

Course Description

The mission of this class is to deepen the approach and method by which the actor moves towards artistry and excellence in performance through dedicated process, specific application and practice. Through analysis of the text from the actor's point of view (*What do I want? What do I want the other person to do? Etc.*) coupled with a focus of attention on the other actor(s), the aim will be to deepen the method by which one can *"live believably in the imaginary circumstances, with complete spontaneity and precise repeatability"*. Using American plays and theatre of the 20th Century, Post WW2 to 1970 in the genre of "realism", the course will require the rigorous, precise and practical application of the approach to acting that was initially developed for this period in theatre and continues to be the foundation of the contemporary actor's craft. The class will engage in the practice of specific and disciplined rehearsal methods and techniques, as well as the details of the actor's personal scene analysis and preparation "homework" and learn how to effectively apply that work in rehearsal and performance. Students will work on and present acting exercises and scenes and begin to practice a specific, repeatable, structured approach to effectively applying the actor's craft.

"It is my belief that acting is action, that action leads emotion and that character is the sum of the actions played" – Jack Rowe, USC SDA, emeritus professor

"...An organic transference of oneself to the role, the development of a new "I" who is alive in the world of the play, involves a creative process which is not a willy-nilly, loose way of working that depends solely on intuitive or elusive inspiration. On the contrary, it is a process which, however slow and painstaking, can be structured in an orderly way over which the actor has control, although no part of it is mechanical... It is a true challenge of one's diligence and one's talent. This process is to me like the drafting of a musical score in which the actor composes the character's theme, orchestrates it, defines the phrases, individual beats, and the arrangement of the notes he will eventually play with spontaneity at each performance, putting to use his finely honed inner and outer techniques." – Uta Hagen, *A Challenge for the Actor* © 1991, by Uta Hagen

"Remember that you are learning a craft, that you are presenting work for constructive criticism, not looking for approval or disapproval. Therefore, I ask you not to sit in judgment of your fellow actors. In order to benefit from their work, identify with their problems. When they make technical errors, ask yourself how often you make the same ones, and, when you hear the teachers' corrective answers, apply them to yourself. When something is convincing and involves (engages) you as a spectator, ask yourself how it was achieved and how you could accomplish the same reality. Then you will be learning during the entire session rather than just waiting for your turn to perform." – Uta Hagen, *A Challenge for the Actor* © 1991, by Uta Hagen

Learning Objectives

The deepening of the actor's craft through disciplined practice , active engagement, the experiential application of techniques explored in class, and the development of professional work habits.

By the end of this course students should understand and be able to demonstrate facility with the following:

- . Analysis of the text from the actor's point of view (*What do I want? What do I want the other person to do? Etc.*) coupled with a focus of attention on the other actor(s) and the clear demonstration of executing these concepts actively in prepared scene work
- . Definition and execution of strong intentions (objectives, actions) on stage.
- . Utilization of the rehearsal techniques practiced from " Rehearsing in the Zone" reflected in the in-class rehearsals and scene work presentations
- . Creation and completion of the actor's prompt book "score" and "actor's homework" and clear demonstration of utilizing this tool through incorporation and active application of that work in the in-class rehearsals and scene work
- . Creation and utilization of a strong, detailed environment for the character.
- . Employment of a variety of tactics / actions, while executing with clear objectives/ wants/intentions in prepared scene work.
- . Living believably in the imaginary circumstances as dictated by the playwright of the scene you are working on (coupled with the willingness to let go of "previous habits of performing and acting" and committing to the new methods of working proposed by the instructor and presented in the assigned reading for this course)

Prerequisite(s): THTR 101

Course Notes

- . In- Class Participation is 15% of grade. (See definition of participation in "Grading" on this syllabus)
- . Outside rehearsals are mandatory
- . If a scene scheduled to work in class for an in - class rehearsal or presentation is clearly under rehearsed or underprepared, you will be asked to sit down and will loose points for that assignment.
- . Scenes should be 100% off book, lines memorized by second " pass" of scene in class, or you will be asked to sit down and loose points for that assignment.
- . Use of cell phones in class will result in 10-point overall grade reduction for each incident – I will call you out in front of the entire class, so you have fair warning now. I use my phone to time working scenes, so you will see me utilizing my phone.

Required Readings and Supplementary Materials

A Challenge for the Actor, Uta Hagen, (in USC Bookstore and Amazon)

**Rehearsing in the Zone (second edition)*, Maria Cominis Glaudini (in USC Bookstore, or Kendall Hunt) * e-book also available at <https://he.kendallhunt.com/rehearsinginthezone>)

Mead style old school composition notebook for actors' prompt book and notes

Other Reading and supplementary materials:

Plays listed below , and various rubrics and guidelines/worksheets on Blackboard and provided as PDF.

Note: Additional plays may be suggested and assigned other than the ones listed below. Begin reading these plays NOW,

Picnic by William Inge

Bus Stop by William Inge

A Hatful of Rain by Michael Gazzo

Description and Assessment of Assignments

- Hagen Object Exercise and in-class rehearsals and presentations of scenes are expected to be specifically examined and fully rehearsed & prepared , with written homework component reflected in prompt book and incorporated into the work in the presentation. Clear demonstration of your own in-class observation of others working on the same exercises and approaches / techniques must be reflected in your in-class work and presentations . A clear demonstration of your understanding and application of what was learned in the experience of observing the class work of others is expected to be reflected in your own class work and presentations – this is a large factor in all grading assessments. You will learn by watching others work and being mentally present in class as much as you will learn by “doing” and presenting.
- In class participation is 15% of overall grade, (See definition of participation in “Grading” on this syllabus)
- Points for assignments: you will receive 75% = “C” of the allotted points per assignment if you present average work. Average work is defined as “ class material has generally been understood , but gaps in understanding and performance remain”.
- Credit will be given for any in-class exercise performed on or before the scheduled deadline, and in a manner that reflects thoroughness of preparation. This includes the utilization of props, costumes, and confident memorization of text.
- If a student is concerned about their grade or progress in class, they should make an appointment to discuss this with the professor. Midterm grades will reflect only a “satisfactory” or “unsatisfactory” score.

Grading Breakdown

Absences/Tardiness:

Learning in class depends on the layering of intellectual and emotional discovery resulting from the consistent active exploration of **100%** of the Ensemble **No absences or tardies are allowed.** **Cumulative active class participation points will be lost.** *Participation is weighted at no more than 15% as per University Guidelines*

Grading Policy:

Grades are not dictated by the success of acting presentations or the instructor’s subjective opinion of talent and artistic preference.

Grades are dictated by

- Participation, preparation, attendance
- Constructive feedback of classmates' acting presentations
- Willingness to experiment and apply the constructive feedback of instructor and students on one's own scenes, presentations, and exercises
- Meeting all assignment deadlines: reading, writing, acting
- Maintaining a clean organized readable "prompt book/journal" throughout the course handed in at end of course for grading, adhering specifically to guidelines provided
- Application and understanding of methods being explored in class and in reading, to scene work and exercises
- Scene and acting exercise preparation and presentation and memorization of lines
- Availability to fellow classmates to rehearse scenes

Note: *If a deadline is missed because of a classmate/ project partner's unavailability, the available partner/s will not be penalized. If problems arise, a discussion with the professor with all involved must be arranged before the day of the scheduled scene or everyone will be held equally accountable. BEFORE ANY SCENE MAY BE REHEARSED ON ITS FEET IN CLASS, THERE MUST BE A MINIMUM OF 2 HOURS OF OUTSIDE REHEARSAL. LINES MUST BE ACCURATELY MEMORIZED BY SECOND "ON FEET" IN-CLASS REHEARSAL (the first read in chairs not included here as an in-class rehearsal)*

Assessment of "Participation" 15% of the final grade is earned through class participation. This will be defined as:

- *Students are required to be present and on time for all classes and scheduled sessions unless they are genuinely too ill to attend or affected by unavoidable personal or external circumstances. If the student has more than 2 absences or late arrivals during the course they will not be able to fulfill their ability to fully participate in class. Additionally, students must keep the teacher informed of any absence or late arrival IN ADVANCE. Failure to do so also constitutes a lack of participation and points will be deducted.*
- *Printed copies of all scenes, monologues and play scripts must be brought to every class meeting. No electronic copies (laptops, tablets, phones) may be used in class. NO EXCEPTIONS.*
- *Appropriate rehearsal clothing and props for ALL EXERCISES AND IN CLASS REHEARSALS.*
- *Openness to new methods of working and eagerness to attempt them.*
- *In class active student analysis and commentary on text.*
- *Constructive feedback on classmates' acting presentations.*
- *Energized support of all classmates' work.*
- *Willingness to experiment and apply the constructive feedback of professor and fellow students on one's own work.*
- *Meeting all assignment deadlines.*
- *Memorization of assigned material.*
- *Availability to fellow classmates to rehearse outside class.*

Grades

Assignment	Points	% of Grade
Hagen Object Exercise	10	10
In - Class Rehearsal Scene #1 (applying "Zone" rehearsal technique)	10	10
MID- TERM Scene Presentation (Final presentation of Scene #1)	20	20
Completed prompt book / actor homework	15	15
In - Class Rehearsal Scene #2 (applying "Zone" rehearsal technique)	10	10
Final (Final presentation of Scene #2)	20	20
Cumulative Active Class Participation / Contribution	15	15
TOTAL	100	100

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

For all assignments points will be determined as follows:

100% - Excellent: clear understanding of the class material is coupled with original and creative insight and confident preparation

85% - Good: class material has been understood clearly and performed competently

75% - Average: class material has been generally understood, but gaps in understanding and performance remain

50% - Poor: there are identifiable gaps in the understanding of class material, as well as deficiencies in basic requirements such as memorization, blocking, etc.

0% - Unacceptable: work was not completed on time, with no communication with professor or student partners

Assignment Rubrics

Available on blackboard

Assignment Submission Policy

Written work due per schedule below

Grading Timeline

Per class schedule / at time of presentation of various graded assignments. If a student is concerned about their grade or progress in class, they should make an appointment to discuss this with the professor. Midterm grades will reflect only a "satisfactory" or "unsatisfactory" score.

Additional Policies

- Except for water, no food or drinks are allowed in class at any time.
- Please use restroom before class and during break, **do not interrupt the flow of class with leaving studio** unless for an emergency at which point you must inform instructor by raising hand and entire class will take the one 2-minute break at that time
- If you are outside the studio while class is in session for any reason **USE the window of the classroom to determine if work is happening on the floor and WAIT** until the work is finished to re-enter
- There is absolutely no technology allowed in the classroom. No cellphones, no computers. no texting , no social media – TURN THEM OFF AND PUT THEM AWAY
- Use of cell phones in class will result in 10-point overall grade reduction for each incident – I will call you out in front of the entire class - so you have fair warning now.
- All students must help with the set up and strike of every class
- Students must place all extraneous belongings, (backpacks, sweaters, jackets, skateboards, laptops, cell phones, etc.) in the designated corner of the classroom at the start of class
- Students must be in proper rehearsal clothes (whatever they may be and understand that they change throughout the semester) at the start of class. NO FLIP FLOPS unless the scene takes place at the beach. Wear appropriate footwear for the character and time period. Even **REHEARSING** a scene from an early American realism play in contemporary running sneakers or sandals is unacceptable.
- Please refrain from side comments and conversations with your classmates or distracting unfocused unprofessional behavior during class – you are expected to practice the focused respectful behavior displayed in the professional world and in keeping with the mature professional culture of SDA. Behave as an observing participant the way you would want the class to behave when you are on the floor working.

Course Schedule: A Weekly Breakdown

Week 1:

Tuesday 8/27

- Discuss student expectations, course goals, requirements, deadlines, required texts, reading, room set up and breakdown – phones and gear clear
- Warm up/ theatre games and exercises (name game , warm up / open gesture / Slava Exercises)
- **Due Wednesday 8/28 Homework:** Reading "**A Challenge for the Actor**" Uta Hagen, Prologue pg. xii through "Part One: The Actor " pg. 3 - 50 (Quiz Date TBA)

Thursday 8/29

- Review syllabus (please bring printed out hard copy)
- Warm-up, theatre games, acting exercises (name game, "master / slave", Slava exercises)
- In-class discussion of reading (participation expected as part of grade)

Thursday 8/29 (...continued..)

Weekend Homework / Due Tuesday 9/3 Homework:

- 1) Reading** "*A Challenge for the Actor*" Uta Hagen, "Part Two: The Human Techniques" Pages 53 - 128
- 2) Prepare a 2-3-minute monologue** from the genre we will be exploring; American Realism Post WW2 - 1970 for presentation in class (1945ish / 1950's – to 1970)

Week 2:

Tuesday 9/3

- Warm-up, theatre games, acting exercises
- In-class discussion of reading (participation expected as part of grade)
- Present Monologues

Thursday 9/5

- Warm-up, theatre games, acting exercises
- In-class discussion of reading (participation expected as part of grade)
- Present Monologues
- **Before / For Tuesday 9/10 -- Homework: Reading: "*A Challenge for the Actor*" Uta Hagen "Part Three: The Exercises", Pages 131 – 151 and Supplemental PDF (on Blackboard)**

Week 3:

Tuesday 9/10

- Warm-up, theatre games, acting exercises (m / s – Slava?)
- In-class discussion of reading (participation expected as part of grade)
- Present Monologues
- Discuss Hagen Studio Exercise "Destination"
- **HOMEWORK due for Thursday Class 9/12: Prepare Hagen Destination Exercise**

Thursday 9/12

- PRESENT Hagen Studio Exercise "Destination"
- HOMEWORK due for Monday 9/16: Reading " Rehearsing in the Zone" Pages: Introduction to Page 39

Week 4:

Tuesday 9/17

- Complete Hagen Studio Exercises
- In-class discussion of reading "Rehearsing in the Zone" (participation expected as part of grade)
- In- Class Workshop of Rehearsing in the Zone
- Scene assignments

Thursday 9/19

- Warm-up, acting exercises
 - Discuss Prompt Book/ Actor Homework, Review PDF Document guideline and example
 - First Scenes, First Read in Chairs
 - Homework: Read full play from which scene is chosen. Rehearse scene applying Rehearsing in the Zone methods. Work on prompt book per PDF guidelines provided
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Week 5:

Tuesday 9/24

- Warm-up, acting exercises
- First Scenes, First Read in Chairs
- Homework: Read full play from which scene is chosen. Rehearse scene applying Rehearsing in the Zone methods. Work on prompt book per PDF guidelines provided

Thursday 9/26

- Warm-up, acting exercises
 - First Scenes, IN CLASS REHEARSAL on feet - "Stop / Start" using Rehearsing in the Zone method.
 - Homework: Read full play from which scene is chosen, rehearse scenes using Rehearsing in the Zone method. Work on prompt book per PDF guidelines provided
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Week 6:

Tuesday 10/1

- Warm-up, acting exercises
- First Scenes, IN CLASS REHEARSAL on feet - "Stop / Start" using Rehearsing in the Zone method.
- Homework: Read full play from which scene is chosen, rehearse scenes using Rehearsing in the Zone method. Work on prompt book per PDF guidelines provided

Thursday 10/3

- Warm-up, acting exercises
 - First Scenes, IN CLASS REHEARSAL on feet - "Stop / Start" using Rehearsing in the Zone method.
 - Homework: Read full play from which scene is chosen, Rehearse scenes using Rehearsing in the Zone method. Work on prompt book per PDF guidelines provided
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Week 7:

Tuesday 10/8

- Warm-up, acting exercises
- First Pass of Scene 1 Presentation with notes / class feedback
- Homework: Read full play from which scene is chosen, Rehearse scenes using Rehearsing in the Zone method. Work on prompt book per PDF guidelines provided

Thursday 10/10

- Warm-up, acting exercises
 - First Pass of Scene 1 Presentation with notes / class feedback
 - Homework: Rehearse scenes incorporating in class notes and using Rehearsing in the Zone method. Work on prompt book per PDF guidelines provided
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Week 8:

Tuesday 10/15

- Warm-up, acting exercises
- First Pass of Scene 1 Presentation with notes / class feedback
- Homework: Rehearse scenes incorporating in class notes using Rehearsing in the Zone method. Work on prompt book per PDF guidelines provided

Week 8: (continued...)

Thursday 10/17 (NO CLASS – FALL BREAK)

Week 9 :

Tuesday 10/22

- Warm-up, acting exercises
- Final Presentation of Scene #1 **(MID-TERM)**
- Scene #2 , First Read in Chairs
- Homework: Read full play from which scene is chosen. Rehearse scene applying Rehearsing in the Zone methods. Work on prompt book per PDF guidelines provided

Thursday 10/24

- Warm-up, acting exercises
- Final Presentation of Scene #1 **(MID-TERM)**
- Scene #2 , First Read in Chairs
- Homework: Read full play from which scene is chosen. Rehearse scene applying Rehearsing in the Zone methods. Work on prompt book per PDF guidelines provided

Week 10

Tuesday 10/29

- Warm-up, acting exercises
- Scene #2 , First Read in Chairs
- Homework: Read full play from which scene is chosen. Rehearse scene applying Rehearsing in the Zone methods. Work on prompt book per PDF guidelines provided

Thursday 10/31

- Warm-up, acting exercises
- Scene # 2 , IN CLASS REHEARSAL on feet - “Stop / Start” using Rehearsing in the Zone method.
- Homework: Read full play from which scene is chosen, Rehearse scenes using Rehearsing in the Zone method. Work on prompt book per PDF guidelines provided

Week 11

Tuesday 11/5

- Warm-up, acting exercises
- Scene #2 , IN CLASS REHEARSAL on feet - “Stop / Start” using Rehearsing in the Zone method.
- Homework: Read full play from which scene is chosen, Rehearse scenes using Rehearsing in the Zone method. Work on prompt book per PDF guidelines provided

Thursday 11/7

- Warm-up, acting exercises
- Scene # 2 , IN CLASS REHEARSAL on feet - “Stop / Start” using Rehearsing in the Zone method.
- Homework: Read full play from which scene is chosen, Rehearse scenes using Rehearsing in the Zone method. Work on prompt book per PDF guidelines provided

Week 12

Tuesday 11/12:

- Warm-up, acting exercises
- Scene #2 s, IN CLASS REHEARSAL on feet - “Stop / Start” using Rehearsing in the Zone method.
- Homework: Read full play from which scene is chosen, Rehearse scenes using Rehearsing in the Zone method. Work on prompt book per PDF guidelines provided

Thursday 11/14

- First Pass of Scene 2 Presentation with notes
- Class feedback and constructive criticism
- Homework: Rehearse scenes using Rehearsing in the Zone method. Work on prompt book per PDF guidelines provided

Week 13

Tuesday 11/19

- First Pass of Scene 2 Presentation with notes
- Class feedback and constructive criticism
- Homework: Rehearse scenes using Rehearsing in the Zone method. Work on prompt book per PDF guidelines provided

Thursday 11/21

- First Pass of Scene 2 Presentation with notes
- Class feedback and constructive criticism
- Homework: Rehearse scenes using Rehearsing in the Zone method. Work on prompt book per PDF guidelines provided

Week 14

Tuesday 11/26

- First Pass of Scene 2 Presentation with notes
- Class feedback and constructive criticism
- Homework: Rehearse scenes using Rehearsing in the Zone method. Work on prompt book per PDF guidelines provided

Wednesday 11/27 (OFF THANKSGIVING BREAK)

Week 15

Tuesday 12/3

- Warm—up
- **Final** Presentation of Scene #2

Thursday 12/5

- Warm—up
- **Final** Presentation of Scene #2

FINAL DAY OF CLASS

Thursday, December 5, 2019

FINAL EXAM

Tuesday December 17th, 3pm-5pm. MCC 106

The Final is dictated by the creative process of the class so specifics will be discussed later in the semester.

EXTRA-CURRICULAR COMMITMENTS AND ISPS

Should you choose to participate in any extra-curricular project, such as an Independent Student Production, the SDA administration and faculty will not make allowances or exceptions for absences in class, missed or delayed assignments, home work that is required as preparation for class, or lack of participation in class resulting from your extra-curricular involvement.

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” policy.usc.edu/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>.

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 for DSP and contact information: (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

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. See the university’s site on Campus Safety and Emergency Preparedness.

Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu