THTR 427 Auditioning for Film, Television and New Media (63126)

Term: Spring 2019
Day/Time: Monday 2-5.20
Location: PED 207
Instructor: Kate Burton, Professor of Theater Practice
Office: MCC 208
Office Hours: By appointment
Contacts: burtonk@usc.edu

Course Description/Learning Objectives/Midterm and Final Exam: The aim of this course is to prepare you to successfully audition for film, television and new media. We will read a screenplay together to get started then choose scenes from that initial screenplay. We will discuss determining what your "type" is and will choose scenes based on that determination. We will work on how to prepare scenes for an audition. We will discuss over preparing and underpreparing, what to do in a cold audition, how to dress and present yourself. We will create a mock audition experience (including what to do in a callback) working on scenes from this first script and perhaps some others. That will be the midterm. We will then work on audition scenes from other film and television scripts. Suggested writers are the Coen brothers, Richard Linklater, Kenneth Lonergan, Barry Jenkins, Aaron Sorkin, Jordan Peele, Tina Fey and Shonda Rhimes. I can provide scenes for you but you are welcome to provide them yourselves. We may choose two contrasting scenes that will show your range and we will create another set of "tapes". These will be the final. I will be catering the work to where you need to stretch and where you need to strengthen. The philosopher and statistician Malcolm Gladwell proffers the idea that it takes 10000 hours to master any one thing. In my career as an actress it took me at least that much time to feel comfortable in front of the camera. My training was in in the MFA program at Yale School of Drama in acting for the theater. It took me quite a few years to feel comfortable acting for the camera. My aim is to help you become comfortable and positive in your audition process for film, television and new media. You will benefit from your experience with quite a handful of professors here at USC who are dedicated to on camera instruction. I ask that you be on time. There will no unexcused absences. There is no required reading but it is always great to have read the full script of whatever scene you are working on. Devices may be used in class ONLY for class work. We meet once a week for almost three and a half hours and I will always take a good fifteen minute break in the middle. I expect to be prepared to work and to be "off book" by the second time we read your scene. I hope to get to everyone each class. By the end of the semester, you should have 3-5 scenes that you can use for your reel, and you will have the tools and the confidence in your abilities to successfully audition on camera.

Grading Policy

A	work of excellent quality
B	work of good quality
C	work of average quality
D	work of below average quality

Your grade is assessed according to

Class Work – 50%
Midterm – 25%
Final – 25%

Course Assignments & Class Schedule

WEEK	FIRST CLASS	SECOND CLASS
1	Table Read	Table Read
2	Table Read	Table Read
3	Scene Work	Scene Work
4	Scene Work	Scene Work
5	Scene Work	Scene Work
6	Scene Work	Scene Work
7	Scene Work	Scene Work
8	Scene Work	Scene Work
9	Scene Work	Scene Work
10	Scene Work	Scene Work
11	Scene Work	Scene Work
12	Run-thru	Run-thru
13	Run-thru	Run-thru
14	Run-thru	Run-thru

Attendance, Tardiness, Absences

We expect the highest level of commitment from you in your final year here at USC. Lateness is not tolerated without prior notice. Unexcused absences are not permitted. Communication with the instructor is essential in case of emergency or illness. Violation of these requirements will result in disciplinary measures.

Statement for Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Statement on Academic Integrity
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or http://scampus.usc.edu) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Statements 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 Section 11, Behavior Violating University Standards https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. 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, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

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://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students.
The Office of Disability Services and Programs
http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.htmlprovides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information*

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Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, the sexual assault resource center webpage sarc@usc.edu describes reporting options/ resources.

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Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

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