

USC School of Dramatic Arts

SDA #214B The Actor's Instrument: Voice and Body

Spring 2025 Tues, Thurs, and Fri 10 - 11:50 AM

Location: MCC 107 Units: 4

Instructors: **Laura Flanagan** (voice/speech)
Stephanie Shroyer (movement)

Offices: **Flanagan** JEF Bldg.
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Office Hours: by appointment

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Course Description

This course continues to explore the components of a comprehensive actor training method for developing an actor's voice and body. Students build upon and deepen techniques introduced in 214A curated to experience of the fullness of the actor's corporeal self. Emphasis is on the facilitation of the actor's freedom and specificity of expression.

The course is divided into three modules to give students equitable time with each discipline. Class will take place Tuesday/ Thursday with a Friday lab. Module One will be five weeks of movement with a Friday voice lab. Module Two will be five weeks of voice with a Friday movement lab. Module Three will alternate Voice and Movement throughout the week with the goal of integrating the work into a comprehensive whole.

❖ **Voice**

The Voice module is designed to continue to build on skills and techniques students learned in 214a. Where the focus of 214a was on introducing re-structuring to facilitate a healthy, spontaneous, reliable, supported and responsive voice, this semester will be focused on incorporating basics of Speech Actions in order to prepare students for the International Phonetics Alphabet and dialect work in their junior year. We will continue to play with free-ing and strengthening the muscles of articulation as well as learn new techniques for our investigations of heightened text.

❖ **Movement**

In the movement module of The Actor's Instrument, emphasis is on observation techniques, alignment principles and assessment of learned habits inhibiting the physical choices made in the students acting. This second semester layers in the importance of research as the foundation for the informed physical choices necessary in different time/different place characterization and storytelling. The course continues and expands the incorporation of behavioral, environmental, and spatial influences as they relate to the actor's craft.

	VOICE	MOVEMENT
Prerequisites	THTR 141	THTR 115
	THTR 120A	THTR 120B
	THTR 214A	
Co-Requisites	THTR 220B	THTR 220B
Concurrent Enrollment	THTR 220B	THTR 220B
Recommended Preparation	See above	See above

Learning Objectives (Voice)

1. Ability to recognize and distinguish all the consonant speech actions.
2. Ability to recognize and distinguish all vowel speech actions.
3. Credibly perform complicated heightened text from scripted material.
4. Refine your warm-up.
5. Cultivate generosity, resilience and courage in your pursuit of the art.

Learning Aspirations (Voice)

6. Cultivate awareness with judgement.
7. Learn texts for an opportunity to find meaning, rather than memorize them for an assignment.
8. Welcome change and flow as part of a healthy body and mind.
9. Make boundaries into points of contact.
10. Seek connection(s) between self and other, mind and body, inner thought and outer expression.
11. Get grounded.

Learning Objectives (Movement)

Upon completion of studies in 214B:

1. The student will have continued undertaking physically transformative characterization efforts. With the addition of the research methodologies as prompt, two characterization projects will have been realized. They will have included period/different time/different place and genre/style influences in the development of structural and behavioral traits of character and space/objects affecting story.
2. The student will have researched, acquired objects and/or constructed the physical components of the character environment for each text and performed scenes in these environments.
3. The student will have, completed a journal reflective of their learning trajectory, utilizing the movement vocabulary, exercises, explorations and iconic studies introduced in 115, 214A and 214B to observe, analyze and hypothesize the causal principles of physical communication that completes meaning when speaking text.

Learning Aspirations (Movement)

1. To methodize the actor's questioning state of mind, into responsible and codified action that would be recognized as the craft of an emerging professional artist.
2. To continue development of a process through which breaks inhibiting habitual movement patterns in order to allow unencumbered choice, conscious control, and spontaneity in movement.
3. To recognize the importance of and exhibit competency in determining the necessary behavioral, environmental, and spatial choices as they relate to:
 - a. The "reality of doing" principle with different time/different place givens.
 - b. Making of "meaning" through period movement (story and relationship connotations).
 - c. The active pursuit of character objective within a period text.
 - d. History, period and style.
 - e. Continued integration of the mechanics of movement into performance.

Course Notes, Required Readings and Supplementary Materials (Voice & Movement)

Course Notes:

- The syllabus, weekly agenda and assignments are posted on Brightspace. Necessary day to day updates and communications will be done via USC email.

Required texts: (available at the USC Libraries, Bookstore or online)

- *The Seagull* by Chekhov (I work from Signet Classic translation)
- *Intimate Apparel* by Lynn Nottage (available in USC Libraries Bookstacks and online thru Alexander Street link below)
https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/mbk0s6/alma991043480541003731
- *Experiencing Speech: Skills-Based, Panlingual Approach to Actor Training* by Andrea Caban, Julie Foh, and Jeffrey Parker

Recommended texts for further study: (available at the USC Bookstore or online)

- *Playing Period Plays* by Lyn Oxenford
- *Daily Life in the Industrial United States* by Julie Husband and Jim O'Loughlin
- *Daily Life in Russia Under the Last Tzar* by Henri Troyat
- *Steal Like an Artist* by Austin Kleon (should have from prior semesters)
- *The Expressive Body*, by David Alberts (should have from fall semester)
- Course Reader - *Movement for the Actor*, by Lucille S. Rubin (from 115A)
- *The Body Speaks*, by Lorna Marshall.
- *An Acrobat of the Heart*, by Steven Wangh,
- *On the Technique of Acting*, by Michael Chekhov
- *Black Acting Methods*, by Sharrell D. Lockett

Supplementary Materials:

- Instructor may supply necessary handouts and excerpts from suitable texts as needed.
- A Journal for documenting of process, progression, and Iconic Studies throughout the semester. Bring to class every day.

- Ideally, the Journal can accommodate the preservation of supplementary handouts by adding them to this book for easy reference.

Description of Assignments (Voice Module)

- A. **CLASSWORK** Students will learn each text assigned fully and be prepared to play with them in class.
- B. **JOURNAL:**
- 1) Students will keep a journal, writing an entry after each class, documenting discoveries, questions, and frustrations. Your journal is your record of growth and discovery and is a crucial part of putting the pieces together. Personally reflecting on your work and any connections you make will help your voice. If that means singing a song and making a voice memo of it, or painting a painting, or just honestly reflecting through language. The Journal is not just your class notes; it contains your thoughts, reflections, and observations of your work in class with a focus on connecting that work to your growth throughout the program.
 - 2) For **VOICE:** Journals can be done through the bright space journal function. This semester there will be an Assignment entry for each week of the semester. Should you decide to keep a hard copy journal, you can photocopy your entries and upload after each class.

Description of Assignments (Movement Module)

- A. **CLASSWORK** Point value come from the quality of engagement in warmups (utilizing prompts rooted in movement vocabulary principles as relative to 214B trajectory), preparation for and participation in, scheduled research presentations and readiness for class shares of project benchmarks. (Assessment: Summative)
- B. **JOURNAL** Continue your movement journal. (Assessment: Summative) Hard copy journals should be electronically captured and then submitted on Brightspace, your Google Drive Folder or through USC email at semester end. In addition to class notes and other acquired pertinent information to your movement study the journal has 3 components **Due: Tues. 5/13**
- 1) **FILM ICON PERFORMANCE STUDY** Continuation of Iconic Study. Select a film performance by an actor who utilized the techniques of iconic physical work to prepare and actualize transformation to the role.
 - a. Watch the film and analyze the actors' process from your own observation of the performance, then research all sources available to you to find documentation of the actor's process of transformation. You may find written accounts from press junkets where the actor was interviewed, perhaps the director of the film can be found discussing the actor's process...if the performance is by an actor of lasting significance, you undoubtedly can find extensive documentation on the artists transformational process not only in the role you've chosen to scrutinize but in other performances from his/her body of work. Feel free to compare/contrast if you find the research pertinent. Be curious and inventive in researching/seeking this information.
 - b. Research briefing in class. Bring in an excerpt of your chosen

performance. Show 2-3 min. of the work and then talk to us about how the performer achieved his/her transformation. (Assessment: Formative)

Due: Fri. 3/28 & Fri. 4/4.

- c. Document your discoveries about, and reactions to, this actor's use of transformational physical work in your journal. Do the accounts surprise you, inspire you and, in any way, affect your opinion of the authenticity of the performance? How so? Does the actor utilize any techniques you might find useful in your work?

2) **PROJECT ONE AND TWO PAPERWORK** In order to support a methodized approach to the actors' work, paperwork will be spot checked during ongoing classwork but, instead of being turned in for assessment as a separate packet at the time of project performance share, incorporate your work into your journal on an ongoing basis.

3) **PERSONAL JOURNAL SUMMARY**

- a. Discuss your personal journey in the physical acting process we've explored together this year. *Where did you start? Where are you now? Where do you need to go from here? Do you look at movement and physical acting from any different perspective from the one you had in August of 2023?* Take time to review your time in 214A and 214B and remember you have an *additional* 15 weeks of process and progression from our encounters in 115 (Movement I)!
- b. Please consider all portions of your BFA movement training to date in your reflection. Of particular interest is associations made between the areas covered in the movement and voice modules of this class and application to other areas of your BFA curriculum and rehearsal/performance processes.
- c. The aim of this summary exercise is to move to a point of clarity about the work through written articulation of a visceral experience.
- d. Length of the paper is whatever length you need to articulate your experience.

C. PROJECT ONE Select either *The Seagull* by Anton Chekhov or *Intimate Apparel* by Lynn Nottage. We will explore these different time/different place texts utilizing the Movement Toolbox assembled from 115A and 214A (Movement Vocabulary, Mirror Process and Movement Patterning) and adding to it the use of Objectives and Research as sources of physical acting.

- 1) Chekhov/Nottage texts acquired, read and ensembles chosen (Assessment: Formative). **Tues. 1/21**
- 2) Chekhov/Nottage ensembles present "Need to Know" research on plays (Assessment: Formative). (Seagull), **Tues. 1/28**
(Intimate Apparel) **Thurs 1/30**
- 3) Chekhov/Nottage ensembles "ready to work" share. Mirror Process evidenced (Finalized iconic images, assembled/built goody bag for character transformation and environment (Do Re Mi), and literal doing for your scene established. (Assessment: Formative).

	(Seagull)	Tues. 2/4
	(Intimate Apparel)	Thurs. 2/6
4) Chekhov/Nottage Scenes movement patterned and in evidence of levels of objective. (Assessment: Formative)	(Seagull)	Tues. 2/11
	(Intimate Apparel).	Thurs. 2/13
5) Chekhov/Nottage Scenes developed movement pattern pre-midterm share.		Fri. 3/7
6) Midterm Share		Fri. 3/14

D. PROJECT TWO “Physical Theatre in a Snap!“ Use your Physical Actors toolbox to make theatre of your choosing!!! After being assembled into a group, choose a text that was either written, or is set, during one of the time periods assigned. Your group’s choice should present a movement challenge/curiosity that your group will use the movement tools accrued across our three semesters together to meet these challenges. Conceptualize, rehearse, and present a fully realized excerpt of your chosen text according to period/world of play.

1) Project Guidelines Distributed		Fri. 4/11
2) Movement Challenge Workshops Group One and Two		Fri. 4/18
3) Movement Challenge Workshops Group Three & Four		Fri. 4/25
4) First Share Project Two. Spot check paperwork.		Fri. 5/2
5) Final Share Project Two.		Tues. 5/13

Grading Criteria and Assessment (Movement and Voice Assignments)

50 possible points for each discipline. Scores from each will be totaled to determine points earned in the course. All points are awarded based on prompt and effective completion of the stated requirements.

Monologues and scenes are adjudicated based on completeness of physical choices and ability of student to develop lasting recognizable vocality and physicality as observed by the instructor on a continuum basis.

Levels of achievement are defined as follows:

Excellent: evidence of clear understanding of class concepts coupled with original and creative insight and confident preparation

Good: an understanding of class concepts is evidenced with competence

Satisfactory: a general understanding of class concepts but definable gaps are in evidence

Poor: definable gaps in class concepts and lack of preparation are in evidence.

Unsatisfactory: absence of preparation, work not completed on time and no communication with professor and student partners.

ASSIGNMENT

POINTS

PCT

<i>Movement</i>		
Classwork	20	20%
Journal	10	10%
Project One	10	10%
Project Two	10	10%
<i>Voice</i>		
Classwork	20	20%
Journal	10	10%
Midterm	10	10%
Final	10	10%
TOTAL	100	100%

Assignment Submission Policy and Grading Timeline

- Assignments due as described above.
- Late work will be accepted at the discretion of the instructor and then will be reflected in the grade by docking no less than 2 points per day.
- For Movement: Hard copy of all Mirror Process paperwork is required.
- For Movement: Students are invited to capture an image of the instructors notes on their in-class performance presentations that day.
- Formalized grading of performance and written work can be expected within 3 class sessions from the due date.

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

Attendance and Time Requirements

- Students are expected to be in class, dressed, and ready to work by 10 a.m. (T/Th/F).
- Attendance is *mandatory*.
- Two episodes of tardiness equals 1 absence.
- Late work will be accepted at the discretion of the instructor and then will be reflected in the grade by docking no less than 2 points per day.
- 214B course work will require rehearsal outside of scheduled class time. Please schedule space according to the guidelines put forward by SDA's Academic Services Office.
- The syllabus is posted on Brightspace. Also, check your USC email regularly. Scheduling changes and other timely information will be sent via email.

Health and Participation in Class

- There is no online attendance, observation, participation option for this class. All classes are held in person, on ground in MCC 107. Classes will not be recorded for future viewing and there is no zoom option for 214B.
- While being mindful of the importance of being in class, our hope is that if you are feeling ill, you will use your best judgement as to whether you need to be absent.
- We will ensure that you have opportunity to access lecture notes (should there be any) or schedule office hours so that you can remain current in content covered during your absence but know that there is no way to reconstruct missed sessions in totality.
- 214B is a highly participatory, experiential, activity-based class. It requires extensive group exercises, large and small group discussion, outside rehearsal and peer observation/feedback of in-class presentations. If we, as your instructors, or you find your health presents a consistent interruption in your engagement with the above we will meet to decide the best way forward under the circumstances.
- The University, as of this writing, states masks are highly recommended in the classroom when you have any symptoms of a cold but not required. We will follow University health protocols as adjusted throughout the semester.

Classroom Rules:

- Students must dress in attire that is flexible and allows them to move freely. To maximize safety and learning potential, it is utmost importance to be able to observe physical technique and form during movement and voice. Sweats, yoga

pants, gym shorts etc. are appropriate. For **MOVEMENT**: safety and freedom of movement are paramount, attire should be fitted to avoid overly, baggy or loose attire that can “catch” during any free form work. For **VOICE** you are encouraged to wear loose and baggy clothes, whatever can facilitate your own freedom. You are also encouraged to bring your own yoga mat!! For both **MOVEMENT and VOICE**: please be mindful that the attire provides the necessary coverage for unencumbered participation in physical activity. **No Jeans. No belts. Bare feet preferred. A towel is recommended.**

- No food, coffee, tea, soda allowed in the studio. Bottled water is welcome and recommended.
- Character studies and scenes require attire and props to support movement choices and to define the physical world as specified by the text (see “Goody Bag” addendum to syllabus). There will be no miming of the physical elements of the work. *The reality of doing principle* is paramount in 214B Movement Module.
- Cell phones are to be turned off and put away for the duration of class. Even during breaks.
- Electronic capture of any portion of class is strictly prohibited without prior approval of the instructor.
- Posting about class on social media is strictly prohibited.

Course Content Distribution and Synchronous Session Recordings Policies:

- USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.
- Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (*Living our Unifying Values: The USC Student Handbook*, page 13).
- Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. 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. (*Living our Unifying Values: The USC Student Handbook*, page 13).

Notes from the Instructors:

- The principles introduced in 214B, *The Actor’s Instrument: Voice and Body*, are processes that take time to absorb and understand.
- Cultivate curiosity and practice patience
- Remain open to change
- Remember the results are not instantaneous

- Your commitment to a physically oriented process is of much greater importance than definitive result.
- Resist judgment and expectation of any specific outcome
- Explore
- Play
- Be fearlessly inventive within the parameters given
- Each student works and learns in a unique manner

Course Calendar and Structure

Module One: Weeks One Thru Five (1/14-2/14)

Tues. & Thurs. MCC 107 Movement with Stephanie Shroyer
 Fri. MCC 107 Voice with Laura Flanagan

Module Two: Weeks Six Thru Ten (2/18-3/28)

Tues. & Thurs. MCC 107 Voice with Laura Flanagan
 Fri. MCC 107 Movement with Stephanie Shroyer

Module Three: Weeks Eleven Thru Fifteen (4/1-5/2)

Tues. MCC 107 Voice & Movement with both instructors
 Thurs. MCC 107 Voice with Laura Flanagan
 Fri. MCC 107 Movement with Stephanie Shroyer

MODULE ONE				MODULE TWO				MODULE THREE			
	Tues	Thurs	Fri		Tues	Thurs	Fri		Tues	Thurs	Fri
week				week				week			
1	Both	Both	Laura	6	Laura	Laura	Steph	11	Both	Laura	Steph
2	Steph	Steph	Laura	7	Laura	Laura	Steph	12	Both	Laura	Steph
3	Steph	Steph	Laura	8	Laura	Laura	Steph	13	Both	Laura	Steph
4	Steph	Steph	Laura	9	Laura	Laura	Steph	14	Both	Laura	Steph
5	Steph	Steph	Laura	10	Laura	Laura	Steph	15	Both	Laura	Steph

Module One: Weekly Breakdown

Week 1 1/14 Intro and Course Outline. View and discuss Rock Star Side by Sides. Assignment: Read *The Seagull* by Anton Chekhov and *Intimate Apparel* by Lynne Nottage. Due Tuesday

 1/16 Continue Rock Star Side by Sides.

 1/17 Introduction: Module 1: Experiencing Flow. Homework: Read assigned text. Do a Model Larynx with your group- and prepare

for in class presentation. Watch Video to help. Learn:
 “Macbeth”, Captain's Speech

Week 2	1/21	Movement Vocabulary. Overview of Movement Modules. Begin Project One. Chekhov/Nottage scenes decided. “What do I need to know to tell this story?”
	1/23	Movement Vocabulary. Physical approach guidelines distributed for research/rehearsal process. Assignment: Group research for Project One.
	1/24	Due: Captain’s Speech Memorized; Larynx Dance. Introduction to Module 2: Experiencing Articulators. Captain’s Speech HW: Read Module 2 and choreograph your very own “Gurn Dance”.
Week 3	1/28	<i>Seagull</i> Group present “Need to Know” research.
	1/30	<i>Intimate Apparel</i> Group present “Need to Know” research. Assignment: Finalize Iconic Images. Assemble/build Goody Bag for character transformation and environment (Do Re Mi).
	1/31	Introduction: Module 3 and 4: Pthonging and Obstruent Flow, Perform “Gurn Dance”.
Week 4	2/4	Chekhov ensembles “ready to work” share. Mirror Process evidenced (Finalized iconic images, assembled/built goody bag for character transformation and environment (Do Re Mi), and literal doing for your scene established. Paperwork spot checked.
	2/6	Nottage ensembles “ready to work” share. Mirror Process evidenced (Finalized iconic images, assembled/built goody bag for character transformation and environment (Do Re Mi), and literal doing for your scene established. Paperwork spot checked.
	2/7	Introduction Module 5: Consonants and the KTS Tongue Dance! Finish with Captain’s Speech. Homework: practice the KTS tongue Dance.. Read Module 5 at home.
Week 5	2/11	Chekhov scenes movement patterned and in evidence of levels of objective. Paperwork spot checked.
	2/13	Nottage scenes movement patterned and in evidence of levels of objective. Paperwork spot checked.
	2/14	Introduction to Module 6: Introduction to the Chart. HW: Read Module 6: Pick three speech actions to demonstrate and teach to the class.

Module Two: Weekly Breakdown

Week 6	2/18	Teach your speech actions to the class. Introduction to Omnish. And then to Calderon De La Barca and the Spanish Golden Age.
	2/20	Midterm! Quiz on Speech Actions.
	2/21	Movement Vocabulary. Project One lab time.

Week 7	2/25 2/27 2/28	Introduction to Vowels! HW: Read Module Eight. Continue with De La Barca; Introduction to the Vowel Chart. Movement Vocabulary. Project One lab time.
Week 8	3/4 3/6 3/7	More with Vowels and De La Barca MORE WITH VOWELS and De La Barca Chekhov/Nottage Scenes with developed movement pattern (pre-midterm share).
Week 9	3/11 3/13 3/14	Due: LIFE IS A DREAM monologue: Review of all possible vowel positions: HW: Vowel Teams practice their presentations on their Vowels. Vowel Presentations: finish up LIFE IS A DREAM. HW: Read Module Nine HW: Life is a Dream by Pedro Calderon de la Barca Midterm Share Project One
Spring Break March 15th thru March 22nd		
Week 10	3/25 3/27 3/28	Review: All of module, 7, 8, 9 Quiz on units 7,8 and 9! Bring on your Phonemes and Allophones!! Film Icon Study research briefing in class. Bring in an excerpt of your chosen performance. Show 2-3 min. of the work and then talk to us about how the performer achieved his/her transformation.

Module Three: Weekly Breakdown

Week 11	4/1 4/3 4/4	Voice and Body Integration. Activity TBD Introduction to the Phonetics Alphabet!!! Shakespeare scenes worked in class! Film Icon briefings continued.
Week 12	4/8 4/10 4/11	Voice and Body Integration. Activity TBD Working on Phonetics! And Shakespeare Scenes TBD. Project Two guidelines distributed.
Week 13	4/15 4/17 4/18	Voice and Body Integration. Activity TBD Shakespeare scenes work in class Movement Challenge Workshops Groups One and Two
Week 14	4/22 4/24 4/25	Voice and Body Integration. Activity TBD Shakespeare scenes work in class Movement Challenge Workshops Group Three and Four
Week 15	4/29 5/1 5/2	Voice and Body Integration. Activity TBD Voice Module Final First Share Project Two

Course schedule subject to change according to the needs and progress of the group

Movement Module Final --Tuesday, May 13th from 11:00 a.m. to 1:00 p.m.

- Share of “Physical Theatre in a Snap” scenes.
- Movement Journals Due.

Statement on Academic Conduct and Support Systems

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.

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.*

****The following statements and disclosures portion of this document are subject to SDA updates. Addendums will be posted on Bright Space****

Equity, Diversity & Inclusion + Intimacy in Theatre 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>

Statement on University Academic and Support Systems

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

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

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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) 740-2500

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

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

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

[Diversity, Equity and Inclusion](#) - (213) 740-2101

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

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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

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.

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

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.

*****This syllabus serves as your contract for course #214B Spring Semester 2025*****