

### **Course Description**

This is a performance class. Whether you are a performance major or not, you will be expected to perform magic in front of people. You will be expected to learn and perform Close-up Magic and Stand-up Magic. Your performance will be expected to be theatrical as you will perform it from the point of view of either yourself, a character, or as part of a duo or trio ensemble. There will also be a focus on the history of magic from earliest historical representations of magic to present day.

### **Learning Objectives**

1. To learn the Skill of Magic! - Students will gain familiarity and ability with a variety of magic tricks including cards, coins, rubber bands, and other objects.
2. To present the Skill of Magic in the context of a character, presentation, and/or scenario. These scenarios will be solo, duo, or trios of performers and could be in a dramatic or comedic structure.
3. To learn about the History of Magic. We will be studying the book, *The Illustrated History of Magic* (hardcover Edition) by Milbourne and Maurine Christopher. You will be creating group presentations of certain chapters in front of the group about the different forms of magic, performers, and other historical aspects of the craft of magic.
4. To be able to risk failure in front of others and learn from it. Learning the Skill of Magic is hard. Learning to present magic in an authentic way is even harder. We

will fail in front of each other a lot this semester. “Ever tried. Ever failed. No matter. Try again. Fail again. Fail better.” - Samuel Beckett

**Prerequisite(s):** none

**Co-Requisite(s):** none

**Concurrent Enrollment:** none

**Recommended Preparation:** What was the first time you were exposed to magic? What was your reaction?

**Course Notes:** n/a

**Technological Proficiency and Hardware/Software Required**

n/a

**Required Readings and Supplementary Materials**

Required: *The Illustrated History of Magic (hardcopy Edition)* by Milbourne and Maurine Christopher (a .pdf version will be made available on the first day of class)

**Supplementary materials include:**

1. Two decks of standard poker deck playing cards. One red, one blue (or contrasting back designs/colors).
2. Magicians' close-up pad (11" x 16"). (optional)
3. Four half dollar size (1.2" diameter) or dollar size metal washers (1.5" diameter) (You can also bring four half dollar coins if you own or can find them)
4. 4- size 19 rubber bands
5. A magic wand (minimum 12" in length)
6. 6' cotton rope (Uday makes some great rope)

**Description and Assessment of Assignments**

1. Each class will be split into three sections: Performance/Show and Tell, Magic History, and Magic Tricks.

2. Most weeks (with some exceptions), one to three magic tricks will be taught in class. They will then be rehearsed over the following week and performed as a “show and tell” in the next class.
3. Practice Reports: You will be expected to practice 4 times a week for at least 20 mins each session. I will provide you with a Google Sheet Template to make a copy of and document your practice. I will request access to the sheets and will check in on them randomly throughout the term.
4. Each week you will be expected to read 1-2 chapters of the book: *The Illustrated History of Magic* followed by in class discussions. I will assign other reading throughout the semester as well, which will be made available through PDFs in the content section of Blackboard.
5. Performance Assignments: There will be four performance assignments/presentations: Solo, Duo/Trio, Group/Solo History Presentation, and The Final (which will be a performance).

### Grading Breakdown

Including the above assignments, students will be graded overall as follows

Assignment	Points	% of Grade
Participation	15	15
Practice Report	15	15
Assignment 1	20	20
Assignment 2	20	20
Historical Magic Presentation	10	10
Final Performance	20	20
<b>Total</b>	<b>100</b>	<b>100</b>

### 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

### Performance Assignment Rubrics

Assignment	Points	% of Grade
Point of view/Character	20	20
Scripting	20	20
Audience Engagement	20	20
Was it Magical?	20	20
Technique	20	20
<b>TOTAL</b>	<b>100</b>	<b>100</b>

### Assignment Submission Policy

You must be in class during the scheduled performances.

### Grading Timeline

Grades will be posted within a few days of the performance/presentation. You can always ask me about your grade before or after class.

### Sharing of course materials outside of the learning environment

USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment.

### *SCampus Section 11.12(B)*

*Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).*

### Course evaluation

Course evaluation occurs at the end of the semester university-wide. It is an important review of students' experience in the class. You should expect to receive an email update once the system has launched to provide your feedback on this course. In addition, you are always welcome to connect with me as the instructor to offer any feedback on the course.

### Additional Policies

Attire: Dress with the thought in mind that you will be getting up in front of the class to perform on a regular basis. Don't wear anything that would limit your movement physically or due to modesty.

### Course Schedule: Breakdown

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
<b>Week 1</b> 1/13	Discuss Syllabus Course Overview Warm-up Learn Technique	Practice the techniques taught in class	
<b>Week 2</b> 1/20	Warm-up Show and Tell Learn Technique/Effect Workshop	Read Chapters 1 - 2  Practice the techniques taught in class	
<b>Week 3</b> 1/27	Warm-up Book Discussion Show and Tell Learn Technique/Effect Workshop	Read Chapters 3 - 4  Practice the techniques taught in class	
<b>Week 4</b> 2/3	Warm-up Book Discussion Show and Tell Learn Technique/Effect Workshop	Read Chapters 5 - 6 to be discussed next week  Practice the techniques taught in class	<b>First Performance - Solo Cards</b>  <b>Deadline to Submit partner requests for Second Performance</b>
<b>Week 5</b> 2/10	Warm-up Book Discussion Show and Tell Learn Technique/Effect Workshop	Read Chapters 7 - 8 to be discussed next week  Practice the techniques taught in class	
<b>Week 6</b> 2/17	Warm-up Book Discussion Show and Tell Learn Technique/Effect Workshop	Read Chapters 9 - 10 to be discussed next week  Practice the techniques taught in class	
<b>Week 7</b> 2/24	Warm-up Book Discussion Show and Tell Learn Technique/Effect Workshop	Read Chapters 11 - 12 to be discussed next week  Practice the techniques taught in class	

<b>Week 8</b> 3/3	Warm-up Book Discussion Show and Tell Learn Technique/Effect Workshop	Read Chapters 13 - 14 to be discussed next week  Practice the techniques taught in class	
<b>Week 9</b> 3/10	Warm-up Book Discussion Show and Tell Learn Technique/Effect Workshop	Read Chapters 15 - 16 to be discussed next week  Practice the techniques taught in class	<b>Second Performance (mid terms) - Duo/Trio</b>  <b>Deadline to Submit Partner and Topic Requests for Magic History Presentation and Final Performance</b>
<b>Week 10</b> 3/17	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
<b>Week 11</b> 3/24	Warm-up Book Discussion Show and Tell Learn Technique/Effect Workshop	Read Chapter 19 to be discussed next week  Practice the techniques taught in class	
<b>Week 12</b> 3/31	Warm-up Book Discussion Show and Tell Learn Technique/Effect Workshop	Read Chapters 21 + 23 to be discussed next week  Practice the techniques taught in class	
<b>Week 13</b> 4/7	Warm-up Book Discussion Show and Tell Learn Technique/Effect Workshop	Begin/Continue to work on Magic History Presentation  Practice the techniques taught in class	
<b>Week 14</b> 4/14	Warm-up Book Discussion Show and Tell Learn Technique/Effect Workshop	Practice the techniques taught in class	
<b>Week 15</b> 4/21	Warm-up Show and Tell Learn Technique/Effect	Prep for final show	<b>Magic History Presentations - Solo or group</b>
<b>Week 16</b> 4/28	Warm-up Show and Tell Learn Technique/Effect	Final Show Dress Rehearsal	<b>LAST DAY OF CLASS</b>
<b>FINAL</b> 5/?			Date: For the date and time of the final for this class, consult the USC <i>Schedule of Classes</i> at <a href="http://classes.usc.edu">classes.usc.edu</a> .

### SDA PRODUCTIONS, ISPS, AND EXTRACURRICULAR ACTIVITIES

SDA productions, ISPs and Extracurricular Activities\* will not excuse you from any class work. There will be no exceptions made for absences in class, missed or delayed assignments, homework or lack of class participation

resulting from your involvement in any of the above. Your grade will reflect your work in this class, independent from work in any other class or activity.

\*Activities that have been officially sanctioned by the larger university (such as marching band, song girls, or varsity sports) are exempt. You must submit official documentation to your professor regarding your participation in an event prior to your absence.

## **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](http://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 Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. OSAS is located in GFS 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website for OSAS and contact information: (213) 740-0776 (Phone), (213) 814-4618 (Vidoe Phone), (213) 740-8216 (FAX) [ability@usc.edu](mailto: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.

\*\*\*

### **Equity, Diversity & Inclusion + Intimacy in Theater Consent Culture Statement:**

Through our pluralistic approach of diverse pedagogies, methodologies, ideologies, and modalities of artistic expression, we invite(engage) and challenge students to expand their breadth and depth of knowledge, complexity, and range of the human experience. Even though we nurture, guide, and challenge our students to embrace the unknown or unfamiliar and step outside of their comfort zones through storytelling/art, we aim to practice effective strategies and offer tools to students mindful of their physical, psychological, social, and emotional wellbeing. In alignment with professional and industry standards, we will integrate core principles and techniques of Intimacy in Theater and Building Cultures of Affirmative Consent. This will provide agency, offer resources and support to the teachers, students, directors, and staff to establish healthy boundaries of consent when working on material that is physically, intimately, or emotionally charged content in both the classroom and production.

\*\*\*

### **SDA Student Support & Reporting Form:**

To facilitate a supportive environment of accountability, SDA has created an internal system of reporting for students to address issues/concerns and to offer feedback or suggestions for improvement. This mechanism provides a pathway for reporting and offering feedback without fear of retaliation or judgment. Any submission filed through this form will be reviewed and processed accordingly through SDA Office of Equity, Diversity, and Inclusion.

To file a report, please visit: <https://bit.ly/SDAstudentreporting>

\*\*\*

### Support Systems:

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*  
[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

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

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

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

*Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298*  
[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*  
[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Student Accessibility Services - (213) 740-0776*  
<https://osas.usc.edu>

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Campus Support and Intervention - (213) 821-4710*  
[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*  
[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*  
[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*  
[dps.usc.edu](http://dps.usc.edu)



Non-emergency assistance or information.