



# SYLLABUS FOR PHYSICAL THEATER II

**1 Credit**

**THE1602-01-CL Physical Theater II**

**Fall 2022**

Instructor: Jessica López-Barkl, Associate Professor of Theater and Speech, Theater Program Director Instructor  
Phone: 845-434-5750 ext. 4218  
Instructor Email: [jbarkl@sunysullivan.edu](mailto:jbarkl@sunysullivan.edu)  
Office Hours: M/W/F 5-6 PM or by appointment via Zoom  
Course Format: Campus Learning, In-person  
Meeting Times/Location: Fridays 3-3:50 PM/E113 – Seelig Theatre  
Course Start Date: 9/7/22  
Course End Date: 12/16/22  
Last Day to Withdraw: 11/15/22 by 5 PM

## COURSE DESCRIPTION

In the second semester of this pedagogy, actors continue to deepen their experience with the first semester's work, moving from exploring new freedom and power into the intentional direction, specificity, and control. Actors learn how to use form, image, and technique to create and perform from pure inspiration.

## LEARNING OBJECTIVES

General Education Learning Outcomes 8 THE ARTS

Students will demonstrate:

1. Understanding of at least one principal form of artistic expression and the creative process inherent therein.

Upon completing this course, students will:

- Demonstrate improved ability to perform given tasks in the production of a live performance utilizing physical theater.
- Demonstrate an improved understanding of the given “tools/materials” used in the production of a live performance utilizing physical theater.
- Demonstrate an appreciation for the issue of responsibility/discipline necessary to create a successful live performance, no matter what element each individual is responsible for with physical theater.
- Demonstrate people skills necessary for effective ensemble work (teamwork) to occur.
- Experience a heightened sense of discovery.
- Develop and expand imagination and expression.
- Reduce self-consciousness and inhibition.
- Start to become aware of any unconscious limiting habits in physical theater.

## CO/PREREQUISITES

Prerequisite: THE1601 – Physical Theater I

## COURSE MATERIALS

- Access to a computer and the internet.
- Appropriate examples of what to wear for class/rehearsal: t-shirts, sweats, dance wear, running shorts, dance shoes, tennis shoes, hair tied back. Unsafe/inappropriate to wear: Clothes that don't fit or cover you well, high heels, skirts, dressy clothes, flip flops, hats, clunky shoes, boots, tight or ripped jeans, dangly jewelry, piercings that inhibit speech or free movement, baseball caps.

## TECHNOLOGY REQUIREMENTS

[Brightspace](#) (Digital Learning Environment) is where your course materials can be located.

Pulse – Mobile access to your Brightspace Classes. Download from your phone's Play or App Store. Choose the app from SUNY.

Brightspace Help – contact [ssinacore@sunysullivan.edu](mailto:ssinacore@sunysullivan.edu) or go to E006 for in-person help.

Campus Tech Support Phone: 845-434-5750 extension 4457

Campus Tech Support Email: [ithelpdesk@sunysullivan.edu](mailto:ithelpdesk@sunysullivan.edu)

## ACCESSIBILITY AND ACCOMMODATIONS

SUNY Sullivan values equity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or achievement, please notify the instructor as soon as possible. Students with disabilities are also welcome to contact [Lynn Leibowitz-Whitehead](#) (845-434-5750 ext 4328 or [lleibowitz-whitehead@sunysullivan.edu](mailto:lleibowitz-whitehead@sunysullivan.edu)) within The Department of Learning and Student Development to discuss a range of options to removing barriers in the course, including accommodations.

## REGULAR AND SUBSTANTIVE INTERACTION

As your instructor, I plan to interact and engage with you regularly throughout the term to support your learning. I will provide direct instruction related to the course's learning objectives, respond to your questions, grade and/or provide feedback on your submitted coursework, post regular announcements, and engage in the course discussion areas regarding academic course content when appropriate.

## COURSE EXPECTATIONS

### PARTICIPATION EXPECTATIONS

#### • DISCUSSIONS

- You will need to respond with college-level spelling and grammar. If you cite something, be sure to use MLA. (There is a tutorial available if you do not know how to cite...).

#### • JOURNALS

- Journal entries happen at the beginning and the ending of every class; they count for your attendance and participation. You will need to respond with college-level spelling and grammar. Please turn on Grammarly on your computer and your phone to help you be successful.

- Journals are due for every module; you must respond with college-level spelling and grammar. Turn on Grammarly on your phone and computer to help you be successful. You need to write about one thing you learned, one thing you can use in your theater career, and one thing you have questions about or you would like more information.

## • ASSIGNMENTS/PROJECTS

Assignments: There are 15 Weekly Journals, 15 Top of Class Journal Entries, and 15 End of Class Journal Entries.

Projects: You will have one final project that will be an ensemble/group project creating a modern fairy tale from WOMEN WHO RUN WITH THE WOLVES. These will be performed in class for your final exam.

## • READINGS/LECTURES

There are always readings/videos in every module to expand your understanding of the work we are doing in class. They are not mandatory to view, but they will help you grow in this work and help with your weekly journal entries.

## • QUIZZES/TESTS/ASSESSMENTS

- Your final exam is your Final Project: An ensemble/group project creating a modern fairy tale from WOMEN WHO RUN WITH THE WOLVES; this is a Performative Assessment.

## PARTICIPATION EXPECTATIONS

- Expectations for Journal assignments are located in the Journal section.
- Expectations for the Final Exam are in the rubric located in Brightspace.
- In regards to what you can expect from me as an instructor: You can expect that I will always utilize my one rule (The Golden Rule) to treat you as you would like to be treated, so...I will always attempt to have everything graded and commented upon within 2-3 days of its posting. I hated not knowing my grade or how I did for weeks on end, so...you won't receive that kind of treatment from me. I will always attempt to respond to any emails or questions within 24 hours of receiving them.

## FEEDBACK AND SUGGESTIONS

There is a Questions section in the Content area of the Learning Management System. Please create a thread for any questions you may have about the class. No question is a dumb question, and your fellow students may have the same one but are too afraid to ask.

## EVALUATION AND GRADING SCALE

Weekly Participation/Discussions (journal)	50%
Weekly Journal	40%
Final Presentation	10%

## Grade, Grade Points, & Numerical Equivalent

Grade	Grade Point	Numerical Equivalent
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A	4	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1	63-66
D-	0.67	60-62
F	0	0-59

## COURSE SCHEDULE

Week 1: Syllabus and begin Stage Combat Unit. Module 1 Journal and signed Prof/Student Contract/Syllabus due September 11, 2022.

Week 2: Continue learning Stage Combat. Module 2 Journal due September 18, 2022.

Week 3: Review Biomechanics Unit (Vsevolod Meyerhold). Module 3 Journal due September 25, 2022.

Week 4: Start Circus Techniques Unit. Module 4 Journal due October 2, 2022.

Week 5: Continue Circus Techniques Unit. Module 5 Journal is due October 9, 2022.

Week 6: Review Viewpoints Unit (Mary Overlie and Anne Bogart). Module 6 Journal is due October 16, 2022.

Week 7: Review Stillness Unit (Tadashi Suzuki). Module 7 Journal is due October 23, 2022.

Week 8: Neutral Mask Unit (Lecoq). Module 8 Journal is due October 30, 2022.

Week 9: Expressive Mask Unit (Lecoq). Module 9 Journal is due November 6, 2022.

Week 10: Learn to Stilt Walk. Module 10 Journal is due November 13, 2022.

Week 11: Continue to learn to stilt walk. Module 11 Journal is due November 20, 2022.

Week 12: Assign final projects begin exercises to work on them. Module 12 Journal is due December 4, 2022.

Week 13: Physical theater exercises to help the final project. Module 13 Journal is due December 11, 2022.

Week 14: Physical theater exercises to help the final project. Module 14 Journal is due December 18, 2022.

Week 15: Final project presentations. Final presentation video is due to the assignment link by December 11, 2020, and the Module 15 Journal is due December 21, 2022, by 5 PM.

## COURSE POLICIES

### LATE WORK/MAKE-UP POLICY

No late work is accepted.

### ONLINE ATTENDANCE POLICY

For online/remote learning classes, we assume that you will be checking in at least three times for each module (3 contact hours – class time and otherwise) in addition to at least 3 hours of work at home for the speeches or research. This will be obvious in the discussion forums. If you only check in at the beginning

of the module, then you will have a hard time catching up. Check-in by 9:30 AM on the first day of the module, check again a couple more days, and then the time during the last hours of the module.

The SUNY rules state that you need to complete an assignment in the module or email the instructor to be counted as "present" in the occurring module.

## NETIQUETTE

Please use this link to help you understand netiquette: <https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/>

## ADDITIONAL COURSE POLICIES AND PROCEDURES

## ACADEMIC INTEGRITY POLICY

Found on the college website at <https://sunysullivan.edu/academic-policies/>

## BASIC NEEDS STATEMENT

To learn effectively, you must have basic security: a roof over your head, a safe place to sleep, and enough food to eat. If you're having trouble with any of those things, please contact the Dean of Student Development Services at dean@sunysullivan.edu, or me. Together we can work to make sure those needs are met.

## NAMES & PRONOUNS

This institution recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. You are invited to share how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). I will do my best to address and refer to all students accordingly and will support you in doing so as well. In this classroom, we will respect and refer to people using the names and personal pronouns that they share.