

Location: Zoom Online - <https://usc.zoom.us/j/4350659968>

Instructor: Camille Thornton-Alson

Office: Zoom Online - <https://usc.zoom.us/j/4350659968>

Office Hours: Please email me and we will find a time to meet.

Contact Info: camille.thornton@usc.edu

Cell: 510-684-0805

I will reply to emails and calls within 48 hours.

Technical Difficulties:

If you are experiencing difficulties with Zoom or Blackboard please go to:

<https://keepteaching.usc.edu/get-help/>

Course Description:

Welcome to Introduction to Scene Study. This semester we will delve into what the actor's process is and what it means to develop your own process of character development. We will go through the steps needed to create a fully developed and well rounded character based on circumstances pulled from the playwright's text. You will learn how to apply text work to the emotional and physical life of the character and you will learn how to discover this through preparation and rehearsal. We will work on four plays this semester and explore the world of the play, how to connect to the world of the play as yourself and how to utilize text analysis to create your character. We will begin with a one act play in order to examine play structure and how to score and break down a script. We will then apply what you have learned in this process to partnered scene work from a variety of plays.

This is a letter grade class.

Learning Objectives:

By the end of this semester you will have a clear understanding of what your actor process is and what that means for you in terms of how you prepare for rehearsal and performance.

Required Readings:

*You can purchase these books online at Amazon (I will put links below for which edition to purchase) you can also go to scribd (<https://www.scribd.com/>) a site that has many plays uploaded there for a monthly fee. It is like Netflix. It is important that you have a way of making notations on your script - whether that be a printed scene or a play that is up to your preference.

***The Quadrangle* by Jon Jory**

This one act play will be posted in Blackboard for you to read and print.

***References to Salvador Dali Make Me Hot* by Jose Rivera**

Please purchase the play published by Broadway Play Purchasing Inc. The Amazon link is below.

https://www.amazon.com/References-Salvador-Dali-Make-Hot/dp/0881452009/ref=sr_1_1?crid=7ZR2YVQS3MX8&dchild=1&keywords=references+to+salvador+dali+make+me+hot&qid=1595621358&s=books&sprefix=References+to+Sa%2Cstripbooks%2C204&sr=1-1

***Stop Kiss* by Diana Son**

Please purchase the play published by Dramatists Play Services Inc. The Amazon link is below. This play is also on Scribd.

https://www.amazon.com/Stop-Kiss-Acting-Theater-Productions/dp/0822217317/ref=sr_1_1?crid=3DN9Y2NZHA4S9&dchild=1&keywords=stop+kiss+diana+son&qid=1596403883&sprefix=Stop+Kiss+by+Diana+%2Caps%2C210&sr=8-1

***Ruined* by Lynn Nottage**

Please purchase the TCG version of this play. The Amazon link is below. This play is also on Scribd.

<https://www.amazon.com/gp/huc/view.html?ie=UTF8&newItems=C3707fd18-64cd-40ec-882c-c88f53270f0d%2C1>

Assignments & Grading Breakdown:

Attendance:

Absences/Tardiness: It is important that you are on time and ready to work. This is an ensemble class and learning and growth within the class depend on every member of the class being present. Therefore, no tardies or absences are allowed. Attendance will be weighted at no more than 15% per University Guidelines.

Grades: Grades are based on effort, work and personal improvement as the semester progresses. Each individual will be working on different aspects of their actor process. It is this improvement that I am looking for when I grade your work. You will also be graded on your participation within the ensemble.

This includes:

- Memorization of lines
- Being ready to rehearse a scene
- Outside class character preparation
- Participation within the ensemble
- Taking notes in rehearsal and applying them to the scene
- Incorporating notes within a scene
- Listening and watching classmates

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

Grading Timeline:

Grades on assignments will be given the following week they are due. Specific grading rubrics will be given per the assignment. Feedback and notes on scenes will be given immediately.

Grading Points Breakdown:

- Table work on *The Quadrangle* Assignment: 5
- Preparation and performance for *The Quadrangle*: 5
- Table Work for *References to Salvador Dali Make Me Hot*: 5
- First scene presentations for *References to Salvador Dali Make Me Hot*: 5
- MID-TERM: Second and final scene presentations for *References to Salvador Dali Make Me Hot*: 20
- Table read and presentation of *Stop Kiss*: 5

- Table read and presentation of *Ruined*: 5
 - Preparation of Final Scene: 5
 - Rehearsal of Final Scene: 5
 - Performance of Final Scene: 20
 - Participation: 20
- Total Points Available : 100

*A breakdown of expectations on above assignments will be provided to you before the assignment is due so that you clearly understand what is needed to earn the full amount of points.

Grading Timeline:

Grades on the mid-term and final will be given the following week they are due. I will give you a grading rubric for each assignment. If you follow the guideline then you will receive the full amount of points.

Additional Policies:

Late assignments will not be accepted. We have a limited time together and it's important that you are ready to discuss and participate in every class. If there are extenuating circumstances then you can email me directly and we will discuss other options in determining your grade.

Zoom Etiquette:

1. Arrive a few minutes early so that we can start class exactly at 8:00 am.
2. Have all your materials ready and by you for class.
3. We will discuss a group break together when you can go to the bathroom.
4. Have water or something to drink but no eating.
5. No texting / private chats.
6. Depending on your internet service, please be on camera.
7. If you are having technical difficulties text me at 510-684-0805 to let me know.

Course Schedule: A Weekly Breakdown:

* The timeline of this class is subject to change depending on where and how the ensemble of the class approaches scene work. This also includes the material. If we need more time, on scene work, we will adjust the syllabus.

Week 1: Introduction

- Discuss Syllabus
- Discuss Class expectations/ what it means to rehearse/ rehearsal expectations/ what it means to know your lines
- Thrilling vs. Non Thrilling Acting
- Why structure is important to the creative process
- Process breakdown and how that applies to the actor

- Overview of terminology in acting and how it applies to text analysis

Homework: Read *The Quadrangle* this play will be posted on Blackboard. You must have this printed so that you can mark your script. If you are unable to do this then you must have a notebook that you can use in order to take notes about the analysis of the script in class.

Week 2 - 3: Table Read and Discussion and application of *The Quadrangle*

- How to discuss a play
- Application of text analysis to movement and the emotional life of the character.
- Acting vocabulary and how to break down a script
- Application to your actor process and character development.

Homework: Preparation of *The Quadrangle* to perform and assignments related to text work. TBD.

Week 4: Rehearsal of *The Quadrangle*

- Rehearsal
- Mix and match partners

Homework: Prepare for Final presentation of *The Quadrangle*

Week 5: Performance/ Mix & Match of *The Quadrangle*

- Performance of *The Quadrangle*
- Mix & Match

Homework: Read *References to Salvador Dali Make Me Hot*. Break into your assigned scene partners for discussion and prepare your presentation to the class for your scenes.

Week 6: Discussion of *References to Salvador Dali Make Me Hot*.

- Discussion and presentation
- Scene partners given.

Homework: Prepare with your scene partner for your presentation of *References to Salvador Dali Make Me Hot*.

Week 7: First Scene Presentations of *References to Salvador Dali Make Me Hot*

- Perform and receive notes

Homework: Incorporate your notes into the final scene presentation of *References to Salvador Dali Make Me Hot*.

Week 8 Mid-Term: Final presentation of *References to Salvador Dali Make Me Hot*.

- Final performance and notes for the individual actor.

Homework: Read *Stop Kiss*. Meet with your group and prepare a presentation based on a theme that jumped out at you. This can be something that you individually bring to the table and that you incorporate within your group or something your group decides.

Week 9: Discussion and table read of *Stop Kiss*

- Discussion and table read
- Presentations

Homework: Read *Ruined*. Meet with your group and prepare a presentation based on a theme that jumped out at you. This can be something that you individually bring to the table and that you incorporate within your group or something your group decides.

Week 10: Discussion and table read of *Ruined*

- Discussion and table read
- Presentations

Homework: Choose a play that you would like to work on for your final. Email me the play you would like to work on. Also, if there is a particular scene that jumped out at you let me know. I want you to work on something that you would be excited to work on.

Week 11: Defining Your Actor Process

- Defining your actor process
- Getting specific about how you rehearse
- Questions and observations on how you work and rehearse
- Scenes will be assigned for the final

Homework: Prepare your final scenes for the first round of presentations.

Week 12: Present your Final Scene

- First round of presentations.

Homework: Incorporate your notes into your next rehearsal.

Week 13: Round Two of Final Scene Presentation

- Second round of presentations.

Homework: Incorporate your notes for your final.

FINAL: Wednesday 8-10am

Congratulations YOU DID IT!

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