

**Sul Ross State University**  
**THEA 1352 Acting 2**

Spring 2025  
T/Th 11:00AM - 12:50 PM  
FAB 105

Office hours Tues/Thurs 9:30 AM – 11:00 AM  
All other times by appointment  
Office: FAB 203B

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**Course Description**

Welcome to Acting 2!

The goals for this class are to create a safe place to grow and discover. Acting skills transfer to many other fields and communication is essential for every kind of job. ESPECIALLY one in the arts. Someone who can listen and effectively connect with anyone, is someone who can act. The goal of this class is to continue to grow your actor toolkit. The basics always remain the same: 1) Who are you? and 2) What do you need?

The skills of acting are listening, reacting, and expressing your character's wants and needs physically and vocally. In this course, we will explore and heighten our understanding of each of these skills. I want to encourage all of you to be brave and make mistakes. We must not limit ourselves in the quest for artistry and technique.

**Required Texts**

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The Art of Acting - Adler, Stella

A Challenge for the Actor - Hagen, Uta

**Materials Required:**

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- 1) A working Sul Ross e-mail account. You are required to check your Sul Ross email account daily.
- 2) A working Blackboard account.
- 3) Access to Digital Theatre + (use the SRSU Library Database)
- 4) A device used for viewing – preferably a computer or tablet. It's difficult to view recorded plays on a phone because the screen is so small. Do the best you can to access a computer or tablet.

## **Course Learning Objectives (CLOs)**

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- 1) Demonstrate a working vocabulary of terminology of acting
- 2) Demonstrate beginning mastery of acting – listening, reacting, and expression
- 3) Articulate the skills needed for a successful stage scene.
- 4) Evaluate and critique acting work from the standpoints of both art and craft.

## **Student Learning Outcomes** *The graduating student will:*

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Among other topics, students will:

SLO 1: The student will develop the ability to express themselves creatively through appropriate theatrical performance and/or design.

SLO 2: The student will develop the ability to employ analytical and critical thinking skills through directing, playwriting, theatre history and script analysis, to work creatively and collaboratively with actors and technicians in mounting laboratory theatrical productions.

SLO 3: The student will develop the ability to demonstrate and apply standard industry requirements to all aspects of technical production.

## **Marketable Skills (B.F.A. in Theatre)**

1. Students will acquire strong oral and written communication skills.
2. Students will acquire strong analytical skills.
3. Students will acquire strong teamwork and collaboration skills.

Through a combination of coursework and laboratory work, i.e., theatrical productions, our students will gain the opportunity to explore and develop all three program marketable skills. Specifically, students will learn how to analyze scripts, and communicate their findings via written assignments. They will also be encouraged to support their analysis orally through classroom discussion and their Comprehensive Oral Exam at the end of the senior year. Theatrical productions will provide the opportunity for actors and technicians to problem solve and work collaboratively developing strong teamwork skills.

## **Course Requirements**

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- 1) It is imperative to be on time, prepared, and focused for this class.
- 2) All written assignments will be graded for: 1) Clarity of response. Are responses clear and well-organized? 2) Thoroughness of response. Does the response answer the question completely? 3) Effective use of language. Did you use correct grammar, syntax, punctuation, and vocabulary? 4) Quality and relevance of supporting materials (i.e., examples or citations, if

- appropriate). Are the examples cited relevant to the question? If used, are citations credible and relevant to the question?
- 3) You must be off-book for all scenes and monologues!

## **Grading**

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Assignments are valued as follows:

1) Attendance	40%
2) Written Assignments	15%
3) Mid-term Scene	15%
4) Monologue	10%
5) Final Scene	20%

### **Grading Criteria:**

A = Exceptional. Demonstrates mastery of material beyond expectation. Professional quality of work. Highest level of scholarship.

B = Above average. Demonstrates mastery of material. Work is of better-than-expected quality, but not quite professional. High level of scholarship.

C = Average. Demonstrates proficiency with material. Work is of amateur quality. Ordinary level of scholarship.

D = Below Average. Less than proficient with material. Work shows errors, careless mistakes, or is just plain wrong. Poor scholarship

F – Failure. Material incomplete. Work grossly negligent or incomplete. No evidence of scholarship present.

### **ADA Statement**

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.



Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

### **24-Hour National Suicide Prevention Hotline: 988**

If you are a student, faculty, or staff of SRSU and you are in crisis (mental health), you should contact one of the following numbers: local emergency at 9-1-1, the National Suicide Prevention Hotline at 800-273-8255, SRSU police department (432-837-8101), or the local community mental health agency (PermiaCare, if in or around Alpine, at 432-837-3373).

### **Library**

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu/](#). Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](#) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as

InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

### **Tutoring Center**

The Lobo Den Tutoring Center offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

### **Important Information:**

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email [tutoring@sulross.edu](mailto:tutoring@sulross.edu) or call (432) 837-8726.

### **Looking for additional support?**

- **Tutor.com** offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- **Access Tutor.com via Blackboard:** Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

### **Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of

academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

### **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Supportive Statement**

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **Course Calendar**

*(Please note: this calendar is subject to change at instructor's discretion)*

<b>Week</b>	<b>Date</b>	<b>Game Plan</b>
<b>1</b>	<b>1/16</b>	1/16: Introductions and syllabus
<b>2</b>	<b>1/21 &amp; 1/23</b>	1/21: Activity Exercise 1/23: NO CLASS
<b>3</b>	<b>1/28 &amp; 1/30</b>	1/28: Listening exercises. 1/30: Listening exercises.
<b>4</b>	<b>2/4 &amp; 2/6</b>	2/4: Assign mid-term scenes. 2/6: Begin analyzing your scripts and scenes.
<b>5</b>	<b>2/11 &amp; 2/13</b>	2/11: Begin working mid-term scenes 2/13: Continue working mid-term scenes
<b>6</b>	<b>2/18 &amp; 2/20</b>	2/18: Continue working scenes. 2/20: Continue working scenes.
<b>7</b>	<b>2/25 &amp; 2/27</b>	2/25: Off-book for scenes. 2/27: Final day working scenes.

<b>8</b>	<b>3/4 &amp; 3/6</b>	3/4: Mid-term scene performances. 3/6: Begin monologue work.
<b>9</b>	<b>3/11 &amp; 3/13</b>	3/11: Continue monologue work. 3/13: Continue working monologues.
<b>10</b>	<b>3/18 &amp; 3/20</b>	Spring Break!
<b>11</b>	<b>3/25 &amp; 3/27</b>	3/25: Continue working monologues. 3/27: TBA (Possibly no class)
<b>12</b>	<b>4/1 &amp; 4/3</b>	4/1: Continue working monologues. 4/3: (Possibly no class)
<b>13</b>	<b>4/8 &amp; 4/10</b>	4/8: Final performance of monologues. 4/10: Assign final scenes.
<b>14</b>	<b>4/15 &amp; 4/17</b>	4/15: Begin working final scenes. 4/17: Continue working final scenes.
<b>15</b>	<b>4/22 &amp; 4/24</b>	4/22: Continue working final scenes. 4/24: Continue working final scenes.
<b>16</b>	<b>4/29</b>	4/29: Last day of class working final scenes. (Dead day is 5/1)



<b>17</b>	<b>May 2, 5-7</b>	<b>Final TBA-</b> You will turn in all paperwork and perform your final scenes.
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