

## **THTR 333 Stage Management I**

**Units:**

**Fall 2017—Monday—Time: 10:00AM – 12:30PM**

**Location: PED 114E**

**Instructor: Scott Faris**

**Office: MCC 101D**

**Office Hours: by appointment**

**Contact Info:**

**Office: (213) 740-9449**

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### **Course Description**

Students will learn the basic skills of stage management. We will analyze the stage manager's responsibilities to each element of the production, department by department. (Script analysis, the prompt book, schedules, props lists, reading a ground plan, costume plots, electrics, audio, blocking notation, cueing technique, computer skills, maintaining rehearsal scripts, rehearsal and performance reports, etc.) The remaining class sessions will place these skills and tools in context and propose strategies for more effective stage management.

### **Learning Objectives**

Students will achieve familiarity and facility with the various forms of stage managerial paperwork and will begin through this introductory course to develop a technique of stage management that stresses rigorous planning, adaptability to changing circumstances, and effective leadership. Specific learning objectives include the ability to manage schedules, communication, and organization of space, people, materials and time needed to realize a theatrical production. They will gain a practical understanding of the relationships between a stage manager and all artistic and technical staff and the ability to facilitate communication among the members of the staff in day to day and emergency situations; they will create an abbreviated but working production prompt book, which accurately records all production details from actor movement to tracking of props, scenery, costumes and placement of all design cues.

**Prerequisite(s): THTR 131A**

**Co-Requisite (s):**

**Concurrent Enrollment:**

**Recommended Preparation: THTR 131A**

## **Technological Proficiency and Hardware/Software Required:**

Have own laptop plus familiarity with Word, Excel, iCal or Google Cal, if possible.

## **Required Readings and Supplementary Materials:**

- Textbook will be “The Back Stage Guide to Stage Management”, 3<sup>rd</sup> Edition, by Thomas A. Kelly

You are expected to bring your textbook with you to class. You are required to select at least one play script on which your homework and promptbook will be based. The play must be challenging for a stage manager – look for moderate to large casts, with costume changes, multiple scenes in multiple locations, many props, and ample opportunities for lighting and sound cues. You may choose the SDA play you’ve been assigned.

## **Description and Assessment of Assignments**

Attendance and Class Participation are very important. Asking questions and contributing to the conversation will result in an overall higher grade. All homework should be clean, clear, precise and well organized. All paperwork must be meticulously prepared on a computer unless otherwise specified. Paperwork must be original for this class. Do not recycle your old prompt books!

**FOR SDA Assignments:** Late homework will not be accepted for credit unless advance arrangements have been made with instructor or unless exceptional circumstances occur. If pre-approved by instructor, you may email assignments to [Scottfar@usc.edu](mailto:Scottfar@usc.edu). All emailed assignments must be in pdf format.

**FOR SDA GRADING CRITERIA:** Each assignment must be turned in on time and include the student’s name. Each assignment must also include the title of the document, the date, the issue number or version number as specified. All graphs must be complete, with appropriate borders. The student must check all spelling and syntax in every document. Points will be deducted for each instance the above criteria are not met. Instructor will describe all other requirements for paperwork in class when the assignment is made.

## Grading Breakdown

Assignment	Points	% of Grade
Class Participation		10
Homework		20
Midterm Examination		20
Final Examination		25
Prompt Book		25
<b>TOTAL</b>	0	100

## Grading Scale (Example)

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

## Assignment Submission Policy

Late home work will not be accepted for credit unless advance arrangements have been made with Instructor or unless exceptional circumstances occur. All paperwork must be meticulously prepared, on a computer unless specified otherwise. Paperwork must be original for this class.

## Class Participation

As punctuality is an essential component of good stage management, your prompt attendance at each class session is mandatory. If you must be late or absent, you are required to inform instructor prior to 10:00AM on the morning of the class. The telephone number and e-mail addresses are at the top of this syllabus. If you miss a class for whatever reason you are responsible for the material covered and the homework assigned.

**Field Trips:** Opportunities to visit local theaters will be announced throughout course.

**Course Schedule: A Weekly Breakdown**

	<b>Topics/Daily Activities</b>	<b>Readings and Homework</b>	<b>Deliverable/ Due Dates</b>
<b>Week 1</b> Aug 21	Introduction: Review class requirements  Discussion: <b>What is Stage Management.</b> <ul style="list-style-type: none"> <li>- Background</li> <li>- Career paths</li> </ul>	Purchase Tom Kelly's book – Production Stage Management Read: Chapter 1, "What Does a Stage Manager Do?"	<b>Reading must be completed by Aug 28</b> <b>Bring book to class on Aug 28</b>
<b>Week 2</b> Aug 28	Discuss reading assignment: qualities of a Stage Manager.  <b>Lecture:</b> <ul style="list-style-type: none"> <li>- <b>Discuss creative, production &amp; crew roles</b></li> <li>- <b>Prompt Book</b></li> </ul>	Read Tom Kelly: Chapter 2, Preproduction pp. 38-64  Choose your play from SDA productions and read script  Explanation of Prompt Book Assignment due Nov. 27	<b>Reading must be completed by Sept 11</b>
<b>Week 3</b> Sept 4	<b>Labor Day –</b> University Holiday		
<b>Week 4</b> Sept 11	Discuss reading assignment: staff/crew  <b>Review play choices</b>  <b>Lecture: Pre-production-</b> <b>The Prompt Book:</b> Begin creating a production book from the play you chose. Must include following: <ul style="list-style-type: none"> <li>- Cast list</li> <li>- Contacts</li> <li>- Calendar</li> <li>- Character/scene breakdown</li> </ul>	Read: Tom Kelly: Chapter 2, Preproduction pp. 64 - 77  Do production analysis of your chosen play.  Start your prompt book <b>(due at end of semester)</b>	<b>Reading must be completed by Sept 18</b>  <b>Prompt book will be due at end of semester but there will be weekly check-ups on your progress.</b>
<b>Week 5</b> Sept 18	Discuss reading: assignment: staff/crew  <b>Lecture: continue pre-production discussion</b>	Read Tom Kelly: Chapter 4, First Rehearsal pp. 88-103  Prepare to tape out ground plan on floor	<b>Reading must be completed by Sept 25</b>

	<p><b>Continue prompt book requirements:</b></p> <p>Plots:</p> <ul style="list-style-type: none"> <li>- Props</li> <li>- Costume</li> <li>- Scenic</li> <li>- Lighting</li> <li>- Sound</li> </ul>		
<p><b>Week 6</b> Sept 25</p>	<p>Review reading: 1<sup>st</sup> day</p> <p>Lecture: <b>Get ready for 1<sup>st</sup> day of rehearsal</b></p> <ul style="list-style-type: none"> <li>- Meetings with designers</li> <li>- Reading a ground plan.</li> <li>- SM's toolkit</li> </ul>	<p>Read Tom Kelly: Chapter 4, First Rehearsal pp. 103-124</p> <p>Get ground plan for your play from designer</p> <p>Plan taping the room</p> <p>Prepare a 1<sup>st</sup> rehearsal talk to actors</p>	<p><b>Reading must be completed by Oct 2</b></p>
<p><b>Week 7</b> Oct 2</p>	<p>Discuss reading: 1<sup>st</sup> day continued</p> <p>Lecture: <b>First day of rehearsal</b></p> <ul style="list-style-type: none"> <li>- Taping the room</li> <li>- Welcome letter</li> </ul> <p>"Talk to the actors"?</p> <p><b>Review for Midterm – ELS?</b></p>	<p>Discuss Midterm:</p>	<p><b>Reading must be completed by Oct 9</b></p>
<p><b>Week 8</b> Oct 9</p>	<p><b>Midterm</b> (Plan out taping of set &amp; multiple choice test)</p>	<p>Read Tom Kelly: Chapter 5, Rehearsals pp. 126 - 141</p>	<p><b>Reading must be completed by Oct 16</b></p>
<p><b>Week 9</b> Oct 16</p>	<p>Discuss Midterm: preparing for rehearsals</p> <p>Lecture:</p> <p><b>Running rehearsals:</b></p> <ul style="list-style-type: none"> <li>- Daily schedule</li> <li>- Blocking notation</li> <li>- Rehearsal reports</li> <li>- Production meetings</li> </ul>	<p>Read Tom Kelly: Chapter 5, Rehearsals pp. 142 - 174</p>	<p><b>Reading must be completed by Oct 23</b></p>

<p><b>Week 10</b> Oct 23</p>	<p>Discuss reading: rehearsals continue...</p> <p>Lecture: <b>continue</b></p> <p><b>Running rehearsals:</b></p> <ul style="list-style-type: none"> <li>- Develop your calling script (prompt book)</li> <li>- Light cues</li> <li>- Sound cues</li> <li>- SFX</li> <li>- Consumables</li> </ul>	<p>Read Tom Kelly: Chapter 7, Load-in &amp; Technical Rehearsals, pp. 177 - 196</p>	<p><b>Reading must be completed by Oct 30</b></p>
<p><b>Week 11</b> Oct 30</p>	<p>Discuss reading: Rehearsals continue...</p> <p>Lecture: <b>Preparing for Tech rehearsals:</b></p> <p>Tech Schedule</p> <ul style="list-style-type: none"> <li>- Calling position</li> <li>- Cue lights?</li> <li>- Comms?</li> <li>- Cue sheets</li> </ul>	<p>Read Tom Kelly: Chapter 7, Load-in &amp; Technical Rehearsals, pp. 196 - 208</p>	<p><b>Reading must be completed by Nov 6</b></p>
<p><b>Week 12</b> Nov 6</p>	<p>Discuss reading:</p> <p>Lecture: <b>continue</b></p> <p><b>Tech rehearsals:</b></p> <p>Distribute cue sheets:</p> <ul style="list-style-type: none"> <li>- Scenic</li> <li>- Props</li> <li>- Sound</li> <li>- Lights</li> <li>- Wardrobe w/entrance &amp; exits, quick-changes, etc.</li> <li>- Running order for cast</li> </ul>	<p><b>Continue work on prompt book</b></p>	

<b>Week 13</b> Nov 13	Discuss reading  Lecture: <b>running the tech:</b> <ul style="list-style-type: none"> <li>- Starting!</li> <li>- Breaks</li> <li>- Goals</li> </ul>	Read Tom Kelly: Chapter 8, Previews & Opening	<b>Reading must be completed by Nov 20</b>
<b>Week 14</b> Nov 20	Discuss reading Lecture: <b>Calling the show</b> <ul style="list-style-type: none"> <li>- Show reports</li> <li>- Timings</li> <li>- Note sessions</li> </ul> <b>Review Prompt book materials.</b>	Read: TBD	
<b>Week 15</b> Nov 27	Discussion: <b>TBD</b>  <b>Prompt Books Due!</b>		
<b>FINAL</b> TBD	<b>Final exam</b>		Date: For the date and time of the final for this class, consult the USC <i>Schedule of Classes</i> at <a href="http://www.usc.edu/soc">www.usc.edu/soc</a> .

### 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.