**USC**School of
Dramatic Arts

**THTR 467 GOING VIRAL: Performance for New Media**
**Section: 63075R**
**Units: 2 Units**
**Fall—Mon,Wed—Time: 2-3:50pm**
**Location:** MCC 112

**Instructor: RODNEY TO**
**Office:** MCC Adjunct
**Office Hours:** by Appointment
**Contact:** rodneyto@usc.edu **/** (917) 445-1040 (cell)

## Course Description
A writing & performance course (partially online) for new media. Students will gain understanding of all areas of storytelling pertaining to self-created content for digital media and its various platforms.

## Learning Objectives
Through research, writing exercises, analysis, and self-created content assignments, students will gain practical and aesthetic knowledge of properly developing their work for digital media.

## Course Notes
Since this course is both practically and artistically based, grading will focus on quantitative and qualitative aspects of the curriculum and assignments; proficiency of course concepts, critical thinking, assignments, class participation, collaboration, deadlines, and attendance.

## Technological Proficiency and Hardware/Software Required
Students will need internet access and a working digital camera. Mobile phones or tablets are desirable for easy mobility and access (*see MOBILE DEVICES' POLICY*). Basic editing software, such as iMovie, is also preferred, but not necessary.

## Required Readings and Supplementary Materials
This is a program about digital media, therefore all coursework and assigned reading will be online and conferred throughout the semester.

## DESCRIPTION OF GRADING CRITERIA AND ASSESSMENT OF ASSIGNMENTS

## Participation:
Collaboration is essential in learning, exploring, developing, and refining all aspects of self-created content. **Therefore no absences or late arrivals will be allowed**. *Participation is weighted at no more than 15% as per University Guidelines.*

## Grading Breakdown

- Weekly video assignments: 5pts x 15 wks = 75pts***
- Final video project: 15pts
- Social Media participation: 5pts*
- Class participation: 5pts†

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Total: 100pts

***NOTE: Generally speaking, there will be 2 assignments given each week: one assigned after Monday's class, one on Wednesday. The purpose is to foster content. For "Monday assignments", the maximum score will be 2pts. For "Wednesday assignments", the maximum score will be 3pts. Therefore the highest total sum for weekly assignments in this case is 5pts. For weeks where there is one assignment given, the total score for that assignment will be 5pts. I will be grading each assignment based on clarity of concepts and execution and will be deducting accordingly.

* 5pts warrants *approximately* 75% (of the semester, including weekends) daily social media interaction/posting of videos, pics, stories, chat, etc.
* 4pts warrants *approximately* 50% (of the semester, including weekends) daily social media interaction/posting of videos, pics, stories, chat, etc.
* 3pts warrants *approximately* 25% (of the semester, including weekends) daily social media interaction/posting of videos, pics, stories, chat, etc.
* 2pts warrants *approximately* 10% (of the semester, including weekends) daily social media interaction/posting of videos, pics, stories, chat, etc.
* 1pt warrants *approximately* 5% or below (of the semester, including weekends) daily social media interaction/posting of videos, pics, stories, chat, etc.

† 5pts EXCELLENT participation. Demonstrates active, everyday engagement. Shows willingness & enthusiasm in discussions, class activity, and collaborations
† 4pts GOOD participation. Frequent active participation. Engaged, willing semi-regular participation in discussions, class activity, and collaborations
† 3pts AVERAGE participation.  Semi-regular, but active participation in discussions, class activity, and collaborations
† 2pts BELOW AVERAGE participation. Infrequent participation. Predominately passive and rarely demonstrates willingness to contribute to discussions, class activity, and collaborations
† 1pt POOR/INSUFFICIENT participation. Does not participate willingly. Extremely passive and lacks enthusiasm. Poor, if any, contribution to discussions, class activity, and collaborations

## Grading Scale

Course final grades will be determined using the following scale:

| | |
|---|---|
| A | 95-100 |
| A- | 90-94 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 and below |

Further Grading Notes:
- When the GPA falls between two grades, the final grade will be weighted toward the positive end of the scale for students with excellent in-class participation. Grades will be weighted towards the negative end of the scale for those with poor in-class participation.
- I am available to discuss work and progress at anytime.
- **LATE SUBMISSION POLICY: Assignments are expected to be completed by the due date & time. Assignments submitted 2 days after the due date will NOT BE ACCEPTED. For every day the assignment is late after the assignment is due, 0.5pts will be deducted from the assignment score.**

## Assignment Submission Policy

Most of the required assignments will be emailed to the instructor, uploaded to media, posted on class' *private* Facebook page, or as otherwise instructed. *See above Late Submission Policy.*

## Additional Policies

**All students should have Facebook, Instagram, and YouTube accounts (Twitter, SnapChat optional). All items posted shall be posted with the hashtag #GV17SDA**

**In-class Mobile Phone & Tablet Policy: This is tricky because clearly this course is dependent on content that students will be creating and learning from personal devices. That said, while in class, all devices are solely for those purposes ONLY. Any intentional use of your devices for non-class purposes (such as texting, emailing, viewing of non-class related materials, etc.) will negatively reflect your participation grade pts.**

## Course Schedule: A Weekly Breakdown ***SUBJECT TO CHANGE AS NEEDED. WILL NOTIFY OF ALL CHANGES***

|  | Topics/Daily Activities | Readings and Homework | Deliverable/ Due Dates |
|---|---|---|---|
| **Week 1**<br><br>**8/21** | Intro to course. "Intro to Digital Media" | Begin personal intro/ story on platform |  |
| **8/23** | Introduction to Storytelling | Continue personal intro/ story video | **Due 8/27** |

| Week 2 | | | |
|---|---|---|---|
| 8/28 | Storytelling/POV/ Themes | 1-2 min thematic vid | **Due 8/29** |
| 8/30 | Creativity in Media | 3 min "Passion" vid | **Due 9/3** |
| **Week 3** | | | |
| 9/4 | Labor Day/No Classes | | |
| 9/6 | Continue Storytelling/ Specificity | Facts questionnaire | **Due by 12 midnight,9/10 (to be emailed to Rodney)** |
| **Week 4** | | | |
| 9/11 | Demonstration videos & specificity | 1-2 min demonstration vid | **Due 9/12** |
| 9/13 | Styles: Testimonial/ Interview | 3 min Interview vid | **Due 9/17** |
| **Week 5** | | | |
| 9/18 | Interview analysis | (surprise interview assignment TBA) | **Due 9/19** |
| 9/20 | Intro to Formal Script Writing | Short script | **Due 9/25 (to be handed-in)** |
| **Week 6** | | | |
| 9/25 | Table read scripts & Analysis | Refine scripts | **Due 9/27** |
| 9/27 | Pitching content: Oral and Written | Written pitch report on previous assignment | **Due 10/2** |
| **Week 7** | | | |
| 10/2 | Branding & Platforms | (Platform research) | **Due 10/4** |
| 10/4 | (TBA - Possible Field Trip) | | |

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|---|---|---|---|
| **Week 8**<br><br>**10/9** | Viral video discussion | Analysis report: "viral" video of your choosing | **Due 10/10** |
| **10/11** | Collab projects begin | Brainstorm to pitch report | **Due 10/15** |
| **Week 9**<br><br>10/16 | Guest lecturer: Elements of Film | Shot list | **Due 10/18** |
| 10/18 | Continue shot list discussion | 2 person coverage vid | **Due 10/22** |
| **Week 10**<br><br>10/23 | Critical Analysis | Partner-up/Brainstorm #1 | |
| 10/25 | Partner pitches | Shoot partner vid project #1 | **Due 10/29** |
| **Week 11**<br><br>10/30 | Critical Analysis | Partner-up/Brainstorm #2 | |
| 11/1 | Partner pitches | Shoot partner vid project #2 | **Due 11/5** |
| **Week 12**<br><br>11/6 | Critical Analysis | Partner-up/Brainstorm #3 | |
| 11/8 | Partner pitches | Shoot partner vid project #3 | **Due 11/12** |
| **Week 13**<br><br>11/13 | Guest lecturer | | |
| 11/15 | Discuss Final Projects | Final Project research & pitch | **Due 11/19** |

| Week 14 | | | |
|---|---|---|---|
| 11/20 | Research analysis/ sizzle reel | 30 sec sizzle reel | **Due by 12NOON(!) on11/27** |
| 11/22 | (Thanksgiving Break) | (Thanksgiving Break) | **(Thanksgiving Break)** |
| **Week 15** | | | |
| 11/27 | • Content Fundraising<br>• Final project check-ins | Continue to work on Final Project | |
| 11/29 | Guest lecturer | Continue to work on Final Project | |
| **FINAL**<br>**week of 12/4** | **FINAL PROJECTS** | | **FINAL PROJECTS DUE BY FRIDAY, DECEMBER 8 NO LATER THAN 2PM!** |

# Statement on Academic Conduct and Support Systems

## Academic Conduct
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" https://policy.usc.edu/student/scampus/part-b. Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Discrimination, sexual assault, intimate partner violence, stalking, and harassment are prohibited by the university.  You are encouraged to report all incidents to the *Office of Equity and Diversity/Title IX Office* http://equity.usc.edu and/or to the *Department of Public Safety* http://dps.usc.edu. This is important for the health and safety of the whole USC community. Faculty and staff must report any information regarding an incident to the Title IX Coordinator who will provide outreach and information to the affected party. The sexual assault resource center webpage http://sarc.usc.edu fully describes reporting options. Relationship and Sexual Violence Services https://engemannshc.usc.edu/rsvp provides 24/7 confidential support.

## Support Systems

A number of USC's schools provide support for students who need help with scholarly writing.  Check with your advisor or program staff to find out more.  Students whose primary language is not English should check with the *American Language Institute* http://ali.usc.edu, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://dsp.usc.edu provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially  declared emergency makes travel to campus infeasible, *USC Emergency Information* http://emergency.usc.edu will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.