

USC School of Dramatic Arts

THTR 454 (63163R)
DAY/TIME: Monday/Wednesday 9:00AM - 10:50 AM
LOCATION:
INSTRUCTOR: Lee Shallat Chemel
TITLE: Advanced Acting Shakespeare
OFFICE HOURS: App't via zoom/FaceTime or on campus
CONTACT: lchemel@usc.edu

Course Goal:

This class is structured to continue the work in THTR 354 of vocally shaping Shakespeare's text while going deeper into the work by developing the skills of character development and emotional depth. Toward this end, students will learn scenes from a history, a comedy and a tragedy in order to experience the different demands of these plays.

Specific Objectives:

From day one students will be called upon to read aloud and later perform memorized scenes.

Students will:

1. Review the technique of learning to shape text by finding "functional words" to make an argument.
2. Understand context and its application in playing an action.
3. Exercise the skill of playing an action in the scene work.
4. Discover the resources to achieve emotional depth while sustaining the technical shaping of the text.
5. Develop techniques for understanding and becoming the character.

Learning Objectives

A practical understanding of all that is described in the course overview plus the development of professional work habits

Prerequisite(s): THTR 354 or BADA

Grading Breakdown:

All assignments and presentations will be graded on a percentage (100 points) scale, which will then be converted into a letter grade.

Scale				
A+ 100 - 98	B+ 89 - 87	C+ 79 - 77	D+ 69 - 67	F 59 - 0
A 97 - 94	B 86 - 84	C 76 - 74	D 66 - 64	
A- 93 - 90	B- 83 - 80	C- 73 - 70	D- 63 - 60	

Assignment	% of Grade
In-class oral work	25%
Mid-term scene final	20%
In-class scene work	30%
Final scene presentation	25%
TOTAL	100%

Clarification of grading standards

In-class oral work & Text analysis

Students are expected to demonstrate in class, through reading aloud or performing assigned scenes, that they have diligently practiced and applied the techniques studied in each section.

Mid-term scene

Students should demonstrate growth in applying the techniques studied up to this point in the semester.

In-class scene work Students must demonstrate that they have rehearsed their scenes and applied all of the techniques learned in the speech and text work. They will be asked to demonstrate their homework by explicating and showing they have applied the techniques for achieving emotional truth in their acting.

Final scene presentation

The final scene is judged on the growth the student has made since the beginning of class work and the imagination and polish that is visible in the final presentation, including the staging, the vocal expressiveness, technical skill, and emotional truth.

Course Notes

Most of the assignments in this course are performance-related and presented during class time.

Homework includes text analysis, memorization, and later, rehearsal. There is little space for make-up work, so know that I will try to accommodate you when there is time, but you can't always depend on class performance time to be available to you. We can discuss alternatives if you have a very good excuse for missing an assignment.

- **Cell phones must be turned off in class** except for students with emergency situations discussed privately and approved by instructor, or when specifically requested for research or exercises.
- **Attendance in class is mandatory except in case of illness.** If you **must** miss class, please notify me **ahead of time**, in writing. **Three unexcused absences will surely impact your grade and require that we meet privately to discuss.**
- **Arrive on time.** Class begins on the hour. Habitual tardiness (more than three late arrivals) will impact your in-class oral work grade.
- **Email** Use my usc email, lchemel@usc.edu.

Required Texts:

**Any Complete Works, such as The Oxford Shakespeare
Edited by Jowett, Montgomery, Taylor, and Wells**

The hardback is forever; the paperback is relatively inexpensive.

**SHAKESPEARE'S WORDS: A Glossary and Language Companion
By David Crystal and Ben Crystal**

Session Dates

First day of classes:

Monday,

Last day of classes:

Study Days:

Semester ends:

Daily Work**Homework/Due Dates**

Week 1 Jan 8/10 <ul style="list-style-type: none"> • Intros and discussion of class content • Present a prepared speech • Go over “functional words” 	<ul style="list-style-type: none"> • Read MUCH ADO ABOUT NOTHING
Week 2 (No class Jan 15)/ Jan 17 <ul style="list-style-type: none"> • Discuss ADO • Assign first scene work from ADO • Read scene • Discuss intentions 	<ul style="list-style-type: none"> • Rehearse w scene partner • Begin memorizing
Week 3 Jan 22/24 <ul style="list-style-type: none"> • ADO scene work on your feet. 	<ul style="list-style-type: none"> • Rehearse w scene partner • Scenes memorized
Week 4 Jan 29/ 31 <ul style="list-style-type: none"> • ADO scenes performed 	<ul style="list-style-type: none"> • Read KING LEAR
Week 5 Feb 5/7 <ul style="list-style-type: none"> • Discuss LEAR • Assign LEAR scenes 	<ul style="list-style-type: none"> • work on LEAR text emphasizing emotions
Week 6 Feb 12 Rodney Cottier Masterclass Feb 14 <ul style="list-style-type: none"> • Read LEAR scenes showing understanding of text. 	<ul style="list-style-type: none"> • Rehearse LEAR w/ scene partner • Begin memorizing LEAR
Week 7 (Feb 19 no class)/ Feb 21 <ul style="list-style-type: none"> • Work LEAR scenes on your feet 	<ul style="list-style-type: none"> • Complete memorization of LEAR scene
Week 8 Feb 26/28 <ul style="list-style-type: none"> • Perform LEAR scenes 	<ul style="list-style-type: none"> • Read RICHARD III
Week 9 Mar 4/6 <ul style="list-style-type: none"> • Discuss RICH 3 • Assign RICH scenes 	<ul style="list-style-type: none"> • Do RICH scene text work emphasizing character • Work with scene partner
SPRING BREAK	
Week 10 Mar 18/20 <ul style="list-style-type: none"> • Reading RICH scenes 	<ul style="list-style-type: none"> • Work RICH with scene partner

Week 11 Mar 25/27 <ul style="list-style-type: none"> • Work RICH scenes 	<ul style="list-style-type: none"> • Memorize RICH scenes, working with scene partner
Week 12 Apr 1/3 <ul style="list-style-type: none"> • Perform RICH scenes • Assign extended monologues 	<ul style="list-style-type: none"> • text work on monologues
Week 13 Apr 8/10 <ul style="list-style-type: none"> • Make-up work • Read extended MONO 	<ul style="list-style-type: none"> • begin memorizing MONO
Week 14 Apr 15/17 <ul style="list-style-type: none"> • Work MONOs 	
Week 15 Apr 22/24 <ul style="list-style-type: none"> • Perform MONOS 	
Study Days – Apr 27-30 FINAL –	

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university’s mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow University guidelines. If you are feeling ill or if you have been exposed to someone with the virus, please NOTIFY ME and stay home to protect others. It will be your responsibility to continue to keep up with class notes and assignments but I can help.

To reduce the spread of COVID-19, USC recommends that face coverings (masks) be worn indoors including classrooms. In my classroom, masks are not required unless you have not been vaccinated. When reading or performing, it will be necessary to remove your mask. If that is a problem for anyone in the class, we can meet privately and find a solution.

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. 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 (Video Phone), (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.

Health and Participation in Class

You are expected to complete your Trojan Check screener daily and, as your instructor, I may ask you to show your daily screening in class. Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on Trojan Check. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I will ensure that you can continue to participate in class remotely so that your education is not disrupted.

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

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

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

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, 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

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

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

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, 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

Non-emergency assistance or information.