Breath, Voice: lips and face	
	22	Body, Breath, Voice: soft palate	
Week 9 Nov 5, 7, 9	23	Text Presentations (first pass)	
	24	Progress Report #4 Due Integrating voice & text	
	25	Integrating voice & text	
Week 10 Nov 12, 14, 16	26	Integrating voice & text	
	27	Text work (2 students per class)	
	28	Text work (2 students per class)	
Week 11 Nov 19, 21, 23	29	Text work (2 students per class)	
	30	Progress Report #5 Due Text work (2 students per class)	
	31	Text work (2 students per class)	
Week 12 Nov 26, 28, 30	32	Text work (2 students per class)	
	33	Voice Warm up, (4) Text Presentations	
	34	Voice Warm up, (4) Text Presentations	
Week 13 Dec 3	35	Voice Warm up, (4) Text Presentations	
	36	Term wrap up End of term process essay due	

Winter Term Advanced Voice 1

Week 1 Jan 7, 9, 11	1	(Rehearsals begin for 3 rd year show) Full Voice Warm up before rehearsal begins.	
	2	Voice gym (building stamina and flexibility)	
	3	Voice gym	
Week 2 Jan 14, 16, 18	4	Voice gym	
	5	Voice gym	
	6	Voice gym	
Week 3 Jan 21, 23, 25	7	Progress Report #6 Due Text work (what is the story of the play?)	
	8	Text work	
	9	Text work	
Week 4 Jan 28, 30, Feb 1	10	Text coaching support (scene work)	
	11	Text coaching support (scene work)	
	12	Text coaching support (scene work)	
Week 5 Feb 4, 6, 8	13	Progress Report #7 Due Text coaching support (scene work)	
	14	Text coaching support (scene work)	
	15	Breathing & Voicing the Space (Asper Theatre)	
Week 6 Feb 11, 13, 15 Performance Week	16	Text coaching (overflow)	
	17	Voice care and maintenance mid-run	
	18	Voice care and maintenance mid-run	
Reading Week Feb 18, 20, 22			
Week 7 Feb 25, 27, Mar 1	19	Progress Report #8 Due 3 rd year show post mortem Poem Package 1 due (5 poems) Reading texts aloud	
	20	Voice Gym	
	21	Knight Thompson Speechwork (experiential)	
Week 8 Mar 4, 6, 8	22	Poem Package 2 due (5 poems) Reading texts aloud	
	23	Voice Gym	
	24	Knight Thompson Speechwork (experiential)	
Week 9 Mar 11, 13, 15	25	Progress Report #9 Due Poem Package 3 due (5 poems) Reading texts aloud	
	26	Voice Gym	
	27	Knight Thompson Speechwork (experiential)	
Week 10 Mar 18, 20, 22	28	Poems chosen for Poetry Collage Exploring other texts in class	
	29	Voice Gym	
	30	Knight Thompson Speechwork (experiential)	
Week 11 Mar 25, 27, 29	31	Progress Report #10 Due Poetry Collage Offbook Exploring texts in class	
	32	Voice Gym	
	33	Knight Thompson Speechwork (experiential)	
Week 12 April 1, 3, 5	34	Poetry Collage Presentations (5 poems)	
	35	Poetry Collage Presentations (5 poems)	
	36	End of term wrap Process Essay Due	

WRITTEN WORK**Personal Voice Paper**

At the end of the first week of classes, you will write a "**Voice Paper**", detailing your vocal and physical history, a story of your voice. Please write in paragraph form, covering all of the following topics. (Do not write an introduction or conclusion, just launch into it!)

Write on the following topics (examples and guidelines follow in brackets):

1. Stages my voice has been through. (Only write about what you know about personally, and feel is significant. Don't talk about your voice as a baby: obviously you can't remember that.)
2. My voice-body: its joys, its tragedies (e.g. events, incidents, relationships, etc. that may have affected your voice-body).
3. People who have influenced my voice. ("Voices I love, hate, have imitated"— but *not* impersonations you can do!!)
4. How my body has influenced my voice (e.g. physical problems to be considered, acid reflux, food/eating challenges, allergies, breathing concerns).
5. Who/what are my "Shut Up" judges — your inner or outer critics that tell you you're not good enough. (You can also include people, incidents, environments or events that cause or have caused you to withhold your opinions, to "bite your tongue", to withdraw from conversation or arguments.)
6. Linguistic History: (What is your mother tongue, 2nd, 3rd language or dialect. If relevant, include cultural body language.)
7. Ways I have taken care of and misused my body and voice (For example: exercise/fitness, relaxation/stress, sleep/rest, smoking, drug/alcohol use/abuse, diet, singing/shouting/screaming, suppressing/forcing my voice, unrealistic goals for the body/voice—*this is not a check list!*)
8. Observations or comments other people have made about my voice.
9. Observations that I have made about my voice, including assets & areas that I need to work on.
10. What I want from the voice training this year.
11. How writing this made me feel.
12. Drawings of my present body & voice; drawings of my future body and voice (4 pictures each on its own piece of paper, in any 2 dimensional medium (e.g.: crayon, ink, pencil, charcoal, collage), on 8½ x 11 paper. **Do not staple together!** You will be displaying these to the class.

Papers must be 4-7 pages in length, typed, and printed. For this paper, *grammar and spelling will not be marked.*

Due date: Monday, September 10 at the beginning of class.

Progress Reports

You will write 10 bi-weekly "**Progress Reports**" (PRs). PRs will be handed in before midnight, via email, on the day they are due.

Progress Reports (PRs) are a means for student actors to share their process with the instructor. They are not a journal, but function as a condensation of ideas you gather in a journal or class notebook. (In other words, though I will not be collecting or grading a journal or notebook for voice class, you must have one. PRs should summarize your experience of the work explored in this course. Though it may include reflections on acting or rehearsal work outside of class related to voice, focusing on how this process is affecting you, that should be a minor aspect of your writing. Your *experience* of the classes, and your practice and preparation for those classes, is your primary focus. Do not describe the events which happened in class. In your notebook/journal keep track of all the exercises and experiences we do in class, so that you can slowly work towards a personal warm-up of your own. Though you must document what you did in your journal, in the PR you address how you were *affected* by the work—what happened for you.

As you take notes during or, more importantly, after class, make sure you include how the experiences made you feel, think, act or relate. Don't leave this until the night before the PR is due—it needs to be an ongoing process, connected to the class, not a foggy recollection of what we did two weeks ago. Make it a daily habit that, as part of the end of every class and practice session, you take a few moments to write in your notebook what you did, noticed and felt. You can also create a running PR document that you add points to at the end of every day, so that you end up with lots of notes when it comes time to finalize your PR at the end of 2 weeks.

Each PR features four sections: ***Follow-up, Discoveries, Issues and Plans.***

In the ***Follow-up*** section, you review your plans from the previous PR and evaluate how well you did. Was your plan reasonable, did you do what you said you would, were you accountable to someone or something? was it a good plan—detailed enough, specific enough? (This section is skipped in the first PR of each semester.)

In your ***Discoveries*** section, you list developments in your personal process, your understanding, your skills, and you discuss how these developments relate to the underlying concepts of the course material. For example: "It's more natural to let sound out without force, which made me forget about the physical act of breathing."

The ***Issues*** section allows you to define problem areas, questions or frustrations in your work and to attempt to specify the "why's" and "how's" of those struggles. For example, "I struggled to stand still in the first exercise—it required so much concentration. Why do I always stand out of alignment?" Take care to theorize about answers to questions (e.g. "I think part of why I struggle with breath in my belly is because I'm self-conscious of that part of my body.") You might not yet know the answer, but postulating a possibility is important and helpful.

In ***Plans*** you define strategies for what, *specifically*, you need to work on next. It must be plan of action that you can actually DO, not just a general goal. This is often the most confusing aspect of PR's for those unaccustomed to writing them, and might be better titled "***What am I going to do about it...***" Your plans should be concrete, suggesting detailed, practical methods for you to address the issues that you confront in and outside of class. Even if we are finishing a unit, and won't be going back to that area in this course, please plan as *if* you were to continue. You are training as an artist; this process is on a continuum. If you feel that you don't yet know how to fix a problem, then you should theorize about possible ways the difficulty might be resolved. For example, "I plan on taking up more space. This can be done physically and vocally, but also by my asking more questions, as well as sharing my experiences within class."

Please do not make it so that Discoveries, Issues and Plans are all directly linked. "I *discovered* pain in my back when doing exercise x; I have an *issue* with pain in my back; I *plan* to stretch my back so my back doesn't hurt next time I do exercise x." That might happen occasionally, but generally they should be separate—"I discovered I can trust my partner with my sounding; I am struggling with not locking my knees when I stand; I plan on exploring my poem as I walk on the treadmill each morning." Finally, do not write an introduction or conclusion—just dive into your Discoveries. Also, be sure to mark each section of your PR with an underlined subtitle: Follow-Up, Discoveries, Issues, and Plans.

PRs are to be written in the following format:

1. Put your name at the top and the title "Progress Report 1." No need to put your student number, the course number, my name, etc.
2. Write in point form, not paragraphs, though each point may have 2-4 sentences—aim to have lots of little things from specific classes, rehearsals or practice sessions, rather than big, general points from across many days. Each bullet point can be more than one sentence, but don't write huge long paragraphs—be succinct with your details!
3. Write frequently, almost like a journal, and date those point form entries with MMM-DD tags, e.g. (SEP-05) would be today's tag. Put those at the start of each bullet.
4. For PRs 2 & 3, the sections will be different, those two PRS will have a section named "Follow-up", where I'd like you to address the plans you made in your most recent PR. Do not put a "Follow-up" section in your first PR.
5. Half a page for Follow-up, a page at most for Discoveries, a page at most for Issues, ½ a page for Plans, so **3 pages total**.

On journals/notebooks: Writing can serve as a way to remember your process, clarify issues, celebrate discoveries and solutions, air your frustrations and embrace the work that you are doing in class and in your practice outside of class. Taking time at the end of class to get *something* down is essential, even if it is only a list of words, so that at the end of the day you can flesh it out further. Make plans for your **practice sessions**, and then document what happened in them. When circumstances cause you to miss a day, don't use that as an excuse to give up on the discipline. Come back to it, and try to find a means that works effectively for you. Point-form, drawings, flow charts, brain-storming are all methods that may be more efficient at some times than writing long paragraphs of narrative. Though asking classmates to help you remember the *events* that happened in a class where your notes are poor is ok, please don't collaborate on the PRs! This is a personal, private project. Own your experience! And don't enable people who ask you to help them.

Length: 3 pages, double-spaced, font no larger than 12 pt. Please use a serif font.

PRs must be submitted electronically, with the following file name format:

lastname_firstname_PR1.docx —(if I was submitting my third PR, that would be vickers_shannon_PR3.docx.) Files submitted that do not adhere to this format will be returned.

Due dates: By midnight on the following Mondays: Sep17, Oct 1, Oct 22, Nov 5, Nov 19, Jan 21, Feb 4, Feb 25, March 11, March 25. Please submit your PRs by email to vickers.shannon@gmail.com

NOTES FOR PERFORMANCE COURSES

Rehearsals for final presentations and public exercises are scheduled well in advance; students must arrange their university and work schedules so as not to conflict with them. Students must attend **ALL** scheduled rehearsals.

Any student who repeatedly misses rehearsals, comes late, or fails to rehearse adequately will be asked to withdraw from the course (see Attendance note, above).

As many of our classes are physical in nature, students are asked to wear comfortable clothing.

Outdoor footwear **must be removed** before entering **ANY** of the Studios: **0T09** (Concourse Studio), **0T19** (Mime Lab), **1T15** (Theatre), **2T05** (2nd Floor Studio), **2T15** (Movement Studio). We suggest you bring suitable dance shoes or slippers to wear in class. Your professors will monitor and enforce this regulation in order to preserve the integrity of the special flooring in these rooms. Please respect this rule.

Student actors, like professionals, are expected to provide their own basic makeup supplies where required for public exercises. Due to the potential for the transmission of skin diseases it is not recommended that students share makeup.

Senior acting students scheduled to perform in a departmental public exercise are asked not to modify their hair colour or style without first checking with the instructor/director.

Students who bring props, costumes, or furnishings to support scene presentations please note:

- the University will **NOT** be responsible for the loss of any such materials;
- students are responsible for the **IMMEDIATE** removal of such materials after **EACH** use – the department does not provide storage;
- materials not claimed **WILL BE DISPOSED OF** at the student's expense. Grades may be withheld until such costs are recovered;
- **students MUST NOT move existing furnishings from their current locations.**

ATTENDANCE AND LATENESS (for 2nd- through 4th-year Performance classes)

Given that this is a practical studio course, extensive participation and professionalism are required. As a result, punctuality and attendance at class and at out-of-class rehearsals are of the utmost importance. Unexcused absences from lectures, labs, or rehearsals will be penalized at a rate of 2% per instance. Unexcused lateness for lectures, labs, or rehearsals will be penalized at a rate of 1% per instance. Attendance and punctuality will be recorded at the beginning of every class. After a **THIRD** late or absence, the instructor will schedule a meeting with the student to discuss withdrawal from the course. After a **FIFTH** unexcused absence the student will be required to meet with the Chair of the department to discuss withdrawal from the course.

In performance courses in which casts rehearse a show, unexcused lateness and absence will not be tolerated and may result in the recasting of your role after **ONE** incident.

Excused absences or lates require a medical note or prior arrangement with the instructor. It is at the instructor's discretion whether or not to excuse a non-medical absence. After **FIVE** excused absences the student will be required to meet with the Instructor to discuss whether it is realistic for him/her to continue in the course.

Given the rigorous, practical nature of studio courses, and the demands these courses make in terms of attendance and punctuality, students with chronic medical conditions that require extensive absence should meet with the instructor at the beginning of the term to discuss whether the course is appropriate for them.

"THE REAL THING" LECTURE SERIES

The Department of Theatre and Film is presenting a series of six lectures which will be held on Wednesdays during the free period (12:30-13:20) in Theatre 1T15. Please note the dates in your diary **NOW**: Sept 19th (Donna-Michelle St. Bernard, playwright and arts administrator), Oct 17th, Nov 14th, Jan 16th, Feb 27th, Mar 13th. This series will feature speakers from a range of areas in the performing arts: technical, performance, design, management, film, directing, playwriting, etc. These speakers will specifically address issues related to "the business of the business."

Attendance at **ALL** lectures is **MANDATORY** for **ALL Honours students in Theatre (4000-level courses, all areas), as well as students in: THFM-3101 Acting III: General, THFM-3201 Styles in Design, and THFM-3801 Production II**. Penalties for absence may be assigned by individual instructors.

Attendance for potential Theatre Honours/Majors and for Film Majors is optional but highly recommended.

HEALTH AND ACCESSIBILITY SERVICES

Life happens to everyone. If you are experiencing a crisis in your life, or if you have a physical or mental health issue, communicate with your Professor or Accessibility Services – let us know so we can provide support or direct you to those who can. The earlier we know, the earlier we can discuss what resources might be available. Students with documented disabilities, or temporary or chronic medical conditions requiring academic accommodations for tests/exams/presentations (e.g., private space or more time) or during lectures/labs (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 204-786-9771 or accessibilityservices@uwinnipeg.ca to discuss appropriate options. All information about a student's disability or medical condition remains confidential. If you are registered with Accessibility Services, do not assume that Accessibility Services (AS) has informed your instructor that you have registered with them. <http://www.uwinnipeg.ca/accessibility>

2018 ORIENTATION ASSEMBLY

Each year in September we hold an *Orientation Assembly* to welcome students to the new term, introduce our new students to faculty and other students; provide information about the department, its various activities and those of its professors; and deliver news about what's coming up. This year our *Orientation Assembly* will be held on **Monday, September 10, 2018, 12:30-13:20 in Theatre, 1T15. ATTENDANCE IS COMPULSORY** for all Majors and Honours students. Those considering Honours are strongly recommended to attend. All others are welcome and encouraged to attend.

TAFSA

All students enrolled in at least one theatre or film class are automatically members of TAFSA, the Theatre and Film Students' Association, which plans a number of exciting activities each academic year. We are looking forward to regular **Performance Jams** and **Socials** as well as **DioFest** (a new play festival featuring student written and produced plays), and the very popular **24/7 Event** during which students move into our building and several plays are written, rehearsed, produced, and presented – all in a period of 24 hours! Please join TAFSA to find out more at its organizational meeting, tentatively scheduled for Mon Sept 17, 12:30-1:20 pm, Room 0T10. This is a great opportunity for students to connect with other like-minded people and a way to get involved in the department events.

BUILDING SECURITY

The Asper Centre for Theatre and Film (home to the Department of Theatre and Film) is open from 8:00 am and 5:30 pm weekdays only. Students are permitted to be in the building between 8:00 am and 10:00 pm seven days per week (except statutory holidays when the University is closed) **BUT PLEASE NOTE:** outside of regular building hours, it is **MANDATORY** that everyone in the building **EITHER** carry an access card **OR** have a booking confirmation form in their possession (hard copy or electronic). **ALL EVENING STUDENTS in the building for classes MUST have an access card.** If a Security Guard checks and you do not have proper accreditation, **you may be evicted.**

These rules are in place to protect our students and our equipment; please respect them.

ELECTRONIC COURSE OUTLINE ADDENDA

Students must check our website at <http://uwinnipeg.ca/theatre-film> and read the menu items called *Fire Safety Instructions in the Asper Centre for Theatre and Film*, *Access Card/Building Use Policy* **AND** *Room Booking Instructions*. The link to the electronic *Online Room Booking Form* is also found at this location. Please read and note all instructions carefully.

GENERAL NOTES

This course outline should be considered a guideline only. Time constraints and other unforeseen factors may require that some topics be omitted or covered in less detail than indicated.

Archival records such as videotapes, sound recordings, and photographs may be made or taken during class or lab times. The University uses such materials primarily for archival, promotional, and teaching purposes. Promotional use may include display at open houses or conferences, or use in advertising, publicity, or brochures. In reading and accepting the terms in this course outline, students acknowledge consent for such use by the University. Should a student not wish to convey such consent, s/he should withdraw from this course immediately.

Cellular phones **MUST** be turned off during classes and examinations; texting is **NOT** permitted in class.

Any student attending a test or final examination may be required to present proof of identity; photo identification is preferred.

It is the student's responsibility to retain a photocopy or computer disk copy of **ALL** assignments submitted for grading; in the event of loss or theft, a duplicate copy is required.

Students are strongly advised to read the sections 8, 9, and 10 of the *Academic Calendar* for information on Academic Misconduct including plagiarism, and Appeals, (found on-line at: <http://www.uwinnipeg.ca/academics/calendar/docs/regulationsandpolicies.pdf>).

Students conducting research interviews, focus groups, surveys, or any other method of collecting data from any person, including a family member, must obtain the approval of the appropriate ethics committee before commencing data collection. Exceptions are research activities in class as a learning exercise. See <http://www.uwinnipeg.ca/research/human-ethics.html> for submission requirements and deadlines.

All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at www.uwinnipeg.ca/respect.

Students may choose not to attend classes or write examinations on holy days of their religion, but they must notify their instructors at least two weeks in advance. Instructors will then provide opportunity for students to make up work examinations without penalty. A list of religious holidays can be found at <http://uwinnipeg.ca/academics/calendar/docs/important-notes.pdf>

When it is necessary to cancel a class due to exceptional circumstances, instructors will make every effort to inform students via uwinnipeg email (and/or using the preferred form of communication, as designated by the instructor), as well as the Departmental Assistant and Chair/Dean so that class cancellation forms can be posted outside classrooms. ***Students are reminded that they have a responsibility to regularly check their uwinnipeg e-mail addresses to ensure timely receipt of correspondence from the university and/or their course instructors.***

FRIDAY, FEBRUARY 15, 2019 is the final date to withdraw without academic penalty from courses which begin September 4, 2018 and end April 5, 2019 (2018-19 Fall/Winter Term).

Please note that withdrawing before the VW date does not necessarily result in a fee refund.

STUDENT PARTICIPATION POLICY

Theatre is a communal art form in which a number of interdependent artists and crafts people cooperate to create a work of art. This fact is necessarily transferred to the learning situation, and is reflected in many of the Department's courses. Consequently, it is the Department's policy that students are required to: complete homework such as reading, line-learning, script analysis, prop lists, design drawings, etc.; attend classes; attend rehearsals both within and outside of class times; and, in short, to exhibit commitment towards the inevitably shared endeavours of our field of study.

Any student failing to fulfil these requirements is harmful to the progress of dedicated students and may, after due warning, be asked to withdraw from any individual Departmental course.

COURSE CONTENT NOTE

All Theatre and Film Classes

Dramatic Literature depicts a wide variety of human action, both elevated and base, public and private, physical and psychological, sexual and non-sexual, etc. The Department of Theatre and Film will not undertake to censor the subject matter of dramatic works.

Students who have concerns about dealing with the full range of content and style in drama/film are urged to discuss these concerns with the course instructor.

Performance-Related Classes

Much of an actor's work is based upon actual experiences of life which become translated into fictional circumstances. Because of this, the teaching of acting may involve encouraging the student to examine personal and even intimate areas of life to help him or her access life experiences appropriate to the demands of the work.

Dramatic literature depicts a wide range of human actions, both elevated and base, public and private, physical and psychological, sexual and non-sexual, etc. Acting students must learn to simulate life truthfully in interaction with other students in the safety of the acting class and the rehearsal hall through exercises, discussions, and directions which address rather than avoid truthful, particularized, personalized action.

Performance classes often require strenuous physical activity. Classes may also involve physical interaction between students as part of class exercises or character development and occasional physical contact by instructors for purposes such as the demonstration of a technique or to make a posture correction. Students are responsible for wearing clothing appropriate to these activities.

Students who have concerns about dealing with the full range of actions and subject matter involved in drama are urged to discuss these concerns with their course instructor.